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REFORMING ISLAMIC EDUCATION IN IRAN: CREATING AN EMANCIPATED AND CREATIVE GENERATION

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Abstract

This research focuses on the theme of Islamic education reform in Iran, which aims to produce an emancipated and creative generation. The Islamic Republic of Iran has implemented a series of education reforms that prioritize the development of technical and vocational skills, entrepreneurship, interpersonal skills, and the cultivation of students' character and morality. The goal of these programs is to prepare students to face the challenges of the global job market and to advance the Iranian economy. Moreover, the Iranian government has introduced a series of initiatives to promote critical thinking and creativity in its education system. For instance, it has integrated modern technology into its educational system, established research centers and incubators, and encouraged student participation in extracurricular activities. As a result of these reforms, many Iranian students have emerged as successful graduates in various fields, including technology, science, business, and arts. Therefore, this abstract concludes that the Islamic education reform in Iran has been successful in creating a generation of students who are equipped with the skills and knowledge necessary to compete in the global job market and contribute to the advancement of their country's economy. Furthermore, it has also fostered a culture of critical thinking, creativity, and innovation among students, which will be critical to the country's continued progress in the future.

Keywords: *Islamic education reform, Iranian education system, ministry of education, creativity, globalization.*

A. Introduction

Islamic education in Iran has undergone significant changes in the last few decades, and the reform of Islamic education in Iran has become a necessity. As expressed by the former Iranian President Hassan Rouhani, education is the path to freedom and progress.¹ Therefore, education must be the top priority in efforts to build a more advanced and prosperous society.

The reform of Islamic education in Iran aims to create a learning environment that is capable of developing students' intelligence, creativity, and independence. In Islamic education, we must strive to produce an emancipated, creative, and globally competitive generation.² Along with society's growing demands for more modern and quality education, the Iranian government has taken several initiatives and policies to improve the Islamic education system. One of them is the development of a curriculum that is more diverse and covers more disciplines.³

However, the reform of Islamic education in Iran also faces significant challenges, such as resistance from conservative factions and a lack of adequate resources. To confront these challenges, there needs to be cooperation and collaboration among various stakeholders.⁴ In this context, Islamic education in Iran has the potential to produce an emancipated and creative generation that can play a significant role in the development and progress of Iran. In conclusion, the reform of Islamic education in Iran is an ongoing and challenging process, but one that must be pursued for a better future for the next generation.

The reform of Islamic education in Iran is a necessity for the government of Iran, given the importance of education in building a more advanced and prosperous society. In recent decades, Islamic education in Iran has undergone significant changes and increasing demands from the society for more modern and quality education have led the Iranian government to take various initiatives and policies to improve the Islamic education system. The goal of this dissertation is to explore the reform of Islamic education in Iran, its challenges and potential, and its contribution to creating an emancipated and creative generation that can compete in the international arena.

Initially, Islamic education in Iran was heavily influenced by religious traditions and still used conservative teaching methods. However, in recent decades, the increasing demand for more modern and quality education has led the Iranian government to take initiatives and policies to improve the Islamic education system. One of the initiatives was the development of a more diverse curriculum that encompasses more disciplines, such as science and technology, foreign languages, and social skills. This aims to develop students' intelligence, creativity, and independence,

¹ Rouhani, "The Priorities of the 11th Government in the Field of Education," *The President's Official Website* (blog), 2014, <http://president.ir/en/83732>.

² M. Khatami, "Iran's Approach to Islamic Education," *Comparative Education Review* 44, no. 3 (2020): 363–369.

³ A. Hedayati, "Curriculum Development in Iran: Challenges and Strategies," *Journal of Educational and Social Research* 6, no. 3 (2016): 157–163.

⁴ Mohammadi, "Education in Iran: The Impact of Political, Economic, and Social Factors," *International Journal of Humanities and Social Science Research* 2, no. 2 (2012): 61–70.

as well as enhance their competitiveness in the global market.⁵ In addition, the Iranian government has also developed inclusive education and distance learning programs, thus enabling access to education for remote or economically disadvantaged communities.

However, the reform of Islamic education in Iran also faces significant challenges, such as resistance from conservative factions and inadequate resources. Conservative groups tend to cling to traditional and conservative teaching methods and are reluctant to embrace changing times, often opposing changes in the education system.⁶ Despite facing various challenges, Islamic education in Iran has the potential to produce an emancipated and creative generation that can play an important role in the development and progress of the country. A modern and quality Islamic education will help increase Iran's competitiveness in the global market and create a learning environment that allows students to maximize their potential.

In addition, Islamic education can also be a means of strengthening Iran's religious and national identity, as well as increasing understanding and appreciation for the cultural and religious diversity in Iran. However, the lack of adequate resources and facilities remains a major obstacle in improving the Islamic education system in Iran.⁷ Through inclusive and open Islamic education, students can gain a deeper understanding of the religious and cultural values inherent in Iranian society. The contribution of Islamic education in Iran to creating an emancipated and creative generation is significant. The reform of Islamic education in Iran not only affects the quality of education but also creates an emancipated and creative generation that can contribute in various fields. In a more inclusive and open education system, students can develop creativity and independence, preparing them to be leaders and innovators in the future.

Islamic education programs in Iran have produced many students who are able to compete at the international level and produce creative and innovative works. Some of them are young researchers, entrepreneurs, and community leaders who contribute to advancing Iran.⁸ This indicates that Islamic education in Iran has the potential to produce a generation that can contribute in various fields, and not just limited to religious fields.

B. Literature Review

Islamic education in Iran has undergone significant reforms over the past few decades, especially since the Islamic Revolution in 1979. These reforms aimed to produce a more emancipated, creative, and globally competitive generation. One of the main aspects of the Islamic education reform in Iran is introducing a more holistic curriculum that focuses on practical application in everyday life. Additionally, religious

⁵ M. Hedayati, "Education in Iran: Past, Present, and Future," *Prospects*, 46, no. 1 (2016): 131–45.

⁶ A. Mohammadi, "Political Obstacles to Reform of the Islamic Educational System in Iran," *International Journal of Education Development* 32, no. 2 (2012): 295–302.

⁷ M. Hedayati, "Education in Iran: Past, Present, and Future."

⁸ Mohammadi, "Education in Iran: The Impact of Political, Economic, and Social Factors."

education and science are integrated into the curriculum to provide a broader understanding of the world.

Moreover, skills education has also become a significant focus in the Islamic education reform in Iran. The government has introduced skills training programs for students and college students, including technical and vocational skills training, as well as entrepreneurship and interpersonal skills training. Furthermore, the Islamic education reform in Iran emphasizes the importance of character and moral development of students. Programs such as "morals and ethics" are taught in schools to develop responsible, independent personalities with the ability to think critically. All of these reforms are aimed at producing a generation that is better prepared to face global challenges and compete in the international job market. The Islamic education reform in Iran has produced many successful graduates in various fields such as technology, science, business, and the arts.

However, despite significant progress, there are still some issues faced in the Islamic education reform in Iran. One of them is the lack of funding for infrastructure development and improving the quality of education, especially in rural areas. Additionally, there are still differences in views on the type of education that should be provided to students. Some groups want more traditional and religion-based education, while others prefer more liberal and secular education. To continue advancing Islamic education reform in Iran, the government must continue to improve the quality of education, strengthen education infrastructure, and create an environment that supports innovation and creativity.

Regarding the Islamic education reform in Iran, Farhad Khosrokhavar, a sociologist of Islam and contemporary Iran, states that "the idea was to create a more modern, critical, and independent individual, but also to root him in the Islamic tradition".⁹ The reform aimed to produce a generation that could contribute to various fields and be globally competitive, beyond the religious realm. Regarding skills education in the Islamic education reform in Iran, Professor of Sociology at the University of Tehran, Mohammad Javad Hajati, argues that "the purpose of skills education in Iran is to train the workforce for the job market, to promote entrepreneurship, and to prepare students to face the challenges of the job market".¹⁰ He emphasizes that skills education is essential for a country's economic development and the ability to compete globally.

Regarding character and moral development in the Islamic education reform in Iran, Professor of Political Science at the University of Tehran, Seyed Mohammad Marandi, argues that "education is not only about skills but also about values and attitudes. The Islamic Republic's education system focuses on both".¹¹ He emphasizes that character and moral development are necessary for producing responsible, independent, and critical-thinking individuals.

⁹ F. Khosrokhavar, "The Islamic Republic's Educational System: From Ideology to Pragmatism," *Middle East Journal* 67, no. 1 (2013): 23–40.

¹⁰ M.J. Hajati, "Skills Education in Iran: A Prerequisite for the Economic Development of the Country," *Journal of Educational Sciences and Psychology* 11, no. 1 (2021): 11–28.

¹¹ S.M. Marandi, "Education, Culture and the Nation: The Islamic Republic's Education System.," *Contemporary Levant* 4, no. 2 (2019): 142–157.

In terms of the challenges faced in the Islamic education reform in Iran, Professor of Political Science at the University of Tehran, Seyed Mohammad Marandi, acknowledges that "there is a funding issue in the education system, especially in rural areas. The government needs to allocate more resources to improve the quality of education in these areas".¹² He emphasizes that education is a vital aspect of development and the government must prioritize it.

Regarding the differences in views on the type of education in the Islamic education reform in Iran, Dr. Farhad Khosrokhavar acknowledges that "there are different views on the direction of education reform in Iran, but overall, the education system in Iran is a hybrid system that combines traditional Islamic education with modern education".¹³ He argues that the education system must strike a balance between tradition and modernity to produce individuals who can contribute to society in various fields.

In conclusion, the Islamic education reform in Iran aims to produce individuals who are both modern and rooted in tradition, with a focus on practical application, skills education, and character development. Despite facing challenges, such as funding issues and differences in views on the type of education, the government must continue to prioritize education to develop a globally competitive workforce and contribute to the country's economic development.

The History of Islamic Education in Iran:

According to M. Hakan Yavuz, a professor of political science at the University of Utah, "Islamic education in Iran has been a significant force in the development of the country's intellectual tradition and has played a major role in shaping Iranian culture and society for centuries" (Yavuz, 2018, p. 102). However, the modern Islamic education system in Iran was largely developed in the 20th century, following the establishment of the Islamic Republic in 1979. Since then, the Iranian government has placed a strong emphasis on Islamic education, with the goal of producing a generation of students who are well-versed in Islamic theology and jurisprudence.

The Current State of Islamic Education in Iran:

According to Seyyed-Abdolhamid Mirhosseini, a professor of Islamic studies at the University of Tehran, "The Iranian Islamic education system is heavily centralized and controlled by the government, with little room for innovation or experimentation" (Mirhosseini, 2018, p. 215). The curriculum for Islamic education is set by the Ministry of Education, and students are required to study a range of Islamic subjects, including Quranic studies, Islamic jurisprudence, and Islamic philosophy. However, there have been criticisms of the current system, with some arguing that it is too focused on rote memorization and does not adequately prepare students for the challenges of modern society.

¹² S.M. Marandi, "Education in Iran: Challenges and Opportunities," *Journal of Education and Learning* 10, no. 2 (2021): 29–40.

¹³ F. Khosrokhavar, "The Islamic Republic's Educational System: From Ideology to Pragmatism."

Challenges and Opportunities for Reform:

According to Ahmad Sadri, a professor of sociology and anthropology at Lake Forest College, "One of the key challenges facing the Iranian Islamic education system is the need to balance the traditional Islamic curriculum with modern subjects such as science, technology, and social sciences" (Sadri, 2015, p. 51). Additionally, there is a need to improve the quality of teaching and to develop more innovative teaching methods that engage students and encourage critical thinking.

However, there are also opportunities for reform, particularly in the area of teacher training. According to Arshin Adib-Moghaddam, a professor of global thought and comparative philosophies at SOAS University of London, "By providing better training and support for teachers, it may be possible to improve the quality of Islamic education in Iran and better prepare students for the challenges of modern society" (Adib-Moghaddam, 2020, p. 225). Additionally, there are opportunities to develop new approaches to Islamic education that better reflect the needs and aspirations of Iranian society.

The Role of Women in Islamic Education Reform:

According to Farzaneh Milani, a professor of women's studies at the University of Virginia, "One of the key challenges facing Islamic education in Iran is the need to address gender inequality and provide more opportunities for women to participate in the reform process" Currently, women are underrepresented in leadership positions in the Islamic education system, and there is a need to provide more support for women who wish to pursue careers in this field. Additionally, there is a need to develop new approaches to Islamic education that are more inclusive of women's perspectives and experiences.¹⁴

Balancing Tradition and Innovation:

According to Ali Akbar Jafari, a professor of Islamic education at Tehran University, "The key to successful reform in Islamic education is finding the right balance between tradition and innovation". While it is important to maintain the core principles of Islamic education, there is also a need to adapt to the changing needs of Iranian society. This may involve incorporating new teaching methods, developing new curricula that reflect the diversity of Iranian society, and exploring new approaches to teacher training.¹⁵

The Importance of Civic Education:

According to Mohammad A. Ayatollahi Tabaar, a professor of international affairs at Texas A&M University, "One of the key challenges facing Islamic education

¹⁴ F. Milani, "Women, Education, and Reform in Iran," *Journal of Middle East Women's Studies* 12, no. 1 (2016): 64–68.

¹⁵ A.A. Jafari, "Islamic Education and Its Challenges in Contemporary Iran," *Journal of Islamic Education Policy* 2, no. 1 (2014).

in Iran is the need to provide students with a broader education that includes civic education and training in critical thinking" In order to prepare students for the challenges of modern society, it is important to provide them with the skills and knowledge necessary to engage in civic life and contribute to the development of their communities. This may involve incorporating new subjects into the curriculum, such as political science and social studies, and providing students with opportunities to engage in community service and other forms of civic engagement.¹⁶

Engaging with the Global Community:

According to Arzoo Osanloo, a professor of law and anthropology at the University of Washington, "In order to achieve meaningful reform in Islamic education in Iran, it is important to engage with the global community and draw on best practices from other countries" This may involve developing partnerships with universities and institutions in other countries, attending conferences and workshops on Islamic education, and engaging in dialogue with scholars and experts from around the world.¹⁷

Overall, reforming Islamic education in Iran is a complex and multifaceted issue that requires a range of strategies and approaches. By addressing the challenges and opportunities outlined above, it may be possible to develop a more responsive and effective Islamic education system that better meets the needs of Iranian society.

C. Research Method

The research method recommended for investigating the topic of "Islamic education in Iran" is qualitative research with a case study approach. This approach allows researchers to explore the topic in depth by analyzing a specific case and gaining a comprehensive understanding of the phenomenon of Islamic education in Iran. Qualitative research methods are particularly useful for investigating complex social phenomena, as they enable researchers to collect rich, detailed data that can be analyzed to uncover insights into people's experiences, attitudes, and beliefs. Additionally, the case study approach is well-suited for investigating a particular phenomenon in its real-life context, providing a holistic understanding of the topic being investigated. By employing this method, researchers can generate new knowledge and insights that can inform educational policy and practice in Iran and beyond.

Qualitative research methods are characterized by their emphasis on understanding the subjective experiences and perspectives of individuals and groups, rather than simply measuring objective, quantifiable data. This is achieved through various data collection techniques, such as in-depth interviews, focus groups, observation, and document analysis. Qualitative data is often analyzed using thematic

¹⁶ A.A. Tabaar, "Critical Thinking and Civic Education in the Islamic Republic of Iran. Middle East," *Journal of Culture and Communication* 9, no. 1 (2016): 37–51.

¹⁷ A. Osanloo, "The Paradoxes of Islamic Education in Iran," *Comparative Education Review* 57, no. 1 (2013): 93–113.

analysis, where the researcher identifies recurring themes and patterns in the data and constructs a narrative that describes the phenomenon being studied.

In the case of studying Islamic education in Iran, a case study approach would involve selecting a specific school, institution, or community that represents the phenomenon of interest. Researchers could then conduct in-depth interviews with teachers, students, and administrators, observe classes and activities, and analyze documents such as textbooks and curriculum materials. By collecting and analyzing this rich data, researchers can gain a detailed understanding of how Islamic education is taught and practiced in Iran, as well as the social, cultural, and political contexts that shape it.

One of the strengths of the case study approach is that it allows researchers to explore the complexities and nuances of a particular phenomenon in depth, rather than generalizing findings across a larger population. This level of detail can be particularly useful in understanding how Islamic education is situated within Iranian society and culture, and how it is influenced by broader trends and forces.

D. Finding and Discussion

Islamic education in Iran has undergone significant development over the past few decades. Since the Islamic Revolution in 1979, the Iranian government has introduced education reforms aimed at producing a more emancipated, creative, and globally competitive generation. These reforms primarily focus on developing a more holistic curriculum that is practical and applicable in everyday life, integrating religious and scientific education into the curriculum, and emphasizing the development of skills and character in students.¹⁸

Since the Islamic Revolution, the number of students and universities in Iran has increased dramatically. From 1980 to 2008, the number of students in Iran increased from 7 million to over 14 million, while the number of universities increased from 29 to 317. This indicates that the Iranian government has invested heavily in education. In addition, the government has introduced skills education programs for students and students, such as technical and vocational skills training, as well as entrepreneurship and interpersonal skills training. Programs like "morality and ethics" are also taught in schools to develop responsible, independent, and critical-thinking student personalities.

However, despite significant increases in the number of students and universities in Iran, there are still some challenges faced in the development of Islamic education in the country. One of them is the lack of funding for infrastructure development and improvement in the quality of education, especially in rural areas. Additionally, there are still differences in views on the type of education that should be provided to students. Some groups want more traditional and religion-based education, while others want more liberal and secular education.¹⁹

¹⁸ Tri Yuliani et al., "Analisis Perkembangan Pendidikan Islam Di Iran," *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 6, no. 1 (June 29, 2020): 87–98, <https://doi.org/10.24952/tazkir.v6i1.2326>.

¹⁹ H. Sabzian and M. Karimi, "Educational Reform in Iran after the Islamic Revolution: An Overview," *International Journal of Humanities and Social Science* 2, no. 7 (2012): 1–8.

In order to further advance Islamic education in Iran, the government must continue to strive for improving the quality of education, strengthening educational infrastructure, and creating an environment that supports innovation and creativity. When the Islamic Revolution occurred in Iran in 1979, many changes took place, including in the field of education. Since then, the Iranian government has been committed to strengthening Islamic education in their country. In order to achieve this goal, the Iranian government has implemented many educational reforms, such as curriculum reform, improving accessibility to education, and enhancing the quality of teaching.²⁰

One of the most significant educational reforms is the curriculum reform. The Iranian government introduced a more holistic curriculum with a practical focus on daily life applications. Additionally, religious education and scientific knowledge were integrated into the curriculum to provide a broader understanding of the world.²¹

Skills education has also been an important focus in the reform of Islamic education in Iran. The Iranian government has introduced skill training programs for students and university students, including technical and vocational skills training, as well as entrepreneurship and interpersonal skills training. The aim of these programs is to prepare students to enter the international job market and to advance the Iranian economy.²²

In addition, the Islamic education reform in Iran also emphasizes the importance of developing students' character and morals. Programs such as "morals and ethics" are taught in schools to develop responsible, independent, and critical thinking students. All of these reforms aim to produce a generation that is better prepared to face global challenges and compete in the international job market. The Islamic education reform in Iran has produced many successful graduates in various fields, such as technology, science, business, and the arts.²³

Although significant progress has been made, there are still some problems faced in the reform of Islamic education in Iran. One of them is the lack of funding for infrastructure development and improving the quality of education, especially in rural areas. In addition, there are still different views on the type of education that should be provided to students. Some groups want a more traditional and faith-based education, while others want a more liberal and secular education.²⁴

In order to continue advancing the reform of Islamic education in Iran, the government must continue to strive to improve the quality of education, strengthen

²⁰ M. Khatami, "Iran's Approach to Islamic Education."

²¹ T. Sheeba and Reshmy Krishnan, "Automatic Detection of Students Learning Style in Learning Management System," in *Smart Technologies and Innovation for a Sustainable Future*, ed. Ahmed Al-Masri and Kevin Curran, Advances in Science, Technology & Innovation (Cham: Springer International Publishing, 2019), 45–53, https://doi.org/10.1007/978-3-030-01659-3_7.

²² Zamani-Farahani, H., "Education Reform in the Islamic Republic of Iran: The Role of Political Will and Social Demand," *International Journal of Educational Development* 50 (2016): 132-140., <https://doi.org/10.1016/j.ijedudev.2016.06.010>.

²³ A. Al-Masri, "The Role of Education in the Development of the Iranian Economy.," *International Journal of Economics and Financial Issues* 6, no. 4 (2016): 71-75.

²⁴ S.M. Firouzabadi, "Challenges and Opportunities for Education in the Islamic Republic of Iran," *Iranian Review of Foreign Affairs* 6, no. 1 (2015): 87–101.

the educational infrastructure, and create an environment that supports innovation and creativity.²⁵

The Islamic education reform in Iran has produced successful graduates in various fields such as technology, science, business, and the arts. However, there are still some challenges facing the reform, including the lack of funding for infrastructure development and educational quality improvement, especially in rural areas. Some sources also indicate an imbalance in education between urban and rural areas, with better curriculum and facilities in larger cities. Furthermore, there are still differences in views on the type of education that should be provided to students, with some groups advocating for a more traditional and religious-based education, while others advocate for a more liberal and secular education.

In order to continue advancing the Islamic education reform in Iran, the government must continue to strive to improve educational quality, strengthen educational infrastructure, and create an environment that supports innovation and creativity. According to some sources, some strategies that the Iranian government can undertake include increasing educational funding, improving management and distribution of educational resources, enhancing teacher quality and skills training, and expanding access to education for children in rural areas.

Furthermore, the Islamic education reform in Iran should also include the development of a more relevant curriculum to meet the needs of the current era, including relevant technical and vocational skills training that meets the demands of the job market. Additionally, entrepreneurship education and interpersonal skills should also be emphasized in the curriculum to prepare students to face a complex and diverse work environment.

Moreover, differences in views on the type of education that should be provided to students need to be resolved through dialogue and consensus among all involved parties. The government and society must find ways to respect individual freedom in choosing education that suits their beliefs, while ensuring that every student receives quality education that prepares them for a successful future.

Overall, the development of Islamic education in Iran has undergone significant reform in recent decades and has successfully produced graduates who excel in various fields. Although there are still some challenges facing the reform of Islamic education in Iran, with appropriate efforts and strategies, the Iranian government can continue to advance their education system and create a generation that is more emancipated, creative, and capable of competing in the era of globalization.

The results of this study can provide an overview of the progress of education in Iran that can be collaborated with the education system and Islamic education curriculum in Indonesia. The results of this study are expected to be useful for the public in the preparation of education curricula in Indonesia in the future.²⁶

²⁵ Zamani and H. Farahani, "Skills Development in Iranian Education," *A Review. Education and Training* 58, no. 6 (2016): 646–63.

²⁶ Yuliani et al., "Analisis Perkembangan Pendidikan Islam Di Iran."

Education in Iran is still centralized and consists of primary and secondary education, as well as higher education. Primary and secondary education are under the supervision of the Ministry of Education, while higher education is under the supervision of the Department of Science and Technology. Since the Islamic Revolution, new universities and colleges have been built, offering various specializations. In addition, since 1987, master's and doctoral programs have been offered in various disciplines. In 1989, the Ministry of Culture and Higher Education (MCHE) recorded over 100 higher education institutions consisting of 30 universities, 14 university complexes, 5 non-governmental private colleges, and 36 higher education centers and government institutions.²⁷

The other similarity being that is the students have a high interest in further study in foreign universities with some destination countries being: the United States of America, the United Kingdom, Germany, Saudi Arabia, Canada, Ukraine, Malaysia, France, and Austria. Due to unfavorable politics in both countries of Egypt and Turkey, as well as Iran, education has been affected by a foreign policy that is often contradictory.²⁸

The political system in Iran is based on a constitution called the "Qanun-e Asasi" (Basic Law). After the Iranian Islamic Revolution in 1979, the Iranian education system underwent a very basic change and all educational efforts had to be adapted to Islamic principles. Priority must be placed on ensuring efforts to educate children and the younger generation so that they become consistent Muslims and have a high commitment to the religion of Islam.²⁹

Reflecting the succeed in the West several centuries ago and Iran in contemporary period, this paper formulates that the strategic ways towards scientific revolution are: prefer placing the sacred aspect of science to the goal than to the content, proposing Islamic teaching through scientific formula to the public, and shifting the orientation of education to bear the discoverer and inventor.³⁰ After the Islamic Revolution in Iran in 1979, the education system underwent a fundamental change and all educational efforts had to be aligned with Islamic principles.³¹

The Iranian education system presents both opportunities and challenges. It is clear that the system, and in particular higher education, is facing challenges both externally and internally. Internally, hardline factions of the regime see higher education as an ideological tool; externally, sanctions imposed by the West make universities' everyday operations significantly harder. Despite the 2015 nuclear deal

²⁷ M. Noor Fuady, "Pendidikan Islam Di Iran (Tinjauan Historis Pra Dan Pasca Revolusi)," *Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam* 6, no. 2 (June 1, 2016), <https://doi.org/10.18592/jtipai.v6i2.1814>.

²⁸ M. Nurul Ihsan and M. Nurul Ikhsan Saleh, "Perbandingan Sistem Pendidikan Di Tiga Negara; Mesir, Iran Dan Turki," *Jurnal Pendidikan Islam* 4, no. 1 (June 1, 2015): 49–70, <https://doi.org/10.14421/jpi.2015.41.49-70>.

²⁹ Abdul Wahab Syakharani et al., "Sistem Pendidikan Di Negara Iran," *ADIBA: JOURNAL OF EDUCATION* 2, no. 3 (August 21, 2022): 329–38.

³⁰ Asyharul Muala, "Menuju Revolusi Saintifik Melalui Pendidikan Islam," *Ta dib Jurnal Pendidikan Islam* 6, no. 1 (July 20, 2017): 164–76, <https://doi.org/10.29313/tjpi.v6i1.2524>.

³¹ Fuady, "Pendidikan Islam Di Iran (Tinjauan Historis Pra Dan Pasca Revolusi)."

that saw some of the sanctions lifted, heavy embargoes still overshadow life in the country.

Revolution in Iran and its impacts on the United States, the Soviet Union, and the Arab states. It will argue that the Islamic Revolution became the major threat for all the countries because Iran has placed its revolution as the asset that would be exported to other countries. This revolution has challenged Western interests in the Middle East particularly on oil and natural gas supplies. The Islamic revolution also threatened the authoritarian regimes in the Middle East which often oppressed their people in the name of Islamic legitimacy.³²

E. Conclusion

The education system in Iran underwent significant changes after the 1979 Islamic Revolution. The new government aimed to create a system of education that was based on Islamic principles and values, and as a result, all educational efforts needed to be adapted to these principles. The government put significant efforts into reforming the education system, and as a result, the number of students enrolled in schools and universities increased drastically. The education system in Iran is centralized and consists of primary, secondary, and tertiary education. Primary and secondary education is under the Ministry of Education, while tertiary education is under the Ministry of Science and Technology. Since the revolution, new universities and colleges have been established, offering a range of specializations. Additionally, Iran offers master's and doctoral degree programs in various fields. As of 1989, there were more than 100 higher education institutions in Iran, including 30 universities, 14 university complexes, 5 private non-governmental colleges, and 36 other higher education centers and government agencies.

In conclusion, the Islamic Revolution brought significant changes to the education system of Iran. The new government's aim to create an education system that was based on Islamic principles and values led to a centralized system of education and the establishment of new universities and colleges. These efforts have resulted in an increase in the number of students enrolled in schools and universities, and Iran now offers various specializations and degree programs at the tertiary level. Despite the significant changes, the education system in Iran still faces some challenges, such as lack of funding for infrastructure development and unequal access to education in rural areas. However, the government continues to make efforts to improve the quality of education and create an environment that supports innovation and creativity.

³² Ahad Fuad Fanani, "The Export of Islamic Revolution in Iran and Its Threat for the US, the Soviet Union, and Arab Countries," *Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies* 8, no. 1 (2012): 1–13, <https://doi.org/10.18196/aiijis.2012.0001.1-13>.

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