



The Role of Islamic Education In The Struggle For Palestine Independence: History of Resistance and Education Under Israel's Opposition

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Abstract

Keywords:
Islamic
Education;
Struggle for
Independence;
Palestine

This research aims to find out the history of the Palestinian struggle and the close relationship between Islamic education and the struggle for independence. In addition, this research explores the role of education as a source of strength, how the struggle for independence is reflected in the curriculum, and the challenges and hopes of Islamic education in Palestine. The research method used is a qualitative descriptive approach, which makes it possible to explore and explain the contribution of Islamic education to the Palestinian struggle. Research methods include document analysis, literature study, and interviews with Islamic education experts. In this case, those interviewed were Islamic Education experts from UIN Sjech M. Djamil Djambek Bukittinggi and Islamic Education experts from UIN Arraniry Banda Aceh. The research results show that Islamic education had a key role in the struggle for independence under Israeli occupation, despite facing significant challenges such as access restrictions, school closures, and limited resources. Even so, Islamic education remains an important force in maintaining the spirit of struggle, nurturing cultural identity, and connecting the young Palestinian generation with the history of their struggle. The educational curriculum reflects the values of struggle and justice, which are the motivation for efforts to achieve independence. Amid ongoing conflict and pressure resulting from the occupation, education remains one of the main pillars of maintaining Palestinian identity and advancing the ideals of independence.

Abstrak:

Kata Kunci:
Pendidikan Islam;
Perjuangan
Kemerdekaan;
Palestina

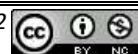
Penelitian ini bertujuan untuk mengetahui sejarah perjuangan Palestina dan hubungan erat antara pendidikan Islam dengan perjuangan kemerdekaan. Selain itu, penelitian ini mengeksplorasi peran pendidikan sebagai sumber kekuatan, bagaimana perjuangan kemerdekaan tercermin dalam kurikulum, serta tantangan dan harapan pendidikan Islam di Palestina. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif, yang

memungkinkan untuk mendalaminya dan menjelaskan kontribusi pendidikan Islam dalam perjuangan Palestina. Metode penelitian mencakup analisis dokumen, studi pustaka, serta wawancara dengan para pakar pendidikan Islam. Hasil penelitian menunjukkan bahwa pendidikan Islam memiliki peran kunci dalam perjuangan kemerdekaan di bawah pendudukan Israel, meskipun menghadapi tantangan signifikan seperti pembatasan akses, penutupan sekolah, dan keterbatasan sumber daya. Meskipun begitu, pendidikan Islam tetap menjadi kekuatan penting dalam memelihara semangat perjuangan, merawat identitas budaya, dan menghubungkan generasi muda Palestina dengan sejarah perjuangan mereka. Kurikulum pendidikan mencerminkan nilai-nilai perjuangan dan keadilan, yang menjadi motivasi bagi usaha mencapai kemerdekaan. Di tengah konflik berkelanjutan dan tekanan akibat pendudukan, pendidikan tetap menjadi salah satu pilar utama dalam menjaga identitas Palestina dan mendorong cita-cita kemerdekaan.

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1. Introduction

Islamic education in Palestine plays a vital role in strengthening their cultural and religious identity and sustainability. In the context of struggle and resistance to occupation, Islamic education provides a strong moral and spiritual foundation for Palestinian society. Through this education system, Islamic values that teach about justice, brotherhood, and resistance to oppression are instilled in the young generation of Palestine.¹ Islamic education also acts as a medium to maintain the Arabic language and other Palestinian cultural heritage which is often threatened by foreign cultural domination. In addition, Islamic education also prepares the young generation of Palestine to face future challenges, both in the spiritual field and in the practical skills needed to build a strong and independent society.

The beginning of Israel's occupation of Palestine, which began after the Arab-Israeli War in 1967 and its gains over the West Bank, Gaza Strip, and East Jerusalem,² had a widespread impact on all aspects of Palestinian life, including their education system. One of the main implications of this occupation is the restriction of access to education, which has significantly affected Islamic education in Palestine. A crucial problem is related to limited access to schools and universities, due to movement restrictions imposed by Israel in the West Bank and Gaza,³ creating major physical and administrative obstacles for students, teachers, and educational staff in undergoing their education process.

UNICEF data from 2022 noted that around 45.2% of the Palestinian population are children aged 0-17 years, with around 40% of them being refugees who were expelled from their land and homes by Israel, and now have to live in refugee camps. Although these conditions are not ideal for children's development, almost all Palestinian children remain persistent in pursuing their

¹ S. W. Shehadeh, *Researching the General Union of Palestine Students from the Diaspora* (Los Angeles: University of California, 2023).

² M Sharnoff, "Jordanian Stamps of Islamic Holy Sites in Jerusalem: 1967-1989," *British Journal of Middle Eastern Studies*, 2023, 1-23.

³ R Mitwalli, S., Hammoudeh, W., Giacaman, R., & Harding, "Access to Advanced Cancer Care Services in the West Bank-Occupied Palestinian Territory," *Frontiers in Oncology* 13 (2023): 1120783.

basic education.⁴ Furthermore, Israeli military interventions often lead to the closure of schools in the West Bank and Gaza, disrupting teaching and learning processes and disrupting educational routines.⁵ School closures also impact the quality of education, as students lose valuable time in the classroom. Another problem is the lack of adequate resources and facilities, especially in areas most affected by the conflict, such as damaged school buildings and a shortage of teaching materials and educational equipment.

Financial constraints resulting from Israeli dominance have also been detrimental to Islamic education in Palestine. The West Bank-based Palestinian government faces ongoing financial pressures as a result of economic restrictions imposed by Israel. This makes it difficult to fund education and invest in curriculum development and better educational facilities.⁶

In addition, prolonged conflict and uncertain political situations also create instability in the learning environment, which undermines the quality of education. The Islamic education curriculum must also be adapted to the realities of the field, describing the experiences of the Palestinian people under occupation.⁷

Despite the prevalence of numerous impediments to Islamic education in Palestine as a result of the Israeli domination, Palestinian society and the local government persist in their efforts to surmount these obstacles. They took the initiative to improve the quality of education and ensure that Islamic education remained relevant in the context of the war. These steps include developing curricula that reflect Islamic values and the Palestinian struggle, as well as training for religious teachers.⁸

Islamic educational institutions in Palestine also have an important role in maintaining the identity and culture of the Palestinian people. They promote the values of humanity, justice, and solidarity which are the basis of the struggle. Through a curriculum that reflects these values, Islamic education helps maintain the spirit of resistance and build unity in facing the challenges posed by the Israeli occupation.

Islamic education also functions as a bridge connecting the younger generation with the history of the Palestinian struggle, teaching them Palestinian history, culture, and identity. This helps in a deeper understanding of the struggle, provides inspiration to participate in the freedom struggle, and motivates the younger generation to keep the spirit of resistance alive for decades.

Facing the impact of the Israeli occupation on Islamic education in Palestine, the role of the international community is very important in understanding the challenges faced by education in this region. International efforts could include financial support for the repair of damaged educational

⁴ I. I Rohmatika, "Krisis Pendidikan Di Palestina Tahun 2022," *Jurnal ICMES* 7, no. 1 (2023): 104–23.

⁵ J Kelcey, "Curriculum Choices for Refugees: What UNRWA's History Can Tell Us about the Potential of UN Education Programs to Address Refugees' 'Unknowable Futures'," *Journal of Refugee Studies* 34 (2023).

⁶ I Bobrytska, V. I., Krasyl'nykova, H. V., Ladohubets, N. V., Vorona, L. I., & Lysokon, "Involvement of Stakeholders in the Transformation of Educational Services via Taking Advantage of Extra-Curriculum Educational Activities in the Settings of Education Reform," *International Journal of Educational Methodology* 9, no. 1 (2023): 107–22.

⁷ A Masry-Herzallah, A., & Cohen, "Agents of Change or Collaborators? The First Palestinian Students from Eastern Jerusalem Studying to Become Hebrew Teachers in an Israeli University," *Pedagogy, Culture & Society* 1–20 (n.d.).

⁸ A Agbaria, A. K., & Muff, "'I Must Be a Bad Muslim to Be Good for Them': Teaching about Civic Issues in Islamic Education in Israel," *Race Ethnicity and Education*, no. 1–18 (2023).

facilities, assistance in developing relevant curricula, as well as efforts to facilitate access to education for Palestinian students and teachers. Countries and international organizations have assisted in the form of funds, scholarship programs, and support for educational institutions to improve Islamic education in Palestine.⁹ They also carry out global advocacy to ensure that Palestinian children's educational rights are fulfilled. This effort aims to improve access and quality of education and provide hope for the young generation of Palestine, monitor respect for the right to education by all parties involved in the conflict, and encourage an end to actions that undermine education in the Palestinian territories.¹⁰

One can gain a more profound appreciation for the difficult endeavors of the Palestinian community and local government to preserve their identity and spirit of resistance in a stressful situation by gaining a greater understanding of the impact of the Israeli domination on Islamic education in Palestine. Islamic education in Palestine remains a source of strength and hope in the Palestinian people's struggle to achieve independence and justice.

2. Methods

This study adopts a comprehensive research approach to understand the challenges and dynamics of Islamic education in Palestine under the Israeli occupation situation. The research method that will be used includes several stages.

First, an in-depth literature study will be conducted to understand the history, social context, and impact of the Israeli occupation on Islamic education in Palestine. It includes analyzing related literature, international documents, and previous case studies related to this topic. This literature study will provide a strong theoretical framework for the research.¹¹

Second, a series of in-depth interviews with various stakeholders, including higher education education experts, interviewed in this case were Wedrra Aprison an education expert at Sjech M. Djamil Djambek State Islamic University Bukittinggi, Hadini an education expert at Arraniry State Islamic University Banda Aceh, and other figures observing Palestinian society. This interview provides in-depth insight into the challenges, opportunities, and innovations in Islamic education under conditions of domination.¹² This will be an important element in understanding local perspectives.

Third, choose several study locations that cover various aspects of Islamic education in Palestine, such as schools, higher education institutions, and training centers. Data collection will involve surveys for quantitative data covering a large number of respondents.¹³ Besides that, field observations should be

⁹ A Al-Hroub, "Evaluating Gifted Education in Palestine: A Study of Educational and Learning Capitals," *Cogent Education* 10, no. 2 (2023): Cogent Educ.

¹⁰ A Rosser, "Higher Education in Indonesia: The Political Economy of Institution-Level Governance," *Journal of Contemporary Asia* 53, no. 1 (2023): 53-78.

¹¹ R Di Vaio, A., Hasan, S., Palladino, R., & Hassan, "The Transition towards Circular Economy and Waste within Accounting and Accountability Models: A Systematic Literature Review and Conceptual Framework," *Environment, Development and Sustainability* 25, no. 1 (2023): 734-810.

¹² E Dian, D., Indayanti, A. N., Fanani, A. I., & Nurhayati, "Optimizing Islamic Religious Colleges In Facing The Era of Globalization," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (2023): 58-77.

¹³ N Lutfi, A., Alrawad, M., Alsyuf, A., Almaiah, M. A., Al-Khasawneh, A., Al-Khasawneh, A. L., ... & Ibrahim, "Drivers and Impact of Big Data Analytic Adoption in the Retail Industry: A Quantitative Investigation Applying Structural Equation Modeling," *Journal of*

conducted to gain a deeper understanding of the educational practices implemented.

Fourth, the data collected will be analyzed using appropriate methods. For qualitative data, such as interviews, use content analysis to evaluate the curriculum, Islamic education materials, and other factors that influence education. For quantitative data, we will use statistical analysis to identify comparisons and trends in Islamic education under conditions of colonization.

3. Results and Discussion

Islamic education has a very important role in maintaining the identity and spirit of resistance of the Palestinian people. Educational curricula in Palestine consistently include material on the history of the Palestinian independence struggle, which helps build a strong understanding of the roots of the conflict and the role played by the Palestinian people in their struggle. This is in line with critical education theory which emphasizes the importance of education as a tool for building a critical understanding of social and political reality.¹⁴

Islamic education also plays a vital role in maintaining Palestinian cultural and religious identity under the pressure of Israeli occupation. A curriculum that reflects Islamic values and the history of the Palestinian struggle helps preserve Palestine's cultural and historical heritage. This is by cultural maintenance theory which states that education can be used to maintain culture and identity in the context of external pressures.¹⁵ Can be explained in the following diagram:

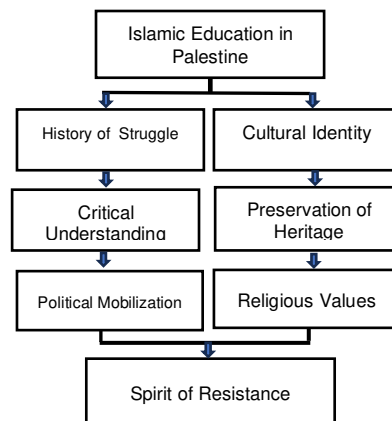


Diagram 1. The Role of Islamic Education in Palestine

Apart from that, Islamic education also has a positive impact in motivating the young Palestinian generation to continue the struggle for independence. A curriculum that emphasizes the values of resistance, justice, and freedom provides strong encouragement for students to actively participate in their national struggle. This is in line with political mobilization theory which states that education can be used as a tool to mobilize people to act to achieve political goals.¹⁶

Retailing and Consumer Services 70 (2023): 103129.

¹⁴ T Schulz, W., Fraillon, J., Losito, B., Agrusti, G., Ainley, J., Damiani, V., & Friedman, IEA *International Civic and Citizenship Education Study 2022 Assessment Framework* (Springer Nature, 2023).

¹⁵ Schulz, W., Fraillon, J., Losito, B., Agrusti, G., Ainley, J., Damiani, V., & Friedman.

¹⁶ C. L. (Eds.) Rivers, I., & Lovin, *Young People Shaping Democratic Politics: Interrogating Inclusion, Mobilising Education* (Springer Nature, 2023).

Despite facing various challenges, including limited access and political pressure, Islamic education in Palestine remains a source of strength and inspiration for the Palestinian people.¹⁷ By strengthening identity, building critical understanding, and motivating political action, Islamic education helps maintain the spirit of resistance and determination to achieve independence. Thus, it can be concluded that Islamic education not only plays a role in strengthening religious values but also as a tool to maintain the identity and spirit of struggle of the Palestinian people in the face of prolonged occupation.

3.1 History of the Palestinian Struggle

The roots of the Palestinian-Israeli conflict stem from a long historical rivalry over claims to the Palestinian territory, an area that has a very complex and varied history. The history of this conflict can be traced to the 19th century when the rise of nationalism and changes in world geopolitics began to influence the Middle East region.¹⁸ Palestine is home to a variety of ethnic and religious groups, including major Arab-Muslim, Arab-Christian, and Jewish communities. However, in the mid-20th century, the conflict intensified with the emergence of the concept of Jewish Zionist nationalism which supported the restoration of their historical homeland in Palestine. The large-scale movement of Jews to Palestine in this period was a source of tension with the Arab population that had long inhabited the region.¹⁹

This development reached its peak in 1948 when the state of Israel was officially founded. This proclamation sparked the first Arab-Israeli War which resulted in the expulsion of hundreds of thousands of Palestinians from their homeland, an event known as the "Nakba" or "catastrophe" in Palestinian history.²⁰ Since then, the conflict between Palestine and Israel has continued with various periods of war, tension, and unsuccessful peace efforts. The extremely complex historical roots and many stakeholders involved in this conflict make it one of the most complex geopolitical challenges in modern history.²¹ Understanding the origins of this conflict is an important first step in efforts to find solutions and achieve peace in the region.

Palestinian history is largely marked by periods of conflict involving prolonged conflict with Israel. These wars have included the first Arab-Israeli War in 1948, the Six Day War in 1967, the Yom Kippur War in 1973, as well as other regional conflicts. These wars have taken a heavy toll on both Palestinians and Israelis, with profound social, economic, and political impacts.²²

Since October 7, 2023, more than 1,900 Palestinians have lost their lives, including at least 600 children and more than 7,600 people have been injured in Israeli attacks. In addition, more than 423,000 people were forced to flee due to the escalation of this conflict. The Palestinian population faces an extremely

¹⁷ N Al Ramahi, *Legacy of Palestinian Education Reform During Political Transition from Occupation to National Authority* (Transnational Press London, 2023).

¹⁸ M. B Steger, *Globalization: A Very Short Introduction* (Oxford University Press, 2023).

¹⁹ A Gumus, "History of The Israeli–Palestinian Conflict In Terms of The Un's Role1. Current Research in Social," *Human and Administrative Sciences*, 2023, 135.

²⁰ K Christison, *Perceptions of Palestine: Their Influence on US Middle East Policy* (Univ of California Press, 2023).

²¹ O. P. Richmond, *Peace: A Very Short Introduction* (Oxford University Press, 2023).

²² G Hakim, N., Abi-Ghannam, G., Saab, R., Albzour, M., Zebian, Y., & Adams, "Turning the Lens in the Study of Precarity: On Experimental Social Psychology's Acquiescence to the Settler-colonial Status Quo in Historic Palestine," *British Journal of Social Psychology* 62 (2023): 21–38.

difficult situation, considering that they have experienced five major conflicts since 2008, all of which occurred in the context of a blockade imposed by Israel in 2007 and which has been widely criticized by the international community as illegitimate collective punishment.²³

On October 12, 2023, Israeli forces issued an order requiring the 1.1 million Palestinian residents of northern Gaza to move south within 24 hours, while airstrikes were still ongoing. The following day, Israeli troops were reported to have entered the Gaza area with the aim of "clearing" the area. Palestinians living in Gaza have no haven, given that Israel has imposed a "total siege" that has illegally cut off supplies of water, food, fuel, and electricity. Additionally, Rafah, the only partially open border crossing into the Gaza Strip, has been closed after sustaining damage from Israeli airstrikes.²⁴

Peace efforts have also been carried out throughout the history of the Palestinian-Israeli conflict. One of the most famous peace efforts was the Oslo Accords in 1993, which were hoped to lead to a two-state solution. However, difficulties in implementing this agreement, political changes, and policies affecting both parties have hampered the peace process.

In addition, diplomatic efforts involving the international community have continued, including the role of the UN, the United States, the European Union, and neighboring countries. However, deep differences in views regarding the solution to the conflict, as well as sensitive issues such as the status of Jerusalem, Israeli settlements in the West Bank, and the rights of Palestinian refugees, continue to be obstacles to achieving a comprehensive peace agreement.²⁵

The struggle between war and peace in Palestine remains a major focus of global politics and diplomacy. The Palestinian people continue to fight for their right to independence and international recognition, while peace efforts and conflict resolution continue to be complex and unsuccessful challenges. In this complicated history of conflict, efforts to find a just and sustainable solution remain a priority to bring peace and stability to the Middle East region.

The contemporary Palestinian struggle reflects the resilience and determination of the Palestinian people to achieve their independence and basic rights under prolonged Israeli occupation. Over the past several decades, this struggle has involved a variety of diverse elements, including armed resistance by groups such as Hamas and Fatah, diplomatic efforts through peace negotiations, and civil movements and popular protests. This conflict continues to be one of the world's most famous long-standing conflicts and has had a profound impact on the entire Middle East region.

The contemporary Palestinian struggle includes efforts to gain international recognition of the Palestinian state and the right of the Palestinian people to have an independent state. The Palestine Liberation Organization (PLO) has played an important role in depicting the voices and aspirations of the Palestinian people in the international arena. Diplomatic efforts to achieve peace continue despite being hampered by political changes and disagreements.²⁶

²³ M Falk, R., Dugard, J., & Lynk, *Protecting Human Rights in Occupied Palestine: Working Through the United Nations* (SCB Distributors, 2023).

²⁴ M Nijim, "Genocide in Palestine: Gaza as a Case Study," *The International Journal of Human Rights* 27, no. 1 (2023): 165–200.

²⁵ O Grossman, J., & Shafer Raviv, "Israel, the Jewish Diaspora, and the Palestinian Refugee Issue: A Mixed Relationship," *Journal of Ethnic and Migration Studies* 49, no. 7 (2023): 1686–1704.

²⁶ I Duda, P. I., & Kelman, "Informal Disaster Diplomacy," *Societies* 13, no. 1 (2023): 8.

Additionally, Palestinians have engaged in civil movements and protests such as the Right of Return Movement and the Boycott, Divestment, and Sanctions (BDS) movement to pressure Israel and the international community to end the occupation and protect the human rights of the Palestinian people. This struggle is a hallmark of resistance throughout Palestinian history, which continues to mobilize the Palestinian people to defend their rights, including the right to return to their homeland and the establishment of an independent Palestinian state. With evolving challenges and unresolved conflicts, the contemporary Palestinian struggle remains a central focus in politics, diplomacy, and the global movement for peace and justice in the Middle East.

3.2 Islamic Education in Palestine

Traditional Palestinian education has a rich and deep history, which has played an important role in shaping the identity and culture of the Palestinian people for centuries. Traditional Palestinian education often centers around Islamic educational institutions and religious centers, which are also cultural and intellectual. In this environment, students learn about Islamic teachings, history, literature, and social values that form the foundation for their understanding of the world.²⁷

Traditional Palestinian education focuses on maintaining the culture and identity of the Palestinian people. This includes learning about the rich history of Palestine and the struggle of the Palestinian people to defend their rights. Apart from that, traditional education also teaches the importance of tolerance, solidarity, and resistance to the occupation which threatens the rights of the Palestinian people.²⁸

Although traditional education has changed with time and modernization, the values and culture taught in this environment remain an integral part of Palestinian identity. Traditional Palestinian education is an important aspect of the cultural heritage of the Palestinian people and plays a role in maintaining the spirit of resistance and a deep connection with the history of their struggle.

The Israeli occupation has had a significant impact on Islamic education in Palestine. These impacts include several serious challenges that have affected access, quality, and content of Islamic education in the region. One of the most striking impacts is barriers to access to educational institutions. Under prolonged occupation, Palestinians often face physical and administrative barriers that disrupt school routines. Tight security checks, military checkpoints, and street strikes often prevent students and teachers from reaching school and teaching.²⁹

Another impact is the lack of adequate educational resources and facilities. Many schools in conflict-affected areas experience serious infrastructure problems, including damaged school buildings and a lack of textbooks and supporting equipment. This undermines the quality of education and affects the learning experience of students. In addition, regional changes and

²⁷ E Arif, A. M., Nurdin, N., & Elya, "Character Education Management at Islamic Grassroot Education: The Integration of Local Social and Wisdom Values," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (2023): 435–50.

²⁸ C Alayan, S., & Riley, "The New Palestinian Textbooks: A Strategy for National Identity and Self-determination," *Nations and Nationalism*, 2023.

²⁹ L Takruri, A., El Jabari, C., & Ghazzawi, "The Manifestations of the Israeli-Palestinian Conflict in the H2 Areas of Hebron City and Its Impact on Livelihood and Health," *International Journal of Qualitative Research* 2, no. 2 (2023): 270–78.

administrative constraints often limit access to higher education institutions and teacher training.³⁰

The Islamic education curriculum in Palestine is also reflected in the context of the Israeli occupation.³¹ Learning content often reflects the reality of the conflict, struggle, and experiences of the Palestinian people under occupation. This allows Islamic education to explain the struggle and rights of the Palestinian people in their specific context. Nonetheless, the impact of the occupation has created challenges in providing a balanced and varied curriculum that meets the required educational standards.

The impact of the Israeli occupation on Islamic education in Palestine is an important aspect that must be understood in the context of the Palestinian people's struggle for independence and their basic rights. Even though various obstacles and challenges continue to exist, the Palestinian people and local government continue to strive to keep Islamic education alive and make it a tool that maintains identity, the spirit of resistance, and human values under the pressure of decades of occupation.

Education has become an important tool in the Palestinian people's resistance to the Israeli occupation. Amid protracted conflict and ongoing pressure, education has played a significant role in nurturing the spirit of resistance and maintaining the cultural identity of the Palestinian people. The educational curriculum in Palestine often reflects the reality of the conflict and struggle they experience. Through a curriculum that integrates Palestinian history, values, and struggle, education allows students to understand their role in the resistance movement and how they can contribute to achieving their independence.³²

Education also acts as a tool to understand the long history of the Palestinian struggle. The stories of Palestinian resistance heroes who have fought against the Israeli occupation are a source of inspiration for the younger generation.³³ This motivates them to continue fighting and maintain the spirit of resistance that has existed for decades. In an environment where challenges continue to emerge, education is not only an educational tool but also a powerful tool of resistance that maintains the identity and spirit of the Palestinian people under the pressure of the Israeli occupation.

Apart from that, education also teaches human values, justice, and human rights.³⁴ Through a curriculum that reflects these values, Islamic education helps motivate students to engage in the struggle for the rights of the marginalized Palestinian people. In the context of protracted conflict, education becomes a tool that turns knowledge into action, encouraging young people to participate in the struggle for Palestinian independence.³⁵

³⁰ M. Burns, "Distance Education for Teacher Training: Modes, Models, and Methods," *Education Development Center, Inc.*, 2023.

³¹ Agbaria, A. K., & Muff, "I Must Be a Bad Muslim to Be Good for Them': Teaching about Civic Issues in Islamic Education in Israel."

³² Alayan, S., & Riley, "The New Palestinian Textbooks: A Strategy for National Identity and Self-determination."

³³ H Fraihat, I., & Dabashi, "Resisting Subjugation: Palestinian Graffiti on the Israeli Apartheid Wall," *Ethnic and Racial Studies*, 2023, 1–30.

³⁴ J Rozi, S., Ritonga, A. R., & Januar, "Local Community-Based Disaster Management' The Transformation of Religious and Local Wisdom Values in Preparation to Deal with Natural Hazards in West Sumatra, Indonesia," *Jàmbá: Journal of Disaster Risk Studies* 13, no. 1 (2021): 1–7.

³⁵ M. G Ateng, M. A., & Ibrahim, "The Role of Civil Society Organizations in Deconstructing Ethnopolitical Conflict Narratives through Peace Education: Lessons

Education as a tool of resistance has proven its strength in maintaining the spirit of struggle and motivating the Palestinian people to continue fighting for their independence. Despite facing various obstacles and pressures, the Palestinian people continue to promote education as a means of resisting occupation and maintaining their values and identity. It inspires hope for a better and more just future in Palestine.

3.3 The Relationship Between Islamic Education and the Struggle for Independence

The link between Islamic education and the struggle for Palestinian independence has strong historical roots. Islamic education is not only a means of religious knowledge, but also strengthens Palestinian national identity.³⁶ Islamic schools play an important role in strengthening national consciousness and the spirit of struggle. Islamic education also shapes the character of the young Palestinian generation, teaching the values of justice, brotherhood, and fortitude in the face of oppression, motivating the struggle for independence. As time goes by, Islamic education has become one of the main pillars that strengthens the spirit of resistance and maintains identity under the pressure of the Israeli occupation. It is a bridge connecting the younger generation with the rich history of struggle and Palestinian culture. As time goes by, Islamic education has become one of the main pillars that strengthens the spirit of resistance and maintains identity under the pressure of the Israeli occupation. It is a bridge connecting the younger generation with the rich history of struggle and Palestinian culture.³⁷

Islamic education in Palestine is not just religious education, but also a means to understand and maintain human values, justice and struggle. Through Islamic education, students are taught the meaning of these principles in the context of protracted conflict. They learned about human rights that were often violated during the occupation, and this inspired a spirit of resistance. With a deep understanding of these values, young Palestinians are growing up with a strong determination to end the occupation and achieve the rights that have long been taken from them.³⁸

The history of the Palestinian struggle and stories of resistance heroes are an integral part of the Islamic education curriculum. In history and literature lessons, Palestinian students are taught about the sacrifice and fortitude of previous warriors who fought for freedom. This inspiring story of resistance not only explains the history of the Palestinian struggle but also motivates the younger generation to continue the struggle. They feel they have a part in the national struggle and feel connected to the struggle of their ancestors.

Islamic education also helps maintain and preserve a strong Palestinian identity in the context of occupation.³⁹ As the majority in Palestine, Islam is a central aspect of the Palestinian people's identity. Through teaching the religious values, culture, and language associated with Islam, education helps keep these

from the Northern Region of Ghana," *Journal of Peace Education*, 2023, 1–22.

³⁶ J. G. Fadlallah, H., & Janmaat, "History Education and the Construction of Identities in Divided Societies: The Case of Lebanon," *National Identities* 26, no. 1 (2024): 65–85.

³⁷ D Biale, *Eros and the Jews: From Biblical Israel to Contemporary America* (Univ of California Press., 2023).

³⁸ S Barnett, M., Brown, N. J., Lynch, M., & Telhami, "Israel's One-State Reality: It's Time to Give up on the Two-State Solution," *Foreign Aff*, n.d., 102, 120.

³⁹ Agbaria, A. K., & Muff, "'I Must Be a Bad Muslim to Be Good for Them': Teaching about Civic Issues in Islamic Education in Israel."

elements alive and thriving amidst the pressures of ongoing occupation.⁴⁰ This also allows the younger generation to identify themselves as part of the struggle movement and maintain the spirit of resistance.

Under Israeli occupation, Islamic education became more than just an educational tool; it became a powerful tool of resistance. Islamic schools and educational institutions often serve as community centers and organizing centers. They are places where young people can gather, discuss, and plan acts of resistance. Thus, Islamic education helps form a strong spirit of resistance among the younger generation and motivates them to participate in efforts to end the occupation.⁴¹

In a challenging conflict situation, Islamic education in Palestine also acts as a unifying tool. This helps overcome internal divisions amidst external pressures. A strong religious identity allows Palestinians to remain united and focused on their struggle despite various internal differences. This created a sense of unity that was important in achieving independence.⁴²

Islamic education in Palestine has experienced unique and profound developments in the context of the prolonged conflict between Israel and Palestine.⁴³ Amid the challenges faced by the education system in this region, Islamic education has become an important milestone in maintaining cultural and religious identity and values amidst continuous social and political changes.⁴⁴ Religious schools, Islamic educational institutions, and curricula that reflect Islamic culture and teachings are an integral part of the Palestinian people's efforts to maintain their heritage and faith amidst ongoing conflict. Islamic education has also played a role in strengthening solidarity among the Palestinian people, uniting them in their determination to defend their rights and achieve national aspirations. Despite facing many obstacles, Islamic education continues to grow and develop as an important part of the strong Palestinian identity and belief in their struggle for their rights under the shadow of the Israeli-Palestinian conflict.⁴⁵

There is a strong connection between Islamic education and the struggle for Palestinian independence. Islamic education in Palestine not only functions as a means of religious knowledge but also as a tool to strengthen Palestinian national identity and motivate the spirit of struggle. Islamic schools play an important role in strengthening national awareness and the spirit of struggle, as well as forming the character of the younger generation with the values of justice, brotherhood, and fortitude in the face of oppression. Islamic education helps maintain and preserve Palestinian identity in the context of occupation, and

⁴⁰ Rozi, S., Ritonga, A. R., & Januar, "Local Community-Based Disaster Management' The Transformation of Religious and Local Wisdom Values in Preparation to Deal with Natural Hazards in West Sumatra, Indonesia."

⁴¹ F Aprison, W., Junaidi, J., & Wadi, "Developing Minangkabau Teaching Material of Nationality Insight as An Effort to Counterradicalism for IAIN Bukittinggi Students" (In Proceedings of the 1st EAI Bukittinggi International Conference on Education, BICED 2019, 17-18 October, 2019, Bukittinggi, West Sumatera, Indonesia, 2019).

⁴² Aprison, W., Junaidi, J., & Wadi.

⁴³ A Diab, M., Veronese, G., Abu Jamei, Y., Hamam, R., Saleh, S., Zeyada, H., & Kagee, "Psychosocial Concerns in a Context of Prolonged Political Oppression: Gaza Mental Health Providers' Perceptions," *Transcultural Psychiatry* 6, no. 3 (2023): 577–90.

⁴⁴ Yulia Rahman, "Religious-Nationalism Based Character Education in Traditional Pesantren," *Tadris: Jurnal Pendidikan Islam* 17, no. 2 (2022): 348–64.

⁴⁵ Masry-Herzallah, A., & Cohen, "Agents of Change or Collaborators? The First Palestinian Students from Eastern Jerusalem Studying to Become Hebrew Teachers in an Israeli University."

Islamic education has become a powerful tool of resistance under Israeli occupation. Islamic education acts as a unifying tool amidst internal divisions, creating a sense of unity that is essential for achieving independence. Despite facing many obstacles, Islamic education continues to grow and develop as an important part of the strong Palestinian identity and belief in their struggle for their rights in the shadow of ongoing conflict. So it can be concluded that the link between Islamic education and the Palestinian independence struggle creates an environment where the young Palestinian generation is empowered, inspired, and connected to their national struggle, as well as ensuring that the values of humanity and justice remain alive and growing in the shadow of the protracted conflict.

3.4 Education as a Source of Strength

Education in Palestine is not just a routine activity but is an important source of strength for society. Despite the challenging conditions resulting from the decades-long Israeli occupation, education remains the backbone of Palestinian intellectual and identity development. It assumes a dual role as a tool of resistance and a means of maintaining culture, heritage, and hope for the future.⁴⁶

Education provides the insight, knowledge, and skills necessary for the Palestinian people to face the difficult realities of the occupation. Students in Palestinian schools not only learn academic subjects but also gain a deep understanding of the history and social realities they face.⁴⁷ They are taught the values of resistance, justice, and freedom which have become the basis of the Palestinian struggle. Education creates a strong understanding of human rights and thereby empowers young Palestinians to support and fight for their rights that have long been neglected due to the occupation.

As a source of strength, education also explores the creative and intellectual potential of the young Palestinian generation. Although limited by various obstacles, education provides opportunities for them to develop skills, talents, and understanding that can enable them to become agents of change in the future. In an environment that is often full of uncertainty, it provides hope and optimism for a brighter future.

Education in Palestine also plays a role in maintaining culture and identity. As the conflict dragged on, Palestinian culture continued to be suppressed by attempts at assimilation and disappearance. However, education plays an important role in maintaining the Palestinian language, traditions, arts, and history. Through curriculum and learning materials that reflect cultural richness, Palestinian students learn to appreciate their cultural heritage and feel connected to their historical roots. Education is a vital tool in preventing the disappearance of Palestinian culture and encouraging the preservation of their identity.⁴⁸

In addition, education also creates social networks and relationships that enable Palestinians to support and mobilize each other. Schools and colleges are

⁴⁶ S Sutrisno, "Changes in Media Consumption Patterns and Their Implications for People's Cultural Identity.," *Technology and Society Perspectives (TACIT)* 1, no. 1 (2023): 18–25.

⁴⁷ H Vivitsou, M., Hamad, F. K., & Janhonen-Abuquah, "A Metaphorical Analysis of Mentoring for Education without Walls in Palestine and Finland with the OLIVE International Project as a Key Example," *Education Sciences* 13, no. 3 (2023).

⁴⁸ M Amara, "Settler-Colonialism, Israelisation and Learning Hebrew in School from an Early Age: Attitudes of Indigenous Palestinian-Arab Parents in Israel," *Journal of Holy Land and Palestine Studies* 22, no. 2 (2023): 163–84.

not only places of learning but also places where friendships and social networks are formed. This allows Palestinian society to remain united and focused on a common struggle despite facing external pressure.

International support for education in Palestine has become an important focus in efforts to achieve better access to education in the region.⁴⁹ The international community has recognized the importance of investing in the Palestinian education system as part of a long-term solution to the conflict in the Middle East. Many countries and international institutions have contributed funds, aid programs, and educational projects aimed at improving the quality of education, increasing access for Palestinian children, and helping to strengthen educational institutions there.

International understanding of education issues in Palestine includes unique challenges amid a protracted conflict situation. Palestine faces difficulties in building and maintaining educational infrastructure due to armed conflict and access problems in certain areas. In addition, issues such as lack of access to quality education services, disruption to school routines due to political tensions, and cultural and linguistic issues have all become a focus of international attention.⁵⁰

In this context, international efforts continue to increase to mitigate the impact of the conflict on education in Palestine and ensure that Palestinian children have the opportunity to learn and develop. This involves efforts to promote dialogue between all parties involved in the conflict and ensure that education remains a priority in long-term development plans. The success of education in Palestine has much broader implications, namely building a strong foundation for peace, stability, and development in this region.⁵¹

Although education in Palestine is still faced with several serious obstacles, including a lack of resources and the resulting physical barriers to occupation, its importance as a source of strength and maintainer of Palestinian identity has never diminished. It is a reflection of the resilience, spirit of resistance, and strong determination that have driven the Palestinian people on their long journey toward independence. Education remains an unshakable pillar in efforts to achieve justice, human rights, and independence for Palestine.

3.5 The Struggle for Independence in the Curriculum

The Palestinian independence struggle has an important place in the educational curriculum in Palestine. The curriculum serves as a tool that promotes an in-depth understanding of the history of the struggle and the role played by the Palestinian people in their struggle for independence from Israeli occupation. It covers various aspects of the history of the struggle, key events in the Palestine-Israel conflict, the role of the Palestine Liberation Organization (PLO), as well as the impact of the conflict on Palestinian society. It equips Palestinian students with the knowledge necessary to understand the roots of the

⁴⁹ A Bray, M., & Hajar, *Shadow Education in the Middle East: Private Supplementary Tutoring and Its Policy Implications* (Taylor & Francis, 2023).

⁵⁰ J Januar, "Implementation of Syekh Muhammad Djamil Jaho's Islamic Education Perspective through Adat and Syara'Interaction," *Islam Transformatif: Journal of Islamic Studies* 6, no. 2 (2022): 199–210.

⁵¹ E. M Miller-Graff, L. E., & Cummings, "The Israeli–Palestinian Conflict: Effects on Youth Adjustment, Available Interventions, and Future Research Directions," *Developmental Review* 43 (2017): 1–47.

protracted conflict and gives them a deeper understanding of their national struggle.⁵²

This curriculum also helps students to identify themselves as part of the Palestinian independence struggle movement. They are taught the values of resistance, justice, and freedom which have become the foundation of the Palestinian struggle. This creates a strong understanding of the importance of defending human rights, social justice, and freedom.⁵³ In an environment where the Israeli occupation continues to involve human rights violations and prolonged oppression, this curriculum empowers students to understand their role in the national struggle and motivates them to actively participate in the quest for independence.

In addition, this curriculum also covers issues related to Palestinian refugees, who have experienced expulsion from their homeland during the protracted conflict. It helps students to understand the situation of Palestinian refugees in various countries and encourages empathy for their plight. This curriculum is not only about history but also about strengthening the spirit of resistance and strong encouragement for the younger generation to continue the struggle for independence. This creates a sense of ownership of the national struggle and motivates me to become an agent of change in achieving Palestinian independence.⁵⁴

Amid the educational challenges faced by the Palestinian people, this curriculum is an important instrument in motivating and empowering Palestinian students. They not only learn about the struggle for Palestinian independence from a historical perspective but also from an emancipation and liberation perspective. In a situation of ongoing conflict, this curriculum plays a key role in building a strong understanding of the meaning of freedom, human rights, and justice, which are the main goals of the Palestinian people in their struggle.

The curriculum about the Palestinian independence struggle also involves various educational elements, such as the academic curriculum, extracurricular programs, and learning outside the classroom. This creates a holistic and comprehensive approach to understanding the history and struggle for Palestinian independence. As part of this education, students also have access to a variety of resources and references that support their understanding of the Palestinian conflict and struggle for independence.⁵⁵

The curriculum for the Palestinian independence struggle is a manifestation of the unity of education and struggle. This is not only learning but also a commitment to maintaining the identity, culture, and spirit of resistance of the Palestinian people. In facing the challenges of occupation, education was integrated into the independence effort and made it a powerful means to achieve that goal. This reflects the determination of the Palestinian people to maintain independence and make education the main tool in achieving their goals.

⁵² H Smith, M., & Scott, "Distance Education under Oppression: The Case of Palestinian Higher Education," *Education Sciences* 13, no. 7 (2023): 729.

⁵³ T Thomas Massaro, S. J., & Massaro, *Living Justice: Catholic Social Teaching in Action* (Rowman & Littlefield, 2023).

⁵⁴ D. J Marshall, "Being/Longing: Visualizing Belonging with Palestinian Refugee Children," *Social & Cultural Geography* 24, no. 5 (2023): 796–813.

⁵⁵ M Sghir, N., Adadi, A., & Lahmer, "Recent Advances in Predictive Learning Analytics: A Decade Systematic Review (2012–2022)," *Education and Information Technologies* 28, no. 7 (2023): 8299–8333.

3.6 Challenges and Hope

The challenges faced in maintaining Islamic education under the Israeli occupation of Palestine are very complex and varied. One of the main challenges is related to access to education. The Israeli occupation has imposed various physical and administrative restrictions that prevent Palestinian students and teachers from accessing schools and universities. Military checkpoints scattered throughout the Palestinian territories, as well as strict security checks, often make traveling to school extremely difficult. This can result in student tardiness or even absenteeism, which in turn can hurt the quality of education.

Financial constraints are also a serious problem. In a situation where many Palestinian families face economic hardship due to conflict and displacement, the cost of education, including textbooks and school supplies, can be a huge burden. The lack of financial support for Palestinian schools also affects the facilities and quality of education. Many schools in conflict areas still lack basic facilities, such as safe buildings and adequate support facilities.⁵⁶

Another challenge is the political pressure that influences the curriculum and learning materials. The Israeli occupation often monitors and regulates the content of Palestinian school curricula, which can result in an imbalance in the presentation of the history of the conflict between Palestine and Israel. Therefore, there is a struggle to maintain Palestinian history and identity in the educational curriculum.

Despite these challenges, many institutions and individuals in Palestine are working hard to keep Islamic education alive and relevant amidst difficult conditions. These initiatives include providing educational facilities, supporting curriculum development that reflects Palestinian identity, and teacher training to ensure quality education. All of this reflects the determination of the Palestinian people to maintain Islamic education as an integral part of their identity and an important tool in their struggle for independence.⁵⁷

However, amidst deep challenges, there is also strong hope among the Palestinian people. Hope for the future of Palestine is an inspiring and deep hope. The Palestinian people have a strong determination to achieve their independence, which has been the main goal in their struggle for decades. The desired future is an independent and sovereign Palestine, where the Palestinian people can determine their destiny without the pressure of external occupation.

One of the key elements in achieving the desired future is education.⁵⁸ Education will remain the backbone of building an independent Palestinian society. With quality education, the Palestinian people will be better prepared to face future challenges and build their state. Apart from that, education will also be an important tool in maintaining Palestinian identity, history, and the spirit of the struggle.

Palestine's future also includes the dream of sustainable peace in the Middle East. The Palestinian people, together with many international actors, hope to achieve a just and sustainable resolution of the conflict. A solution based

⁵⁶ E Azupogo, U. W., Dassah, E., & Bisung, "Promoting Safe and Inclusive Water and Sanitation Services for Students with Physical Disabilities in Primary Schools: A Concept Mapping Study in Ghana," *Journal of Water, Sanitation and Hygiene for Development*, 2023.

⁵⁷ Alayan, S., & Riley, "The New Palestinian Textbooks: A Strategy for National Identity and Self-determination."

⁵⁸ A. D Sonita, E., Putra, I. J. P. J., Khairi, H., Deswita, S., & Muhammad, "Data-Driven Decision Making: The Role of Data Analytics in Business Development at UIN Bukittinggi," *ICEFS Proceeding 1* (2023): 1–8.

on two states that mutually respect and recognize the rights of the Palestinian and Israeli people is a dream that is still alive in the struggle of the Palestinian people.⁵⁹

When education and independence join hands in achieving a better future for Palestine, that hope becomes a source of strength and inspiration for the Palestinian people. They believe that with a strong education and tireless determination, they can overcome any challenge and build a better future, where freedom and education come together to make their dreams come true.

4. Conclusion

The conclusions of this research highlight the complexity and vulnerability of Islamic education in Palestine in the context of the Israeli occupation. The results of the analysis show that the conflict and restrictions imposed by Israel have caused uncertainty in the Palestinian education system. This affects access, quality, and sustainability of Islamic education in the region.

In addition, this research encourages an understanding of the need to comply with international law that protects children's educational rights in conflict situations. Violations that continue to occur are human rights violations that must receive attention from the international community.

However, this conclusion also highlights the resilience and tenacity of the Palestinian people in maintaining their education and culture. The initiatives they take to maintain their religious and cultural identity in difficult conditions must be recognized and supported.

In doing so, this research provides the basis for greater advocacy and action to protect educational rights in Palestine and promote peace and justice in this conflict-ridden region. This conclusion is a call to the international community to work to bridge the gap and restore proper educational rights for every child in Palestine.

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⁵⁹ A Ben-Meir, "Psychological Impediments Are at the Core of the Israeli–Palestinian Conflict," *Politics & Policy* 51, no. 3 (2023): 488–503.

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