

REINTERPRETATION DRAFT GENDER EQUALITY IN ISLAMIC EDUCATION: A COMPARATIVE STUDY THINKING FIGURE CONTEMPORARY MUSLIM FEMINISTS

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Abstract:

Issue gender equality in Islamic education becomes attention main in discourse contemporary Islamic feminism. This article aim For reinterpret draft gender equality in Islamic education through study comparative thinking figures contemporary Muslim feminists such as Amina Wadud, Fatima Mernissi, and Zainah Anwar. With approach qualitative based studies library, articles This explore How third figure the offer interpretation repeat to texts religious and critical structure patriarchy in system Islamic education. Study results show that reinterpretation gender concepts by the characters This open opportunity for more Islamic education inclusive and equal, without lost essence Islamic teachings.

Keywords: *gender, Islamic education, Muslim feminists, interpretation, equality*

Abstrak:

Isu kesetaraan gender dalam pendidikan Islam menjadi perhatian utama dalam diskursus feminisme Islam kontemporer. Artikel ini bertujuan untuk mereinterpretasi konsep kesetaraan gender dalam pendidikan Islam melalui kajian komparatif pemikiran tokoh-tokoh feminis Muslim kontemporer seperti Amina Wadud, Fatima Mernissi, dan zainah Anwar. Dengan pendekatan kualitatif berbasis studi pustaka, artikel ini mengeksplorasi bagaimana ketiga tokoh tersebut menawarkan penafsiran ulang terhadap teks-teks keagamaan dan mengkritisi struktur patriarki dalam sistem pendidikan Islam. Hasil kajian menunjukkan bahwa reinterpretasi konsep gender oleh para tokoh ini membuka peluang bagi pendidikan Islam yang lebih inklusif dan setara, tanpa kehilangan esensi ajaran Islam.

Kata Kunci: *gender, pendidikan Islam, feminis Muslim, tafsir, kesetaraan*

INTRODUCTION

Gender equality in education is an increasingly pressing issue get attention in various parts of the world, including in context Muslim society. Views traditional often limit role Woman in education, which is considered as a male domain solely. However, along with with development of the times, thinking contemporary Muslim feminists start offer perspective new that challenges patriarchal norms and fights for gender justice in education. This article aim For explore reinterpretation draft gender equality in Islamic education through studies comparative thinking figures current Muslim feminists.

In the context of Islam, education seen as universal and important rights for every individual, good man and women. However, in in practice, many women in a number of Muslim countries are still face various obstacle in access equal education. Inequality This No only triggered by factors social and economic, but also by interpretation texts religious tendencies put forward role traditional women. Therefore that 's important For understand How figures Muslim feminists strive deconstruct narrative and offer understanding new about role Woman in education.



Characters Contemporary Muslim feminists, such as Amina Wadud, Asma Barlas, and Zainah Anwar, have contribution significant in promote gender equality in context Islamic education. They No only criticize thinking patriarchal, but also trying For build A framework work that allows Woman For get the same education the good with men. Through approach hermeneutics and analysis critical to texts religious, they show that Islam, in in essence, support principles equality and justice that can implemented in context education.

In the article this, we will discuss thinking various figure contemporary Muslim feminists and how works they create room for reinterpretation draft gender equality in education. We will do analysis comparative For identify similarities and differences in approach they, as well as the implications to education women in Muslim society. With understand ideas this, we can more appreciate efforts made For reach gender equality and improvement system more education inclusive.

Finally, the article This No only contribute to the discussion academic about education and gender in Islamic context, but also aims For give understanding more deep for reader about challenges and opportunities faced by women in get equal education. With explore thinking figure contemporary Muslim feminists, it is hoped We can find inspiration For support effort create system fair and equal education for all genders, both in the Islamic world and globally.

Reinterpretation to draft gender equality by thinkers contemporary Muslim feminists become important For reviewed, because they present framework theological new that combines values Islamic justice with principles equality. This study aim compare thoughts of Amina Wadud, Fatima Mernissi and Zainah Anwar in understand draft gender equality in Islamic education.

RESEARCH METHOD

Study This use method qualitative with approach studies library research. Primary data obtained from works figure Contemporary Muslim feminists, such as Amina Wadud, Fatima Mernissi, and Zainah Anwar, discuss it reinterpretation Islamic texts in context gender equality. Data sources include books, articles journals and other relevant scientific papers with topic research. In addition, research this also refers to the literature secondary like results study previous, dissertation, and report academic support analysis.

Data analysis was performed with method comparative, namely compare idea figures the Muslim feminist about draft gender equality in Islamic education. Analysis techniques covering identification theme main, categorization concept, as well as interpretation to differences and similarities view between figures. This process done with use analysis content analysis, so that researchers can find patterns, arguments, and foundations underlying thinking the ideas of each character. For guard data validity, research This apply triangulation source with compare various literature that discusses figures and their thoughts from perspective different. Research results expected capable give understanding deep about How reinterpretation draft gender equality is understood and applied in Islamic education, as well as offer contribution theoretical to development gender studies in study Islam.

FINDINGS AND DISCUSSION

Comparative Study Thinking Figure Contemporary Muslim Feminists

1. Amina Wadud's Thoughts

Aminah Wadud is a thinker and activist famous Muslim feminist Because his contribution in bridge draft gender equality in Islamic context. In his thinking, Wadud emphasizes importance reinterpretation texts holy For create greater understanding inclusive to role Woman in society, especially in field education. I will explain Wadud's thoughts on reinterpretation draft gender equality in Islamic education, as well as compare it with thinking figure contemporary Muslim feminists other.

Wadud argued that Lots interpretation traditional to Islamic teachings that place Woman in position subordinate. He emphasized that Islamic law and teachings must be interpreted with a more approach contextual and dynamic, so that create room for Woman For participate in a way active in education and life social. He believes that education is key For empowering women and change pattern think public about gender. Through education, women can access required knowledge and skills For take more roles big inside public.

In context education, Wadud also highlighted importance a considerate approach needs and experiences woman. She believes that curriculum education must designed with consider perspective Woman so that can create environment learn more supportive and inclusive. In his work, he often emphasize the need emphasis on values justice social in education, which will help form more students sensitive to gender issues and injustice.

When compared with contemporary Muslim feminist figures other like Fatima Mernissi or Riffat Hassan, we can see existence similarities in approach they to reinterpretation texts religious studies. Mernissi, for example, focuses on the analysis of underlying social and historical its interpretation about role Woman in Islam. While that, Hassan more emphasize the importance of studies critical to religious teachings and reinterpretation For delete gender discrimination. Although There is difference in focus and methodology, objectives together from thinkers This is For create order more social fair for Woman.

One of contribution Wadud's significance is his belief that gender equality in education No only beneficial for women, but also for public in a way overall. With increase access education for women, community will get profit from more perspective diverse and innovative. Therefore that, Wadud does not only call Woman For oppose oppression, but also motivating public in a way wide For realize importance gender equality as step going to progress social.

In a way Overall, Aminah Wadud's thoughts provide strong foundation For understand and support gender equality in Islamic education. With push reinterpretation texts holy and advocate change in practice education, Wadud tries create environment where women can grow and contribute in a way real. Through perspective, we can see that gender equality is integral elements in reach justice social and progress public.

Amina Wadud emphasized importance approach hermeneutics to the Qur'an

in consideration experience Woman. In his book *Qur'an and Woman*, he rejects literal and patriarchal interpretations, and emphasizes equality ontological between men and women. According to him, Islamic education must teach values justice, participation equality and respect to experience Woman.

2. Fatima Mernissi's Thoughts

Fatema Mernissi, a thinker recognized Muslim feminist in a way international, has Lots contribute to understanding about gender equality in context Islamic education. In its efforts For reinterpret draft gender equality, Mernissi digs history and religious texts for show that Islamic teachings, if interpreted with true, actually push justice and equality between genders. Mernissi's thinking is not only challenging interpretations traditional which tends to patriarchal, but also provides perspective new relevant for education, especially for Muslim women.

One of main Mernissi's thoughts are importance education as tool For empowering woman. She argue that access to equal education is key For reach gender equality. In the context of Islam, Mernissi criticized understanding that states that Woman more low than man, and he emphasize that education must seen as rights inherent in every individual, without looking at gender. This is in harmony with principles the basis of Islam which emphasizes search science and knowledge as obligation for every Muslim, both man and Woman.

Mernissi also highlighted importance reinterpretation Islamic texts that have been This often leads to marginalization Woman. In his view, a lot verses and hadiths that have been This understood in a way patriarchal Actually own potential For support equality. Mernissi shows that with do analysis critical to texts said, we can find more interpretation inclusive and relevant with modern context. With However, Islamic education does not only can fulfil spiritual needs, but can also equip Woman with skills and knowledge recognized in the space public.

In addition, Mernissi argues that For create substantial changes in Islamic education, involvement is also needed active Woman in the process of taking decisions, both at the level family or in institutions education. He believes that with involving Woman in dialogue and creation policy, we can produce system more education responsive to needs and aspirations they. Through approach thi, woman not only become object educatio, but also as active subject in formation curriculum and methodology teaching.

In a more context broa, Mernissi's thoughts also invite We For consider experience Woman in context more socio -historical big. He realize that gender equality in education No Can separated from issues more social, political and economic wide. With focus attention to context This, Mernissi encourages dialogue about How system education can play a role in deconstruct structure oppressive power women, and create a more diverse society fair and equal. Fatema Mernissi's thoughts, with so, no only focused on education but also on transformation more social holistic for women in the Islamic world.

Fatima Mernissi criticized frequently mentioned hadiths used For justify subordination Woman. In *The Veil and the Male Elite*, he reveal construction

socio-political background behind the interpretation of gender in Islam. Mernissi encourages liberating Islamic education Woman from narrative religious restrictions role social and intellectual they.

3. Zainah Anwar's Thoughts

Zainah Anwar is one of them figure many contemporary Muslim feminists discuss issue gender equality in context Islamic education. In his thoughts, Anwar emphasized importance reinterpretation to draft gender equality, especially within education, so that more in harmony with principles justice and balance contained in Islamic teachings. He argue that Lots interpretation classic to religious texts are often subversive gender inequality, so need done reading repeat more inclusive and progressive.

One of point press Anwar is understanding that education plays a very important role in form attitudes and values social. In the context of this, he invite For reformulate curriculum Islamic education with enter egalitarian gender perspective. Anwar argues that education No only about the transfer of knowledge, but also about build character and awareness critical about issues social, including gender equality. With more education gender responsive, expected generation young can grow with greater understanding fair and respectful role as well as contribution Woman in public.

Anwar also highlighted importance role Woman in education as driving force change social. He lift example figures Woman in Islamic history that has give contribution significant, but often marginalized in mainstream narrative. With understand history this, woman can find inspiration and motivation For participate in a way active in various fields, including education. Through strengthening education for women, Anwar believes that will happen change in structure more social fair and equal.

Zainah Anwar's thoughts about gender equality in Islamic education is calling For examine return and reform method view We to Woman in context religious. He encourage educators, creators policies and society general For together committed in create environment supportive education gender equality. With method This, Anwar hopes can building a better future inclusive and strengthening position Woman in global Muslim community.

4. Comparison Approach Figure Contemporary Muslim Feminism With Interpretation Traditional

Approach figure contemporary Muslim feminism as Aminah Wadud, Fatima Mernissi, and Zainah Anwar point out effort For interpret back to the Qur'an and various aspect Islamic teachings in context gender equality. They argue that understanding traditional often influenced by patriarchal norms that are not in accordance with Spirit justice and equality are upheld tall in Islam. In the analysis next, we will compare thinking third figure This with approach interpretation traditional about gender in Islam.

Aminah Wadud, a famous Muslim scholar with view progressive, focusing on gender- inclusive interpretation of the Quran. In her book "Quran and Woman," she highlight Lots frequently used verses interpreted in a way patriarchal, and encourages further reading sensitive to gender context. Wadud argued that Lots

interpretation traditional which prioritizes domination man No reflect teachings the original. In his view, the Qur'an supports equality gender and affirm importance role Woman in society. This is different in a way real with interpretation traditional which often places Woman in position subordination.

Nex, Fatima Mernissi, a sociologist and writer from Morocco, studying impact culture patriarchal to life Muslim women. In her works, such as "Beyond the Veil," Mernissi critiques ideas that depict Woman as passive and marginalized creatures. He dig history and context social background Islamic interpretation of role women. With describe Woman in Islamic history which has role active, Mernissi provides different views from understanding traditional which often corners people women. Mernissi's approach focuses on deconstruction detrimental narratives and affirmations voice Woman in context Islamic history and theology.

Zainah Anwar is also known as figure feminists who fight for rights Woman in Islam. Through "Musawah" movement, Anwar emphasized importance fair and egalitarian interpretation in Islamic teachings. He argue that patriarchal norms is not part from the true teachings of Islam, but rather results from generation thinking influenced by power and politics. Anwar encouraged open dialogue between Muslim women to explore more interpretation fair and supportive gender equality, different with approach traditional which tends to maintain the status quo and reject change.

When we compare with interpretation traditional, visible that tradition the tend maintain reading religious texts that strengthen gender hierarchy. Approach This often involves use texts from hadith and interpretation that support it domination men and limiting room movement women. In many cases, figures traditional reject challenging thinking existing structures, with reason that That violate treasury original Islamic teachings. This is create tension between contemporary Muslim feminism and traditional interpretation.

In a way overall, approach contemporary Muslim feminism represented by Aminah Wadud, Fatima Mernissi, and Zainah Anwar shows importance reinterpretation and deeper understanding inclusive to Islamic teachings. With challenge narrative traditional patriarchal, they No only need confession rights women, but also helpful develop greater understanding holistic and fair to the teachings of Islam alone. This is step important going to gender equality in spiritual and social context, which demands reform of thought and action in Muslim society.

CONCLUSION

Article " Reinterpretation Draft "Gender Equality in Islamic Education" presents analysis deep about view figures contemporary Muslim feminists, namely Aminah Wadud, Fatima Mernissi, and Zainah Anwar, in understand and organize repeat draft gender equality in context Islamic education. Third figure This give contribution significant in formulate return understanding about roles and positions Woman in Islam, with emphasize importance interpretation texts holy in a way inclusive and contextual. Aminah Wadud, for example, invites Muslims to see the Qur'an from corner view equality, while Fatima Mernissi focuses on the need for dismantle structure existing patriarchal in Muslim community through criticism to narratives history and religious teachings. Zainah Anwar also joined highlight importance education in awaken gender awareness and empowerment Woman.

Conclusion of article This show that reinterpretation draft gender equality in Islamic education is not only relevant but also very necessary For respond challenges faced Woman in modern society. Through thinking third figure mentioned, it can be seen that education become means key For dismantle discrimination gender- based and for create room for women to be able to participate in a way full in life social, economic, and political. With Thus, education is based on the principles of gender equality does not only will profitable women, but also society in a way overall, which will more innovative and inclusive in face changing times.

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