ABSTRAK

Tesis ini bertujuan mengkaji warisan zaman klasik tentang persoalan epistemologi daripada dua tamadun yang berasingan secara perbandingan iaitu tamadun Islam dan China. Dua tokoh yang dipilih al-Ghazālī dan Konfusius yang telah banyak memberi sumbangan dan merupakan pemikir besar dalam kemajuan ilmu sejak zaman mereka sehingga kini masih lagi menjadi sumber rujukan untuk menghadapi cabaran zaman kontemporari. Pelbagai idea besar ini tidak pernah berhenti daripada terus berkembang. Skop kajian meliputi perbandingan aspek biografi tokoh, sumber, tujuan dan klasifikasi ilmu serta kaedah penyebaran dan pembelajaran ilmu secara lebih berkesan mengikut perspektif masing-masing. Permasalahan yang dikaji menyentuh soal falsafah ilmu dan matlamat pendidikan serta metodologi pengajaran dan pembelajaran yang berkesan sebagai alternatif memperlengkapkan sistem pendidikan moden yang lebih menekankan Teknologi Maklumat dan Komunikasi. Para pelajar kini menghadapi krisis spiritual dan nilai-nilai moral yang kurang menyenangkan banyak pihak dalam masyarakat. Dalam kajian ini teks utama yang digunakan merupakan hasil tulisan al-Ghazālī sendiri kitab *Ihyā 'Ulūm al-Dīn* dan *Lun Yu* iaitu himpunan ajaran Konfusius yang dibukukan oleh para pengikut selepas kematiannya. Dapatan kajian menghasilkan bukti bahawa kekuatan dalaman atau kekuatan spiritual mesti diutamakan untuk mencapai tahap kecemerlangan para pelajar yang menuntut ilmu. Keyakinan, keberanian dan etika murni mesti ditanam kepada setiap kanak-kanak sejak peringkat awal perkembangan. Namun kesedaran rohaniah atau spiritual tercapai kematangan di peringkat yang terakhir dalam proses pendidikan. Kesedaran rohaniah timbul setelah latihan yang cukup untuk membersihkan jiwa serta daya fikiran sudah menjadi matang dan dapat menerima kebenaran rohani. Kajian mendapati nilai moral perlu diberikan keutamaan terhadap lain-lain jenis ilmu. Dengan menanamkan nilai-nilai positif dan nilai-nilai murni, maka seseorang dapat berperanan dan bertindak dengan lebih rasional dan objektif menangani masalah yang dihadapi. Krisis moral dan konflik nilai yang boleh memberi kesan buruk kepada kehidupan individu dan masyarakat dapat dikurangkan sekiranya setiap orang dapat menggunakan akal fikiran dengan lebih rasional, objektif dan bertimbang rasa. Nilai wujud dalam pemikiran dan mencorakkan pemikiran serta tindakan seseorang. Dapatan kajian juga menunjukkan bahawa perbezaan wujud dalam falsafah epistemologi al-Ghazālī dan Konfusius yang mendasari falsafah pendidikan masing-masing. Perbezaan ini amat ketara pada tahap sumber dan hierarki ilmu. Namun masih banyak ciri-ciri kesamaan dan keserasian objektif dan metodologi penyebaran dan pembelajaran agar dikongsi faedah bagi saling lengkap-melengkapi menghadapi cabaran pendidikan pada zaman yang penuh dengan ledakan maklumat tanpa batasan.

ABSTRACT

The purpose of this thesis is to study the question of epistemology (heritage of classical era) of two separate civilizations comparatively. They are Islamic Civilization and Chinese Civilization. Two distinguished figures are chosen. They are al-Ghazālī and Confucius. These two figures have contributed a lot in the area studied and are the most distinguished thinkers in the development of knowledge in their era. Until today, their works are still being referred to in facing the challenges of contemporary era. Their ideas in the area studied never stop expanding day by day. The scope of this study covers the comparison of the figures biography, resources, ideas on purposes and knowledge classification as well as dispersing methods and the effective teaching of knowledge according to the two figures' perspectives. The problem of this study touches on the philosophy of knowledge and the purpose of education as well as the methodology of effective teaching and learning as the alternative to complement modern educational system that emphasized a lot on Information Technology and Communication. Today, students facing spiritual crisis and possess unpleasant moral standing that worries many people in community. This study is also focus on the major texts by al-Ghazālī *Ihyā''Ulūm al-Dīn* as well as the major text by Confucius *Lun Yu* (a compilation of Confucius teachings in the form of book made by his followers after his death). The finding of this study shows the evident that internal strength or spiritual strength must be prioritized in order for the students to be excellent in gaining knowledge. Confidence, bravery and sacred ethics must be taught to every child in their earliest development. Spiritual awareness will achieve puberty in the latest stage of educational process. Spiritual awareness will be obvious only after enough training to purify the soul and after their thinking are matured enough to accept spiritual truth. This study also shows that moral values need to be prioritized in different kinds of knowledge. By instilling positive values or sacred values, individual can play a role and take action rationally and objectively in facing problems. Moral crisis and values conflict that can cause bad impact to individual and community life can be minimized if each person can use their mind more rationally, objectively and with empathy. Values existed in thinking. It put patterns for the individual's thoughts and actions. The finding of this study also shows the existence of divergence in the philosophy of epistemology by al-Ghazālī and Confucius. This divergence becomes a foundation for their philosophy of education. The divergence is so obvious at the level of knowledge resources and knowledge hierarchy. However, there are also a lot of similarities in characters, objectives and dispersion methodology as well as teaching and learning. These can be shared today to complement the existing one in facing the challenges of education especially in the era of transboundary information boom.