

The Concept of Puberty in Islamic Education: A Philosophical Review of the Transition of Adolescents to Adults

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Abstract

This study aims to analyze the understanding of the concept of puberty (adulthood) in Islamic education and its implications for the development of educational practices and the formation of adolescent character. Through a qualitative approach with the literature research method, data is collected from sources such as the Qur'an, Hadith, and related literature, then analyzed using content analysis. The results show that puberty is not just a biological change, but a critical phase for moral and spiritual growth, so it requires structured education to prepare adolescents for religious and social responsibilities. The study concludes that integrating a philosophical understanding of puberty into Islamic education can contribute significantly to the holistic development of adolescents, equipping them with the values and skills needed to navigate the complexities of modern life. This study advocates a deeper engagement with the concept of puberty to cultivate responsible and moral individuals in society.

Keywords: Puberty; Islamic Education; Adolescent; Philosophical Approach; Character Development.

INTRODUCTION

Islamic education has a fundamental role in shaping the personality and morals of the younger generation. Islamic moral teachings have a significant influence on adolescents' social interaction patterns and become the foundation for maintaining religious principles (Anugrah et al., 2022). Not only does it function as a bulwark against negative influences from outside, Islamic education also plays a role in strengthening spiritual and ethical aspects to overcome the problems of poverty, ignorance, and cultural backwardness (Praja & Muslih, 2021). However, in an era full of rapid and complex changes, many adolescents exhibit deviant behavior and lose identity, indicating weak character development (Rauf, 2021; Salsabila et al., 2024). In this context, teachers have a strategic role as educators, guides, and role models who connect Islamic values with students' daily lives (Wahyudin et al., 2022).

Although many studies on Islamic character education have been conducted, the understanding of the **puberty phase** as a crucial period in adolescent development is still often limited to biological aspects or Islamic law alone. In fact, puberty is actually a moment of transformation that marks the beginning of individual accountability in the spiritual, moral, and social dimensions. Previous studies, including research by (Wahyudin et al., 2022) on the role of educators, (Salsabila et al., 2024) on the moral relevance of Islam in the contemporary era, and Rauf (2021) on the importance of moral development from an early age, have not specifically examined puberty as a critical stage of development. The lack of a philosophical approach to puberty leads to an incomplete understanding, so its implications in the practice of Islamic education are also less explored.

This research uses the perspective of Islamic educational philosophy that sees puberty as a complex phenomenon that includes biological, psychological, moral, and spiritual aspects. This phase is not only related to the obligation of worship such as prayer or fasting, but also involves self-awareness as a morally and spiritually mature person. Therefore, this study has three main objectives: (1) to examine the concept of puberty in Islamic education through a philosophical approach, (2) to explain the meaning of puberty as an important period in the moral and spiritual

development of adolescents, and (3) to formulate the impact of understanding puberty on a more holistic and transformative approach to Islamic education.

The contribution of this research lies in the expansion of Islamic educational discourse by introducing a new point of view that makes puberty a philosophical and pedagogical basis. For educators, the results of this research can be used as a reference in compiling curriculum and character learning methods that are in line with the stage of adolescent development. The hypothesis proposed in this study is that **a deep understanding of puberty as a phase of critical change will give birth to a more comprehensive approach to Islamic education and have a positive impact on shaping the character of adolescents towards responsible adulthood.**

METHOD

This study applies a qualitative approach through literature studies (literature research). The main data sources include authoritative Islamic texts such as the Qur'an and hadith, enriched by references from books and articles in scientific journals that discuss puberty from an Islamic educational perspective, especially through the lens of educational philosophy (Nor & Nawi, 2020). The analysis process is carried out by content analysis technique, which is to critically examine written materials and then connect between concepts to find patterns and meanings (Prihatin, 2020).

This analysis aims to uncover the core themes as well as interpret the philosophical impact of the understanding of puberty on the goals and practices of Islamic education. This approach facilitates an in-depth search of puberty by referring to Islamic sources both classical and modern (Kamaruddin & Hanapi, 2021). In addition, this study pays attention to the dialectic between preserving traditional Islamic scientific treasures and answering the needs of contemporary education. It is hoped that the research findings will be able to present a holistic perspective on puberty and its relevance for the development of Islamic education.

RESULTS AND DISCUSSION

The Concept and Importance of Puberty in Islamic Education

In Islam, puberty is understood not only as a biological phenomenon, but also as a stage of life that marks the beginning of one's spiritual and moral responsibilities. Etymologically, the word puberty comes from the word *balagha* which means "to be aware" (Amalia, 2021). Technically, this refers to a situation in which a child is legally burdened with Islamic law (*mukallaf*) after reaching adulthood (Khusurur, 2021).

The importance of puberty in Islamic education is to transform the child into a spiritually and morally responsible person. This change requires not only physical preparation, but also mental and social preparation. (Wahidah, 2020) emphasized the need to provide a structured and continuous educational process to children before they enter adolescence so that they are ready to carry out their religious and social responsibilities as adults.

The impact of the puberty phase includes the need to carry out worship such as prayer, fasting, as well as the obligation of zakat and hajj if they meet the requirements. It also includes moral and social dimensions, so Islamic education must prepare adaptive and empowering teaching strategies to guide adolescents through this important phase.

Philosophical Perspectives on Puberty: Ontology, Epistemology, and Axiology

1. Ontology Baligh

From an ontological point of view, adolescence is not only a biological change, but also an important stage in human survival and development (Lutfiyah & Khobir, 2023). This period marks the transition from childhood to moral and spiritual responsibility in adulthood (Lutfiyah & Khobir, 2023). Adolescents go through the process of finding their own meaning, life values, and spiritual direction (Lutfiyah & Khobir, 2023). Therefore, the understanding of adolescents in an ontological context needs to be integrated into the Islamic education system as the basis for the formation of a whole existence (Lutfiyah & Khobir, 2023).

2. Baligh epistemologists

In the field of Islamic educational epistemology, an understanding of adolescents is gained through the integration of revelation, reason, and experience (Lutfiyah & Khobir, 2023). Revelation provides a normative framework regarding rights and obligations after puberty, while rationality plays a role in interpreting and understanding this concept (Lutfiyah & Khobir, 2023). Individual and collective experiences provide practical learning that shapes emotional and social maturity (Lutfiyah & Khobir, 2023). By combining these three sources of knowledge, the Islamic education curriculum can be designed to meet the needs of adolescent development holistically (Lutfiyah & Khobir, 2023).

3. Axiology of Puberty

From an axiological perspective, the adolescent stage contains basic values such as responsibility, honesty, independence, and justice (Lutfiyah & Khobir, 2023). These values not only need to be understood, but also internalized and applied in daily life (Lutfiyah & Khobir, 2023). Islamic education plays an important role in instilling these values through the formation of consistent and applicable character, so that it is able to make adolescents grow into individuals with good character (Lutfiyah & Khobir, 2023).

Islamic education aims to guide people to seek truth, value transcendental values, and cultivate Muslim individuals with noble character (Lutfiyah & Khobir, 2023).

Goals and Strategies of Islamic Education in Facing the Puberty Phase

Islamic education in adolescence aims to develop individuals who are faithful, devout, noble, and able to live modern life through spiritual and social skills (Rodhiyana, 2022). This goal is in line with a holistic approach in Islamic education, which develops cognitive, affective, and psychomotor aspects (Mansir, 2021). Islamic education is an effort to convey appeals, religious teachings, set an example, develop skills, inspire the community, and create a social environment that supports the formation of Muslim personality.

Relevant educational strategies for adolescents include context-based learning, participatory models, and spiritual transformation approaches (Mansir, 2021). Methods such as case studies, collaborative projects, value discussions, and digital technology integration are important to make Islamic materials more relevant and applicable (Johan et al., 2024).

Challenges of Islamic Education in Today's Adolescents

Social transformation due to globalization and advances in digital technology have affected the behaviors and values embraced by adolescents. They are faced with various problems such as identity crises, permissive popular culture influences, and psychological pressures that have an impact on internal health (Nurwati & Santoso, 2019). Facing this challenge, Islamic education is required to be able to integrate spiritual values with counseling approaches, emotional intelligence training, and active parental involvement. Thus, adolescents not only have moral resilience, but also have strong social and emotional skills to face the changing times.

The Centrality of Tawheed Education in Character Formation

Tawheed is at the core of Islamic education, which instills awareness of the oneness of Allah as the spiritual and moral foundation of a Muslim's life. Through a deep understanding of monotheism, adolescents are directed to have life goals that focus on devotion to Allah and positive contributions to society (Salamah & Wahyuni, 2022). Tawhid education provides a strong ethical basis for forming noble morals such as honesty, trust, and responsibility (Egistiani et al., 2022). With a strong character, the younger generation is expected to contribute to the unity and progress of the nation.

Strengthening Self-Regulation in Islamic Views

Self-regulation or the ability to control oneself is an important skill in the adolescent phase. In Islam, this concept is closely related to the muraqabah awareness that Allah is always watching over every action. With the right guidance, adolescents are trained to control lust, manage stress, and make decisions based on sharia values. Practices such as muhasabah (self-

evaluation), worship habits, and spiritual guidance can help in the development of self-regulation (Utari, 2021).

Physical and Mental Health: An Ethical Perspective in Islamic Education

The health of body and soul is a mandate that must be maintained, as affirmed in Islamic values. Islamic education must provide an understanding of the importance of maintaining the body with a healthy way of life, including eating halal and thayyib food, exercising regularly, and maintaining cleanliness. In addition, attention to internal health such as stress management and spiritual strengthening is essential in growing emotionally balanced adolescents (Kasule, 2014).

Practice of Islamic Values in Daily Life

The final essence of Islamic education is the creation of internalization of values in daily life. Values such as honesty, compassion, discipline, and responsibility must be part of adolescent behavior both at home, school, and in society. Educational activities such as mentoring, congregational worship practices, social work, and habituation of positive attitudes can be used as a medium to instill and strengthen these values (Matsania & Makhful, 2022).

CONCLUSION

This research produced several key findings regarding the phase of puberty from an Islamic perspective. First, puberty is not merely a physical change, but an important moment that becomes the beginning of a Muslim's accountability in spiritual, moral, and social aspects. From an ontological point of view, this phase is a bridge between childhood and adulthood where the formation of self-identity and awareness of life values occurs. Epistemologically, the understanding of puberty is built through a blend of sources of revelation, rational reasoning, and empirical experience. Meanwhile, in terms of axiology, this phase carries out the main values such as responsibility, independence, and justice that must be instilled through a planned educational process.

In the context of education, Islam offers a comprehensive approach to guide adolescents through the phase of puberty. Contextual learning methods, participatory approaches, and spiritual transformation are effective strategies in facing contemporary challenges such as globalization, identity crises, and the impact of technology. Islamic education not only focuses on the formation of monotheistic character, but also develops self-control skills, physical-spiritual health, and the application of Islamic values in daily practice. The goal is to produce a generation of Muslims who are not only obedient in worship, but also have moral toughness, emotional maturity, and social awareness.

Some of the recommendations that can be submitted include the development of an Islamic education curriculum that is sensitive to the puberty phase, by combining philosophical foundations and relevant learning methods. Cooperation between educators, parents, and the community is also needed to create an environment conducive to adolescent development. For further research, it is necessary to explore more deeply the application of the concept of puberty in various educational models, including responses to challenges in the digital era.

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