INNOVATIVE APPROACHES IN ISLAMIC EDUCATION: IMRE LAKATOS' METHODOLOGICAL PARADIGM AND ITS IMPLICATIONS

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Abstract: Along with the development of the times, human knowledge is increasingly developing so that branches of Islamic education science are born. The progress of the times is also inseparable from the birth of new complex problems, especially in Islamic education. this requires multidisciplinary science to be able to formulate innovative solutions with the Imre Lakatos paradigm and its implications in Islamic education. This research uses qualitative methods (*library research).* The data used is from Primary and secondary sources generated from several literatures and the presentation of data presented in the form of descriptive . Then, this research aims to explain the paradigm of Imre Lakatos' thinking methodology. In the research program methodology Imre Lakatos says that knowledge is sustainable and the core of his thinking is *hard core, protectives-belt*, and *a series of theory.* Lakatos' research program uses the heoristic method. Its relevance to Islamic education lies in the Qur'an and Sunnah which are the core of Islamic understanding serving as the main pillars on which Islamic studies are built. Both are known as protective belts because they have absolute quality and can be understood in various scientific contexts.
Kata kunci: Methodological Paradigm, Imre Lakatos Research Program, Islamic Education.

INTRODUCTION

The methodological aspect of intellectual work lies in its treatment of the process of seeking scientific truth. Although the word methodology is derived from the word method, the two are not the same. Scientific activity has a specific framework for its approach and methodology. While methodology is based on the theories and approaches used, method concentrates more on technical elements such as procedures and processes. In addition, the epistemological framework used also influences the approach (Aziz, 2021). In the environment around us, science first emerged because of the desire to know the truth of a particular subject. A scientific theory is basically a series of statements, whether symbolic or not, that make sense based on available data (Ahmad Saka Falwa Guna, 2021). In this case, educational figures have never stopped studying education and contributing various kinds of thoughts in order to realize good education. The scientific conceptual contributions of contemporary philosophers are very collective in building education.

There are various ideas about education, some of which want education to be liberating in that it should overcome oppression and underdevelopment and ensure that all students have equal access to education. Education should provide great opportunities for learners to grow independently, giving children the freedom to control themselves, grow and develop according to their nature, both physical and mental (Khefrianti et al., 2024).

The progress of educational civilization is marked by an examination and criticism of science. The process of observing, examining and criticizing requires a method that is objective and in accordance with the times. From the phenomena that occur in a science so that the need for a theory continues to be studied and tested. Scientific truth is no longer a sacred thing but will undoubtedly continue to be questioned in order to avoid redaction of social symptoms that factually occur in the community. This does not cause a deviation that appears in a science, in this case the scientific methodology offered by Imre Lakatos to resolve or avoid a deviation from a science (Digarizki & Al Anang, 2020).

Subsequently, some intellectuals emerged who attempted to refute the existing perspectives by presenting new ideas. Imre Lakatos is one of these intellectuals. His perspective is based on the theories of Popper and Kuhn, with whom he falls somewhere in the middle. Lakatos sought to expand and critique Popper's ideas, which led to the creation of a new approach called the Research Program. Lakatos tried to use this method to bridge the change as he was attracted to Kuhn's paradigm and Popper's falsifications. Lakatos' theory is paired with a theoretical framework (Ahmad Saka Falwa Guna, 2021). In philosophy, a technique is tested to produce valid knowledge. Methodology is the process of testing or developing hypotheses to ascertain the steps to be taken to produce valid information.

In the concept of education, there is a basis for educational assistance is to improve one's self, because humans cannot live personally, humans will definitely not be able to live alone, they definitely need other people in living their lives. Of the many human needs is proper education (Nahdiyah et al., 2023). Philosophy means thinking. But not all thinking is philosophical.

Deep and serious thinking. One of his mottos is "everyone is a philosopher". This motto also applies to all human thinking. But the slogan is generally not true, because not everyone who thinks is a philosopher. Philosophy, in fact, is a product of the human mind, which seeks truth and ponders it deeply. Philosophy of education is a branch of philosophy that addresses fundamental questions about the purpose, essence, values and principles of education. Philosophy of education tries to understand and elaborate on the basic concepts related to education, as well as consider different views related to education. Education-related concepts can be seen from at least two aspects, namely help and assistance. The basic concept of educational assistance is to improve one's self, because humans cannot live alone, because they will definitely need other people in living their lives.

One of the many human needs is education. The essence of education is to make human beings. There is potential in every human being, some are human, some are not human (animalistic). Here, education plays a big role for the human aspect. Because with education humans are directed to the right actions and form human strength to have competence in life. In

another connotation education can be referred to as the actualization of philosophical thoughts. Therefore, it is a philosophy that provides a unified conceptual framework about humans and education. The importance of education begins with the importance of human nature (Nahdiyah et al., 2023).

This is then with the development of human civilization there are various kinds of mathematical problems, especially in the scope of Islamic education, which requires a scientific methodology that is a proposition in determining the answer to educational problems. It can be said that a theory that expresses this point of view basically cannot be compared with other theories. From this, the author is eager to explain in more depth one of the intellectual approaches to scientific techniques, Imre Lakatos. There are three components highlighted in Lakatos' epistemological thinking: a protective belt, a hard core, and a collection of theories that each contribute to the strengthening of a particular theory. Negative heuristics, also known as core functions, are designed to undermine original beliefs or scientific progress so that they cannot be corrected or changed. When this happens, the protective belt serves as a theoretical buffer, providing internal and negative assumptions. A group of hypotheses, or a group of theories, intertwine with each other and develop further over time.

METHODS

The type of research applied in this paper is qualitative, which according to Denzin and Lincoln (1968) is research in a natural setting that aims to describe phenomena that occur by involving available methods. Erickson (1968) defines qualitative research as an attempt to discover and describe in a narrative way the activities carried out and the impact of the actions they take on their lives (A & J, 2018). Then the *researcher* uses a *library* research approach, which is an effort to summarize in writing about articles from journals, books, and other documents that describe theories and related information both past and present. This method organizes sources into relevant topics and documents (Habsy, 2017).

Since the research is a literature study, data collection is through various books and journal articles by comprehensively analyzing one another. The data was then analyzed using content analysis, which is interpreted contextually as a *deductive/directed content analysis*. The aim is to provide a thorough understanding of the content under study, focusing on key or essential meanings that are consistent with the research questions, objectives and conceptual framework (Monggilo, 2020)

RESULTS AND DISCUSSION

Background to Imre Lakotos' Thinking

On November 9, 1922, Imre Lakatos real name: Imre Lipschitz was born in Hungary. Hungary went through hard times, especially during World War II, but he was still able to finish his schooling in his home country. He graduated from the University of Debrecen in 1944 with degrees in philosophy, physics, and mathematics. Hitler also gave Hungary a serious decision, asking if the country would support him or let German troops occupy it.

Imre Lakatos, attempted to integrate Popper's notion of falsifiability with Kuhn's perspective on paradigms. Lakatos argues that using Popper's notion of falsification would lead to a naive falsificationism. Therefore, he argues, falsification should be used more as an agenda of study than as a general affirmation of empirical evidence. Best known for his work on the philosophy of science and mathematics, Lakatos also produced a thesis on the methodology of research programs in science and mathematics, focusing on mathematical fallacies and techniques of proof and refutation (Seran, 2021).

Kuhn and Imre Lakatos have different opinions on how science develops. While Lakatos argued that science should progress continuously, Kuhn called for a revolution in the advancement of the field. Lakatos believes that scientific progress does not require a revolution, but can happen continuously. Assessing the scientificity of a theory should be done by comparing a number of theories, not just one theory. These ideas need to be integrated through the research program methodology into a single framework that concerns the logic of discovery in order to realize a research program (Sutoyo, 2020).

Lakatos exposes the flaws in the Vienna Circle's empiricist-positivist perspective on mathematics. This viewpoint holds that metavision is the only path to scientific understanding. Lakatos uses a similar defense of scientific knowledge not being obtainable only through falsification to challenge Popper's theory of falsification. Lakatos uses the idea of heurism to point out the flaws in falsification and verification, while addressing both. For Lakatos, falsification done carelessly can be dangerous or even impossible if it is done against an established theory. However, if there is a possibility of supporting the falsification of a theory that is not yet established (Muslih, 2020).

Imre Lakatos Research Program Methodology

Imre Lakatos created a research techniques program that integrates ideas from Popper and Kuhn. The research methodology program offers cutting-edge strategies for scholars hoping to promote future research with a distinctive framework. The research methodology program is an idea initiated by Imre Lakatos as a link between the ideas of Kral Popper and Thomas Khun.

Lakatos' research methodology was formed not to eliminate the thoughts of Karl Poper and Thomas Khun, but Lakatos' thinking is a middle way between these two thoughts (Nurarifah & Paryanto, 2023).

One of the ways used in this research method is the use of heuristics, or rules regarding methods. Heuristics are problem-solving methods, such as trial and error, that do not have a clear algorithm. Hence, heuristics are rules or methods for solving problems. The Greek term "*eurike*", which in English describes the process of trial and error, is where the word "heuristic" comes from. It is the branch of science where new discoveries are made.

Imre Lakatos asserts that science is more than just testing theories by collecting and then refuting hypotheses, or about verifying or falsifying claims. According to Lakatos, science requires a deeper understanding to solve problems. He views science as a methodical and productive research activity.

Comparing the theories of paradigm shift and falsification, Lakatos identifies weaknesses in applying each theory independently in the pursuit of knowledge. He argues that paradigm shift and falsification alone are insufficient to explain the reality of science. But only when both are incorporated into an advanced research program can the full scientific truth be revealed (Ahmad Saka Falwa Guna, 2021).

According to Imre Lakatos, one of the basic principles of scientific reasoning is that hypotheses must be consistent with known facts. Hypotheses are tested using facts in scientific reasoning. According to Lakatos, when scientists find anomalies in a program of study, it makes sense for them to pursue further hypotheses that strengthen the program as it progresses. The idea of research program methodology was put forward by Imre Lakatos who offered an alternative structure that ensures the advancement of scientific theory. According to him, a thorough understanding of the logic of discovery cannot be achieved without paying attention to the techniques of the research program. Heuristics are methodological guidelines included in this framework that serve as a framework for problem solving through experience, experimentation, and reasoning in an effort to reduce mistakes made during the process. This study program according to Lakatos has three components: *hard core*, protective belt, and a number of theories (Ahmad Amir Aziz, 2021).

a. Hard Core

The negative heuristic is a fundamental (hard) component of methodological norms. This suggests that it is not appropriate to reject the fundamental assumptions underlying them. The negative heuristic of a program highlights that the main core should not be changed while it is still being developed, as it is immutable and serves as the foundation for the other elements.

The program's core claims are supported by logical arguments generated through debate and sharing of ideas. In other words, hard-core refers to a set of fundamental assumptions in scientific study or development that are unique and cannot be changed or replaced. In terms of methodology, hard-core is also known as negative heuristics (Pahlevi & Kuswanjono, 2023).

b. Protective-belt

The protective loop, which consists of additional hypotheses in the first stage, is referred to as a positive heuristic in methodological guidelines. which gives the scientist instructions on what actions to take and what actions to avoid. About what actions to take and what actions to avoid. Learning how to change and improve controversial circles of protection and how to create debatable versions of program research elements are examples of positive heuristics. Positive heuristics describe how to improve a program's essential functionality so that it can predict and explain real-world events (Fadli, 2023).

Lakatos' methodology rejects two things: first, the use of theories that cannot be independently tested, or ad hoc hypotheses. An example of an unscientific approach is blaming Uranus' strange motion on the planet's inherent characteristics. In addition, Lakatos disapproves of techniques that "disrupt the core program" as they can lead to a deterioration in scientific dynamics.

c. A Series Of Theory

The relationship in which each subsequent theory grows from the inclusion of an auxiliary clause to the previous theory is known as a theory continuum. According to Lakatos, it is a group of theories rather than a single theory that determines whether an idea is considered scientific or not. It is characterized by stable continuity. The scientificity of a research program is determined by two factors: (1) it must be coherent and have a clear strategy for the next program; and (2) it must be able to result in the discovery of new phenomena.

Lakatos begins his philosophy of science with fundamental ideas about research projects. These fundamental ideas are then brought together to create a more organized and logistically understandable system from a basic conceptual foundation. Lakatos anticipates a scientific program of study that actively identifies some anomalies or data that contradict theoretical predictions. However, he understands that it is difficult to understand anomalies, especially for individuals who have accepted the dominant scientific paradigm.

Three important components are highlighted by Lakatos' epistemological thinking: the hard core, the protection belt, and the collection of theories, each of which contributes

to strengthening the other. Like the so-called negative heuristic, the core's task is to establish or reject negative assumptions that attempt to encompass new theories or scientific advances and prevent them from being changed or replaced. On the other hand, a protective belt is more adaptable and serves as a safety net for a theory by weakening its assumptions. On the other hand, hypothesis sets have a continuous relationship and grow along with the theories that come after them.

Implications of Imre Lakatos' Thought and Islamic Education

Imre Lakatos examines the relationship of his epistemological framework to Islamic education after providing a summary. Good educators play an important role in creating a quality generation (Nurdiyanto, Ahmad Jailani Nasution, 2023). This is in line with the objectives of Islamic Education which has an institutional orientation. The objectives to be achieved and are usually relevant to the objectives of National Education. The purpose of Islamic Education is to develop the potential of students through the process of teaching, training, guidance and direction so that students become independent, creative, responsible, innovative, able to think critically, have noble character, believe and fear God Almighty, and are able to become wise and useful people for the country, nation and religion (Hafizh et al., 2024). KH. Ahmad Dahlan's view regarding Islamic education is the importance of the mission in building Muslims who have devotion to Allah SWT, in the sense of humans as servants (*abdullah*) and humans as *caliphs* on earth (Zam Zami & Hafizh, 2023). Islamic education is considered important because it contributes to the intellectual and practical development of Muslims. Therefore, the author continues the discussion of Imre Lakatos' ideas in relation to Islamic education. The foundation of Islam is found in the revelation received by the Prophet Muhammad. Islam uses two different approaches: Sunnah of the Prophet Muhammad and revelation in the form of the Quran and Hadith.

How the development of Islamic education, especially in relation to Islam itself, Islamic Studies develops and changes along with the growth of various complex life problems, complex problems related to law, pluralism, gender, the environment, politics, human rights, and technology. In life, including those related to law, pluralism, gender, the environment, politics, human rights, and technology. Scientists claim that because life's issues are so complex, more research is needed to develop a knowledge base that enables problem-solving strategies. In many ways, strengthening the Quran and Sunnah as the solution for all Muslims is something that needs to be considered. In the discipline of Islamic education knowledge has been added and subtracted. This is not disputed as long as it does not depart from Islamic education.

Humans in education are faced with various kinds of problems, especially in studying the main core of Islamic education to harmonize the concept of Islamic education to be able to answer

existing educational problems (Kosmas Sobon, 2024). The core concept in Islamic education refers to the solid foundation of the Qur'an and Sunnah which is the basis for the development of Islamic studies. the main source of Islamic belief, providing direction and strong principles for the development of Islamic science.

In the context of Islamic education, the term "protective belt" refers to a set of sciences that enhance and strengthen the knowledge of the Sunnah and the Qur'an. Islamic studies such as tawhid, tafsir and hadith serve as components of this safety net. They support the elaboration and depth of interpretation and application of the teachings of the Sunnah and the Qur'an in various settings (Hafizh et al., 2024). The concept of *Hard-core* is then used in Islamic education to further develop and understand hard-core. This protective belt is then used in Islamic education to further develop and understand the hard-core, or the main foundation provided by the Qur'an, the Sunnah. A more thorough and in-depth understanding of Islamic teachings can be achieved through Islamic education that emphasizes a balance between the protective approach and the *hard-core* approach (Assya'bani, 2020).

The teachings of the Islamic faith on the formation and development of human nature and its influence on a complete personality to become a Muslim human being are essentially the foundation of Islamic education philosophy (Suhiroh & Zuhdin, 2021). These ideas are widely accepted as the result of Islamic education. Furthermore, they are methodically linked to subjects such as curriculum, teaching strategies, pedagogy, and instructor environment. The knowledge of Islamic philosophy of education has as its main sources the Qur'an and Hadith, including information about educational activities. Scholars' comments on Islamic philosophy are considered secondary sources (Nuthpaturahman, 1937).

In the community environment that needs to be responded to with scientific development, it becomes the foundation for other scientific developments in the *framework of* scientific integration. *Protective belt* articulates it with the term *auxiliary hypothesis* as a complement to *hardcore* as a complement to *hardcore* to explain and predict real phenomena as the idea above. This is very suitable for positioning other general sciences as a protective circle that is connected to its nature which is always evolving and must be able to answer the problem of kemordenan as well as required to be able to provide an explanation of the phenomena that are happening. in Islamic Education al-Qur'an and sunnah become the core of understanding Islam and other scientific studies in Islamic Education based on al-Qur'an and Sunnah (Maya Sari, 2024).

CONCLUSIONS

A framework for the advancement of science known as "research program methodology" is introduced in Lakatos' philosophy of science. This framework highlights three important elements

hard core, protective belt, and theory set and includes some key principles drawn from Lakatos' epistemological thinking. Each of these components serves a different purpose and serves to support a particular theory. Negative heuristics, which have the ability to undermine a theory or hinder the progress of science, can be refuted or validated by the hard core. While the belt serves as a barrier or safeguard for a theory by providing balanced internal criticism. In contrast, a set of hypotheses, or set of theories, shows a continuous relationship and development with subsequent theories.

The Qur'an and Sunnah, which are at the core of Islamic understanding, serve as the main pillars on which Islamic studies are built (Muslihah, 2023). They are known as protective belts because they have absolute quality and can be understood in various scientific contexts. The protective belt serves as the foundational phase for the growth of the disciplines of the fundamental sciences in this case the Islamic sciences, Hadith, Tafsir and Tawhid. For example, these fields provide a comprehensive framework and interpretation of the Sunnah and the Qur'an. Thus creating a barrier that fortifies the fundamental foundation for the growth of Islamic science. In view of this, the protective belt serves as a link between the hardliners and a number of more specialized disciplines and interpretations within the Islamic framework.

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