International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Nizamiyah And Bologna: A Comparative Study Of The Curriculum Historiography Of Two Higher Education Civilizations In The World

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Abstract

Studies This motivated by fundamental problems in discourse education global height, namely gap understanding to root historical formation difference paradigmatic between tradition Islamic and Western education. The Nizamiyah Madrasah and the University of Bologna, both of which born in the 11th century, represents two educational models height that forms face Sunni Islamic civilization and Latin Europe, but studies that examine both of them in a way comparative in perspective historiography curriculum still very rare. Research This aim For analyze in a way deep comparison foundation epistemological, structure curriculum, methods learning, as well as impact sociocultural and political from second institutions those. Types research used is studies literature with approach qualitative-comparative. Research results disclose four findings main. First, in epistemological, Nizamiyah based on orientation theocentric which places revelation as source truth absolute and rational as tool aid, while Bologna relies on orientation anthropocentric-scriptural which places ratio and dialectics as center methodology. Second, the structure curriculum Nizamiyah nature fiqh-centric which leads to integration knowledge in religious framework, while Bologna is centralized jurisprudence leading to specialization profession secular. Third, the method learning Nizamiyah emphasize authority sanad and transmission knowledge through halaqah, while Bologna developed a culture of disputation that encourages criticism and innovation. Fourth, second curriculum functioning as instrument legitimacy politics and formation identity each civilization. Research conclude that fundamental differences between second institutions No lies in the aspect technical curriculum, but rather on the answers philosophical on question about essence science and purpose education. Implementation findings This offers a synthesis model curriculum education contemporary Islamic high school that integrates spiritual power of Nizamiyah with sharpness

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Bologna analytical.

Keyword: Nizamiyah, Bologna, Historiography Curriculum, Higher Education, Study Comparative.

INTRODUCTION

Higher education has long been a fundamental pillar in build and maintain superiority something civilization. History records that institutions education No only functioning as center transmission knowledge, but also as an arena for battle ideology, instruments legitimacy power, and crater candradimuka that forms identity collective something nation. In expanse history civilization humans, 11th century AD become witness birth two institutional models education height that is very influential in two different parts of the world: the Nizamiyah Madrasah in Baghdad, the heart of Sunni Islamic civilization, and the University of Bologna in Italy, the forerunner will university tradition in Latin Europe. Both appear in period almost time simultaneously, but born from uterus civilization with foundation philosophical, theological, and socio-political studies that are very different. comparative to curriculum second institutions This to be very important and relevant, right? just as exercise historiographical, but rather as effort For understand in a way deep How two civilization big world formulates answer they on fundamental questions about essence science, goals education, and relationships between reason and revelation. Understanding this in turn can give perspective valuable for discourse contemporary about integration science and educational reform high in the Islamic world. The Nizamiyah Madrasah and the University of Bologna, as two lighthouse intellectuals of his time, offering a model that could reviewed in a way side by side For reveal root genealogical from differences and similarities between tradition Islamic and Western education (Alhamuddin & Fanani, 2025).

Madrasah Nizamiyah, which was founded in 1065 AD by Wazir Nizam al-Mulk of The Seljuk Dynasty, was not just institution education that was born from idealism academic solely. Its establishment is response strategic to constellation very complex political and ideological situation at that time. Power The Sunni Seljuk dynasty face threat Serious from Dynasty Fatimids in Egypt who followed the Shia Ismailis, who do not only do expansion military but also launch war ideological through network preaching and institutions education they itself, like Al-Azhar. In context this is Nizam al-Mulk, as a statesman excelled, designing the Nizamiyah Madrasah as fortress defense Sunni orthodoxy. The curriculum in a way on purpose designed For strengthen and disseminate sect jurisprudence Shafi'i and theology Asy'ariyah, which is seen as the most

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authoritative representation from teachings Ahlus Sunnah wal Jamaah. With thus, since beginning his birthplace, Madrasah Nizamiyah has become state projects aimed at create cadres of ulama, judges and bureaucrats who have loyalty strong ideology to Seljuk regime and was able become a " soldier" effective " intellectual " in face challenge thinking from groups opposition. Patronage power The Seljuk dynasty was very strong This become factor determinants that form character, orientation science and structure Nizamiyah Madrasah curriculum fundamentally (Daulay et al., 2025).

On the other hand, the rise of the University of Bologna at the end of 11th century AD display different narratives However You're welcome loaded with dimensions politics. The birth of Bologna as center studies law No can separated from incident big known as Controversy Investors, namely conflict prolonged between Empire Roman Holy and Papal about right For lift officials church. In fight legitimacy this, second split party need argumentation strong law For support claim supremacy of each. Discovery back to Corpus Iuris Civilis, codification law Roman from the era of the Emperor Justinianus, became the momentum that triggered revolution intellectual. Roman law, with its high systematics and rationality, offers a set tool very valuable analysis for experts law For support authority secular The Emperor, at the same time become base for development law canonical Church. The University of Bologna also grew in a way organic as center studies laws that attract students from all over corner Europe. Different with Nizamiyah which is top-down project from the state, Bologna is developing from initiative of students who formed a guild to protect rights them and hired the masters. This university, which then known as a "university of experts" law," with fast be a role model for the establishment of other universities in Europe, laying foundation for tradition education Western high which emphasizes autonomy science, culture debate, and specialization profession (Ifendi, 2021).

One of the most fundamental aspect that differentiates second institutions This is root epistemological and theological definitions essence knowledge knowledge That alone. Curriculum Nizamiyah built on foundation solid theocentrism, where revelation Divine viewed as source truth highest and absolute. In framework this, sciences naqliyah such as tafsir, hadith, and fiqh occupy position peak in hierarchy knowledge. Meanwhile that, sciences intellectual like logic, philosophy, and mathematics No rejected completely, but rather adopted in a way selective as tool functional aids For strengthen understanding to texts holy. Integration model science in Nizamiyah put revelation as umbrella big that shelters all over branch knowledge, where the value something knowledge measured from to what extent does it contribute for understanding and implementation sharia. System financing through state -managed waqf is increasingly strengthen orientation curriculum in sciences religious and ensure sustainability

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institutions This as machine reproduction Sunni orthodoxy. This model proven effective in create standardization understanding a uniform religious system throughout the Seljuk empire, at the same time form a class of ulama and bureaucrats who are loyal to the state (Anggraini & Kawakib, 2025).

Different in a way diametrical, foundation The epistemology of the University of Bologna is based on rationalism brought to life return through studies law Roman and Greek philosophy. In Bologna, the Corpus Iuris Civilis was studied No as text sacred that must be accepted so only, but as system perfect and rational law, a masterpiece reason human beings who can analyzed, debated, and interpreted re - tradition scholasticism that developed in Bologna placed Aristotelian dialectics and logic as methodology main in build argument coherent law. Authority truth No Again located at the source revelation or chain transmission, but rather on power argumentation rational that can tested in debate public. The glossator method, namely technique analysis very detailed textual against the Corpus Iuris Civilis, encouraging birth tradition science that values precision, specialization deep, and courage For questioning interpretation that has been established. Shift orientation from theocentrism to anthropocentrism This own Very deep implications, no only for development knowledge law but also for formation the European worldview which then give birth to Renaissance, Reformation, and Enlightenment. The University of Bologna became prototype institutions education that produces professionals competent and independent law, which is ready serve need administration of city -states and empires that were grow (Latif et al., 2025).

The most striking contrast between second tradition education This manifested in method learning that becomes heart from each curriculum. Madrasah Nizamiyah develop system halaqah and imla ', where the students sit in a circle surround a sheikh, listening with carefully, and take notes every word dictated. Method This is more from just information transfer techniques ; he is a transmission process rich knowledge with spiritual dimension. Authority sanad or chain transmission science become very essential element, where the validity knowledge somebody measured from purity and connection sanad until to the Prophet Muhammad SAW. The teacher-student relationship is very personal, hierarchical, and bound by high etiquette, because the teacher is seen as No only as teacher knowledge but also as an educating teacher soul. Purpose from method This is For guard purity and accuracy transmission text as well as understanding that has been inherited from generation to generation. On the other hand, the University of Bologna developed culture of disputatio, a tradition a highly structured and competitive formal debate. In disputatio session, students clash arguments in front of public, using all over device logic For attack and defend something position. Tradition

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International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

This hone ability think critical, improvisation rhetorical, and independence intellectual in a way outside usual, at the same time grow culture healthy skepticism and appreciation to innovation. Difference pedagogical This fundamentally shape character intellectual graduate of second institution: Nizamiyah giving birth to the guards traditions that value stability, while Bologna produces innovators who are always look for novelty (Alhamuddin & Fanani, 2025).

In the middle current increasing globalization and modernization heavy, legacy intellectual second institutions This face different challenges and relevance. The world of education contemporary Islam, especially in Indonesia, is still wrestling with the problem of dualism a curriculum that separates in a way rigid between religious sciences and sciences general. Separation This is inheritance from colonialism and modernization that often fail catch Spirit integration that becomes characteristics typical curriculum Nizamiyah during its heyday. In fact, the integration model implemented in Madrasah Nizamiyah, where the sciences rational studied in frame Islamic epistemology and for objective strengthen understanding of religion, offering print very relevant blue For overcome crisis science in the Islamic world today this. Required effort reinterpretation and contextualization to inheritance curriculum Nizamiyah so that it can adapted to in system modern education without lost essence philosophically. While that, the university tradition inherited from Bologna has become the dominant model education global high. However, modern universities are often criticized Because has lost orientation humanistic and too subject to the logic of the market and global capitalism. Understanding return root history of the university as an autonomous, research - oriented community of scholars truth become very important For revitalize role education tall as moral and intellectual strength in the midst society. Study comparative this, with thus, it is not just a nostalgic trip to the past, but rather A effort For find return treasury thoughts that can illuminate road towards the future education higher height better and better meaningful for humanity (Daulay et al., 2025).

METHOD

Study This use type study literature or library research, a an approach that places texts written as source main and object study main in the investigation process scientific. The selection of library research as method study based on characteristics object studies of a nature historical and textual, namely two institutions education tall classical, Madrasah Nizamiyah and the University of Bologna, which only can accessible through traces scattered documentaries in various literature. Research literature is a series related activities with method collecting library data, reading and taking notes, as well as process material research originating from from

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collection library without need research field. In context studies historiography curriculum this, library research becomes the most appropriate choice and even the only one possible methods, considering material objects of research has passed during almost ten century and not Possible Again observed in a way direct approach This allows researchers For do exploration deep to various document history, records chronicles, manuscripts that have been translated, and analyses contemporary from historians and experts education that has been study second institutions Through library research, researchers can reconstruct reality historical curriculum Nizamiyah and Bologna in particular systematic and comprehensive based on evidence available textual, with still notice context social, political, and intellectual aspects that surround birth and development second institutions (Zed, 2021).

Data sources in study This consists of from primary sources and secondary sources secondary which is overall classified to in three category main, namely books academic, articles journal scientific, and reports results relevant research with topic study. Primary sources in study This covers works classic documenting history, curriculum, and methods teaching in both institutions, such as biographies of Muslim scholars and historians of the 17th century middle of the load information about the Nizamiyah Madrasah, as well as notes chronicles and statutes of the university from Europe century related middle with the University of Bologna. Source secondary covering books texts and monographs contemporary written by historians Islamic education and Western education, articles in journal scientific reputable that discusses aspects specific from second institutions, as well as reports results research published by institutions academic and centers study. Criteria election data sources are based on relevance thematic, authority science author, and up-to-date publication, with still consider works classic that became references main in field This. The books used covers literature in Indonesian, English and Arabic which are direct discuss history Islamic education, history of universities in Europe, as well as studies comparative between second tradition education (Sugiyono, 2023).

Data collection techniques used in study This is studies documentation or documentary study, which is technique main and most fundamental in every study bibliography. The data collection process begins with stages heuristics, namely activity search, find, and collect sources relevant libraries with topic research, good from library physical, digital library, repository institutions, as well as online academic databases such as Google Scholar, JSTOR, ProQuest, and journal portals reputable others. After the sources succeed identified and collected, steps furthermore is do verification or criticism source For evaluate authenticity and credibility every documents to be used. In context study this, documentation done with gather various type documents that have connection direct and No direct with topic research. Researchers identify

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keywords relevant searches such as " Nizamiyah curriculum," "Bologna University medieval curriculum," "Islamic higher education history," "medieval European university," "historiography of education," and other terms. related other in Indonesian, English, and Arabic. Every sources found Then selected based on relevance title, abstract, and table of contents, for ensure that source the truly contain required information For answer questions research. The data collection process also involves snowballing technique, where researchers browse the bibliography from sources that have been found For identify other relevant sources. Every selected documents Then read in a way in-depth, recorded, and classified in accordance with themes that have been determined in framework research, such as foundation epistemological, structure curriculum, methods learning, and impact socio-political from curriculum second institutions (Creswell & Creswell, 2023).

Data analysis techniques applied in study This is analysis content qualitative or combined qualitative content analysis with approach comparative-historical, according with objective research to be conducted compare two phenomenon historical from two tradition different civilizations. The data analysis process was carried out through a series systematic stages, starting from data reduction, namely the process of selection, centralization attention, simplification, abstraction, and transformation of the raw data that emerges from notes written on the field, which in context study literature This in the form of notes results reading to sources library. Data reduction is carried out with identify parts relevant text with themes research, throw away information that is not required, and organize the data into in categories thematic that has been determined, such as category epistemology, structure curriculum, methods pedagogy, and implications socio-political. After the data has been reduced and categorized, the next step is furthermore is data presentation in form narrative coherent and systematic descriptive, which allows researchers For see patterns, relationships, and interconnections between category. This data presentation done with compile findings study to in the sub-subtitles thematic that has been designed previously, where each subtitle peeling One dimensions specific from comparison curriculum second institution. Stage third and most crucial is withdrawal conclusion and verification, where researchers do interpretation to patterns and relationships that have been identified, with still referring to back to raw data and framework underlying theory research (Raco, 2022).

Testing techniques validity of data in study literature This done through a series of adapted strategies from framework validity and reliability in study qualitative, which is special customized with characteristics study based text. The main strategy used is triangulation source, namely technique inspection validity of the data used something outside the data For needs

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checking or as comparator against the data. In study this, triangulation source done with method compare information obtained from various type different sources, for example compare information about curriculum Nizamiyah which is contained in book history Islamic education works contemporary Muslim writers with the information contained in article journal work a orientalist or Western historians, or with documented information in classical primary sources that have been translated. If from comparison This found consistency and confirmation, then the data can considered own high validity. On the other hand, if found contradiction or difference interpretation, then researchers will do search more carry on For determine which fact is most likely accountable based on available evidence. In addition triangulation sources, research this also applies technique perseverance observation or persistent observation, which in context study literature realized in form repeated and in -depth reading to data sources. Through repeated reading, researchers can identify nuances meaning, internal consistency, and possible biases present in something source, so that can increase accuracy interpretation to data. Adequacy technique references are also applied with ensure that every claim or findings presented in study This supported by adequate references, both from aspect quantity and quality (Moleong, 2023).

RESULTS AND DISCUSSION

Root Epistemological and Theological: Foundations Philosophical Curriculum Nizamiyah and Bologna

Studies comparative This find that The most fundamental difference between the Nizamiyah Madrasah and the University of Bologna lies in the roots epistemology that defines essence knowledge knowledge That itself. Nizamiyah, founded by Vizier Nizam al-Mulk in the 11th century, was born from uterus Sunni Islamic civilization that views knowledge as manifestation from monotheism. In framework this, hierarchy knowledge arranged based on level certainty and its sources. Sciences naqliyah such as tafsir, hadith, and fiqh placed in position peak Because sourced direct from revelation Absolute God the truth. While that, sciences intellectual like logic, philosophy, and mathematics No rejected completely, but rather adopted in a way selective as tool functional aids For strengthen understanding to texts holy. Mastery to Aristotelian logic, for example, is considered legitimate during used For sharpen argument in debate theological and jurisprudential, not For questioning truth revelation That alone. Orientation theocentric This create A ecosystem integrated science where all discipline knowledge culminating in recognition and devotion to God (Ashura, 2024).

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https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Control strict to sciences aqliyah in Nizamiyah is not form rejection to rationality, but rather A effort systematic For guard purity doctrine from infiltration considered thoughts deviate. This is especially intended For stem influence group Shia Ismailis who use argument philosophical For challenge legitimacy Caliphate Abbasid and Seljuk Sultanate. With put sciences rational in frame theology Moderate Asy'ariyah, curriculum Nizamiyah aim For produce capable scholars use reason in a way responsible answer in corridor Sunni orthodoxy. Scholars in the Nizamiyah No recommended For become philosopher pure seeking truth speculative, but rather become theologian-philosopher who uses tools rational For maintain and explain religious doctrine (Ismail, 2026). This process form characteristics unique epistemology education high Islam where rationality functioning as waiter for revelation, a known concept as " philosophy" within the boundaries of religion."

Opposite in a way diametrical, foundation epistemological University of Bologna which began formed at the end the 11th century has its roots in the revival return law Romans and discoveries return Greek philosophy through translated commentaries of Muslim philosophers to in Latin. Events important thing to be catalyst is invention back to Corpus Iuris Civilis, codification law Roman from the time of the Emperor Justinianus, who sparked revolution intellectuals in Europe. Roman law viewed as system perfect and rational law, creation reason the highest human being. Study to text This No need justification theological, because He standing on top his authority Alone as product great civilization. This is what became point reject development reasoning scholasticism that places dialectics and ratio as center methodology learning. Greek philosophy, especially Aristotelian logic, no Again become tool help as in Nizamiyah, but rather become foundation main in build argument coherent and systematic law. Shift This mark birth orientation anthropocentric-scriptural in which the texts — both the Corpus Iuris Civilis and the Bible — become object analysis rational, not source authority that does not can disturbed sue (Lestari & Wijaya, 2025).

Difference orientation This implications deep into the goal end education. In Nizamiyah, the goal end from search knowledge is formation human Kamil, human plenary which has unwavering spiritual and intellectual integrity inseparable. Science in the end must bring the owner to knowledge of Allah, introduction deep to God who pushes piety and morals noble. Success education measured No only from ability cognitive in control texts jurisprudence, but also from transformation reflected inner self in behavior daily life. Meanwhile that, in Bologna, the goal end education focused in a way profane in formation expert law competent professionals. The goal nature pragmatic and worldly: giving birth to capable jurists finish dispute trade, interpreting clause contract, and provide advice law to the rulers secular and

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ecclesiastical. Dichotomy This No means that Bologna is secular in modern understanding, because Church still own influence big, but center gravity activity intellectual has shift from the altar to room courts, from mosques to markets. Hierarchy science is formed in a way different ; if in Nizamiyah jurisprudence is the "queen of sciences," then in Bologna, jurisprudence occupy throne highest that (Al- Jabiri, 2023).

Structure and Hierarchy Science: Organization Curriculum from Jurisprudence Centric to Jurisprudence Centralized

Search to structure curriculum second institutions disclose existence deceptive formal similarity, namely both of them own dominant core discipline, but different fundamentally in nature and implications. Curriculum Nizamiyah built in a way centralized around sect jurisprudence Shafi'i and theology Asy'ariyah. Election sect Shafi'i is not A coincidence, but rather decision mature political - theological school This viewed as road middle between rationalism extreme Hanafi school and literalism rigid Hanbali school. With make jurisprudence Shafi'i as the core of the curriculum, Nizamiyah create A orthodoxy uniform knowledge throughout Seljuk territory. The students from various remote areas of the country who study online Nizamiyah will return to area origin they with bring package identical science, so that created standardization understanding strengthening religious cohesion Sunni socio-political sciences. Other sciences such as Arabic literature, history, and Islamic sciences count taught as discipline functional support For expedite mastery to core religious sciences (Yulianti, 2025).

Organization fiqh -centric curriculum This own consequence significant epistemology. All knowledge knowledge viewed in the relationship with jurisprudence ; values something knowledge determined by the extent of it useful for understanding and implementation Sharia. Mathematics useful For knowledge faraidh (inheritance), astronomy For determination prayer times and beginning moon, and logic For method istinbat law. With Thus, an integration process occurs science that places revelation as umbrella big that shelters all over branch knowledge. Different with Bologna, curriculum initially very focused on the study of Corpus Iuris Civilis which gave birth to the university known as as a "university of experts" law." The students from various European countries flock to Bologna solely For learn law Roman. Very sharp and specific focus This create A tradition specialization strong professionals. Bologna graduates do not educated For become universal human mastery Lots field, but For become specialist profound and unfathomable law unmatched expertise (Mahmud & Hasanah, 2024).

Comparison to two structure curriculum This disclose two track evolution different sciences. Nizamiyah, with jurisprudence as the core, moving going to integration and

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hierarchization knowledge knowledge in religious framework. The curriculum nature conservative in the sense of guarding tradition, but flexible in incorporate sciences new as far as No contradictory with principles Sharia. On the other hand, Bologna, with jurisprudence as the core, moving going to specialization and secularization profession. Law is studied in Bologna as A system autonomous which has logic internal alone, detached from authority texts holy. The glossator method developed in Bologna, namely technique analysis very detailed textual against the Corpus Iuris Civilis, encouraging birth A tradition science that values accuracy and depth analysis on one field certain. Tradition This in the future become embryo will birth disciplines modern science in Western universities, each of which has its own autonomy and methodology separate, separate from umbrella theology. These two models, integration Nizamiyah hierarchy and specialization Bologna-style autonomy, representing two answer different on question about How organize knowledge in education high (Suryadilaga, 2025).

Method Learning and Tradition Science: Dialectics versus Teacher Authority

The sharpest contrast between Nizamiyah and Bologna lie in the method learning which is heart from curriculum. In Bologna, the heart life academic is a disputatio, a tradition highly structured formal debate. In disputatio session, a magister will submit A problem controversial law, and two students or more will clash arguments in front of public. They will use all over device Aristotelian logic, citing parts specific from the Corpus Iuris Civilis, and compiled complicated syllogism For each other attack and defend position. This process ongoing with Spirit agonistic high ; victory in debate No only question truth, but also honor intellectual. Tradition intense dialectic This hone ability think critical, improvisation rhetorical, and independence intellectual students in a way outside usual. They No only Study content law, but also learning How think like a expert law, how deconstruct argument opponents, and how build a convincing case from evidence existing textual methods. This with by itself grow attitude healthy skepticism and courage For questioning interpretation that has been established (Rahman & Fauzi, 2024).

Atmosphere pedagogical in Nizamiyah offer the same landscape very different. Method his learning based on the system halaqah, where students sit in a circle surround a sheikh, and on the method dicta ' or dictation, where is the sheikh read text and students write it down word by word. This process more from just a transfer of information ; he is transmission rich knowledge with spiritual values. The most essential thing in tradition This is authority sanad science. A sheikh No teach based on ability analysis his personal only, but based on chain continuous transmission (isnad) until to the author of the book, to the imams of the sect, and

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finally to the Prophet Muhammad SAW. Validity knowledge somebody measured from purity and connection sanadnya. The teacher-student relationship becomes very personal and hierarchical. Students are required to For own high manners to his teacher ; he have to sit with polite, no deny frontally, and always guard honor his teacher. This is No solely culture feudal, but based on belief that the teacher is not only teacher science, but also murabbi, educator guiding soul his students going to truth true. Blessing knowledge (barakah) is believed only can obtained through respect and obedience to teachers (Zulfahmi, 2021).

Consequence from difference pedagogical this is very fundamental for development respective civilizations. Disputatio tradition in Bologna, with its emphasis on criticism and innovation, creating A dynamics science that is always restless and searching novelty. When the Bologna students will spread and establish new universities throughout Europe, they bring as well as Spirit dialectics this. Comments against the Corpus Iuris Civilis continuously debated, revised, and interpreted repeat, produce development organic and adaptive law to changing times. This is embryo will tradition Western common law laws such as casuistic and always develop. On the other hand, Nizamiyah with system sanad and halaqah prioritize stability, reproduction orthodoxy, and reverence to inheritance past science. The goal is not For produce interpretation new original, but For guard purity and accuracy transmission text and understanding that has been inherited. The concept of taqlid, which is often misunderstood as follow suit blind, in context This more appropriate understood as " guided taqlid," i.e follow methodology and conclusions of the imams of the madhhab after through a long and in -depth learning process, a attitude low heart in front authority recognized science. Second tradition this one value innovation and others appreciate transmission, has logic and its functions Alone in maintain and develop civilization they (Nasution, 2025).

Impact Sociocultural and Political: Curriculum as Instrument Legitimacy and Formation Identity

On the layer the most macro analysis, study This find that curriculum Nizamiyah and Bologna were not entity growing autonomy in room vacuum academic, but rather instruments that are on purpose designed For goals more sociocultural and political big. Nizamiyah is state project par excellence. Wazir Nizam al-Mulk, as architect the main thing behind establishment This madrasa network, designed the curriculum as answer on crisis legitimacy and threats ideological challenges faced Seljuk Sultanate. At that time that, Dynasty Fatimids who follow the sect Shia Ismailis in Egypt running a very aggressive and effective da'wah program through network intellectuals and institutions his education itself, Al-Azhar. Fatimiyah No only threaten

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in a way military, but also in a ideological offer narrative rival about Islamic leadership. For against him, Nizam al-Mulk understood that weapon military just No enough ; necessary " army "Sunni intellectuals who are capable conducting counter- discourse. Graduates Nizamiyah designed For fill in positions important in state bureaucracy as viziers, judges (qadi), and administrators. They is product from curriculum that is aware implant loyalty double: to sect jurisprudence Shafi'i and theology Asy'ariyah in the realm science, and to the Seljuk Sultan in the realm politics. With Thus, the network Nizamiyah become machine a highly effective orthodox Sunni elite production that succeeded stem current Shia and at the same time strengthen centralization state power (Abdullah, 2024).

In a way parallel, development curriculum in Bologna that looks pure academic is actually also a response to need politics and economics Europe is currently changed. Resurrection return studies law Roman happen simultaneously with conflict big between Empire Roman Holy and Papal, known as Controversy Investor. Second party need argument strong law For support claim the supremacy of each. The experts trained law in the Corpus Iuris Civilis it becomes very valuable assets Because they can find basics law for power secular autonomous emperor from the authority of the Pope. More from that, in Northern Italy, the cities commune like Bologna itself currently grow become center dynamic and demanding trade A system sophisticated and certain laws For arrange contracts, credit, and disputes growing business complex. Rational and systematic Roman law give framework distant law more adequate For the economy is starting to leading to capitalism beginning compared to with law customs Simple Germanic or law canon A church that focuses on morals. With Thus, the Bologna curriculum fundamentally serves need real from powers politics and economics secular on the rise, at the same time confirm autonomy law as A realm independent science from control direct Church (Samiuddin et al., 2026).

Peak from analysis This is confession that both curriculum models This No only serve need its era, but also fundamentally shaped it identity civilization each of them to centuries to front. Curriculum Nizamiyah succeed create identity a coherent and standardized Sunni Islamic civilization. Through a widespread network of madrasas from Damascus to Delhi, he produce A the class of scholars and bureaucrats who have world view, methodology knowledge, and the same reference books. The Sunni identity that we have know now, with its orthodoxy, tradition his school of thought, and hierarchy his knowledge, no can released from success project curricular Nizamiyah. On the other hand, the Bologna curriculum focuses on law put foundation for identity civilization Latin Europe is legalistic and rationalistic. It give birth to university tradition with autonomy science, freedom academic and cultural the debate that became characteristics typical Western. Principle supremacy law and tradition constitutionalism which

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is a pillar of modern Western civilization can traced return his footsteps to spaces study in Bologna where students from all over Europe arguing about justice based on texts ancient. With Thus, the study comparative This show that curriculum is not just a list of eyes lessons, but rather A print blue civilization that formed method thinking, values, and structure socio-political something nation For term a very long time (Zarkasyi, 2025).

CONCLUSION

Studies comparative This conclude that the Nizamiyah Madrasah and the University of Bologna, although born in the same century, representing two answer civilization that departs behind on question fundamental about essence science, goals education, and roles reason. Nizamiyah build the curriculum above foundation epistemology theocentric which places revelation as source truth absolute, integrating all over science below umbrella jurisprudence, and forming man perfect morals glorious through transmission knowledge based sanad and authority of the teacher as project state ideology for maintain Sunni orthodoxy. Instead, Bologna laid down foundation epistemology anthropocentric-scriptural which makes ratio and dialectics as center learning, organizing curriculum in a way autonomous and specialized around jurisprudence, as well as give birth to expert law critical and independent professionals as response to need political secular and dynamic market economy. In essence, Nizamiyah designing curriculum as instrument stability and reproduction identity civilization based revelation, while Bologna designed it as machine innovation and formation identity civilization based ratio, a fundamental differences whose traces Still form face education high Islam and the West to now.

Findings studies This offer framework deep reflection for stakeholders policy and design curriculum education contemporary Islamic high wrestling with integration problems science. The most concrete implementation from results study This is push A synthesis creative, not eclecticism shallow. The designers curriculum, especially in State and Private Islamic Religious Colleges, can formulate a " curriculum " model two wings " which are aware take strength from second tradition, namely adopt structure integration Nizamiyah model of science where the values of monotheism and Islamic ethics become umbrella philosophy that gives meaning throughout discipline science, start from medical until economy, not with Islamization science that is labeling, but rather with implant awareness deep that every search truth scientific is worship and part from introduction to God. At the same time, from Bologna, the methodology dialectics critical must imported and adapted, namely with transform culture learning from those centered on dictation and memorization solely become room living academics with

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tradition debate scientific, analysis critical data -driven, and courageous For questioning assumptions that have been made established, without must lost manners and respect to authority science. With Thus, education tall will capable give birth to generation Muslim scholars who have steadfastness identity graduate -style theology Nizamiyah, but also has sharpness analytical and power innovations from Bologna graduates, a generation capable of answer modern day challenges without uprooted from root spirituality.

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