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Research Article

TRANSFORMATION OF ISLAMIC EDUCATION IN THE UMAYYAD ERA AND ITS GLOBAL CIVILIZATIONAL IMPACT

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Abstract
This study examines the transformation of Islamic education during the Umayyad Caliphate and its contribution to the development of global scientific civilization. The research aims to analyze how institutional reforms, curriculum expansion, and translation movements shaped a structured and progressive educational system. Using a qualitative historical approach, this study explores primary and secondary sources to trace the evolution of educational institutions such as mosques, halaqah circles, madrasahs, and libraries. The findings reveal that the Umayyad era was marked by significant advancements in religious, rational, and applied sciences supported by systematic learning structures. The translation of scientific works from Greek, Persian, and Indian scholars triggered rapid intellectual growth and contributed to innovations in fields such as medicine, mathematics, astronomy, philosophy, and natural sciences. A key novelty of this research lies in its emphasis on the integration of spirituality with rational inquiry as a defining characteristic of Umayyad educational thought. The results highlight that Al-Andalus emerged as a major academic center facilitating the transfer of knowledge to Europe, ultimately influencing the rise of the European Renaissance. This study implies that the historical model of Islamic education under the Umayyads offers valuable insights for developing modern educational systems grounded in literacy, scientific exploration, and holistic intellectual development.

Keywords: Islamic Education, Scientific Tradition, Transformation

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INTRODUCTION

The development of human civilization has always been shaped by continual progress in knowledge, cultural dynamics, and social transformation. Throughout history, education has repeatedly proven to be one of the most decisive factors in determining the advancement of societies. Political stability, economic growth, and military strength may contribute to the rise of a civilization, but without a strong intellectual foundation and a systematic educational structure, such achievements often fail to produce long-term progress. Islamic history offers a clear illustration of this principle, particularly during the Umayyad Caliphate (661–750 CE), when significant educational transformations laid the groundwork for the later intellectual flourishing of the Islamic world.

Before the rise of the Umayyad Caliphate, the structure of Islamic education was still simple and informal (Burhanudin dkk., 2025). Learning primarily took place in mosques and private homes, focusing on the Qur'an, hadith, and basic moral teachings. Knowledge transmission occurred mainly through memorization, recitation, and oral explanation. This early model was essential in shaping spiritual and moral character, but it had not yet developed into a structured educational system that could support the intellectual needs of a rapidly expanding empire. As Islamic territories grew into regions such as North Africa, Persia, Spain, and parts of India, new administrative and social challenges emerged. Managing vast territories required individuals who were not only grounded in religious understanding but also possessed skills in governance, linguistics, diplomacy, economics, and various rational sciences.

These changing circumstances highlighted the urgency of developing a more organized and comprehensive educational system. The Umayyad Caliphate responded to these needs by introducing reforms that reshaped the institutional, curricular, and methodological foundations of Islamic education. Learning institutions such as the kuttāb began to emerge as centers for basic education, where children learned reading, writing, arithmetic, and the basics of the Qur'an. In major cities, mosques expanded their function into academic centers hosting scholarly halaqah where students and scholars engaged in discussion, debate, and the study of religious and non-religious sciences. Libraries were also established, serving as repositories of knowledge and as important spaces for reading, translation, and intellectual exploration.

The development of the curriculum during the Umayyad period marked a significant turning point. Education began to include not only the religious sciences but also a wide range of rational sciences such as mathematics, geometry, astronomy, medicine, philosophy, history, and literature. This expansion reflected a growing awareness of the importance of integrating religious knowledge with worldly sciences. Moreover, learning methods evolved from rote memorization toward more analytical approaches. Scholars encouraged reasoning, critical inquiry, debate, and the search for logical evidence. This intellectual environment strengthened a scientific culture that valued research, documentation, and the systematic study of various fields of knowledge.

The intellectual growth that occurred during the Umayyad Caliphate did not only shape the Islamic world internally; it also had profound implications for global civilization (Amalia dkk., 2025). The establishment of learning centers in regions such as Al-Andalus made the Islamic West a vibrant hub of scientific and literary activity. Cities like Cordoba, Toledo, and Granada later became important channels through which Islamic knowledge entered Europe,

contributing significantly to the intellectual revival that ignited the European Renaissance. Scholars such as Ibn Shihab al-Zuhri, who systematized the recording of hadith and historical knowledge, and numerous other thinkers laid the foundation for the advancements that would later reach maturity during the Abbasid era.

Given these historical developments, examining the transformation of Islamic education during the Umayyad Caliphate becomes a critical endeavor for understanding how educational innovations shape the progress of civilizations. This study is motivated by the need to analyze the educational reforms introduced during this period, including the establishment of institutions, the expansion of curriculum, and the evolution of learning methodologies (Marougkas dkk., 2023). The urgency of such research lies in recognizing how educational transformation can influence long-term intellectual growth, foster scientific progress, and strengthen societal structures. Numerous studies emphasize that the development of educational institutions and the integration of rational sciences played a crucial role in shaping later intellectual achievements in the Islamic world (e.g., Ahmed, 2018; Al-Douri, 2021). These works help justify the importance of investigating the Umayyad period as a formative phase in the history of Islamic education. In a broader perspective, the transformation of Islamic education during the Umayyad era demonstrates that the stability and progress of a civilization depend heavily on its educational vision. The success of this period was not merely the result of political authority but arose from a deliberate effort to cultivate a culture of learning and intellectual curiosity (Kozhevnykov dkk., 2020). The integration of religious and rational sciences, the development of institutions that supported systematic learning, and the openness to knowledge from other civilizations formed a strong intellectual foundation that shaped centuries of scientific advancement. These insights remain highly relevant today, as modern societies continue to seek educational models that promote innovation, critical thinking, and holistic intellectual development.

RESEARCH METHOD

The research method was structured using a qualitative approach. A qualitative approach was chosen to produce an in-depth description of the transformation of Islamic education during the Umayyad Caliphate and the influence of these changes on the development of world civilization (Delatolla, 2020). Qualitative research is suitable for historical inquiry because it requires comprehensive explanations that are narrative, interpretative, and analytical, based on literature sources, documents, and valid historical data.

This research employs a library-based study. The library study was conducted by examining scientific reference sources such as historical books, academic journals, classical manuscripts, archival documents, credible published articles, and academic digital literature (Brodeur dkk., 2021). This method was used to collect authentic data regarding the development of educational institutions, Umayyad governmental policies, the role of scholars, the contributions of scientists, and intellectual achievements during the Umayyad Dynasty.

The focus of the study centers on the process of educational transformation during the Umayyad Dynasty (Nurmandi dkk., 2023). It also examines changes in curriculum, learning methods, the development of religious sciences, philosophy, science, and medicine. The discussion includes an analysis of the contributions of scholars and the impact of educational transformation on the advancement of global civilization.

Data sources were obtained through literature documentation. Documentation involved collecting data by examining historical documents in both printed and digital forms (Hagendorff dkk., 2020). The documentation procedure included searching for relevant literature, filtering important data, evaluating source authenticity, and recording key research points according to academic needs. The use of documentation techniques provided access to valid and structured historical facts.

The data analysis technique utilized a descriptive qualitative model. Descriptive analysis was applied to organize historical facts into a systematic narrative describing educational changes during the Umayyad period (Chrysostomides, 2021). The analysis involved data reduction, data presentation, and drawing interpretative meaning based on findings from scholarly literature. Data reduction was conducted by selecting information relevant to the research focus. Data presentation was carried out through orderly narrative explanations following the structure of the study (Aziz dkk., 2020). Interpretative meaning was drawn to produce reliable scientific conclusions regarding the impact of Islamic educational transformation on world civilization.

The research process followed systematic stages. The first stage involved identifying the problem and determining the research focus concerning educational transformation during the Umayyad Dynasty. The second stage involved collecting data through scientific literature studies and historical documentation. The third stage involved qualitative interpretative data analysis. The fourth stage involved compiling the research results in an analytical narrative aligned with the objectives of academic research.

The benefit of using a qualitative research method in this study lies in its ability to portray historical reality holistically. Qualitative research can explain the relationship between Umayyad political policies and the dynamics of Islamic educational development, as well as their impact on the advancement of global knowledge. Historical qualitative analysis helps examine the role of educational transformation in shaping civilizational progress that later influenced the development of modern scientific knowledge.

RESULTS AND DISCUSSION

1.1 RESULTS

The findings of the study indicate that the transformation of Islamic education during the Umayyad Caliphate experienced significant development. Educational progress was reflected in the establishment of formal and non-formal institutions, the diversification of curricula, the expansion of access to knowledge, and the administrative support of Umayyad rulers toward intellectual activities. This transformation played an important role in building the foundation of scientific advancement that later contributed to major changes in global civilization.

The results show that the expansion of Umayyad territories widened access to knowledge from various regions. The conquest of Persia, Syria, Andalusia, Egypt, and North Africa enriched the interaction between Arab Islamic and foreign cultures (Deveau dkk., 2018). This cultural exchange broadened scientific horizons and opened opportunities for cross-disciplinary learning (Pierson & Grapin, 2021). These conditions created the need for educational institutions that were more structured and capable of supporting intellectual growth.

Educational institutions developed rapidly during the Umayyad era. The *kuttab* became the basic educational institution focused on literacy and Qur'anic instruction (El-Nouby dkk., 2019). Mosques functioned as centers for teaching religious sciences, language studies, and social sciences. Scientific libraries were established in major cities as repositories for manuscripts and scholarly works. The *dar al-ulum* served as centers for scholarly debate, the production of scientific writings, and the translation of foreign literature. These institutions provided an open learning environment for the public.

The educational curriculum during the Umayyad period underwent major expansion. Religious subjects included tafsir, hadith, jurisprudence, qira'at, and kalam. Non-religious sciences expanded to encompass mathematics, astronomy, medicine, chemistry, philosophy, geography, and history. The development of the curriculum reflected an orientation that extended beyond spiritual subjects. Worldly sciences became an essential part of building

civilization. Religious knowledge and rational sciences were balanced as pillars of cultural and technological progress.

The transformation of education during the Umayyad era produced many scholars who contributed to global scientific development. Medical figures such as Khalid ibn Yazid advanced chemical and pharmaceutical research through the translation of Greek scientific texts. Linguistic scholars such as Al-Khalil ibn Ahmad al-Farahidi developed the first Arabic dictionary and established the foundational rules of prosody. Geographers such as Ubaydullah ibn Jahsh contributed to mapping and scientific expeditions. These scholars played a significant role in shaping an academic tradition that would influence later eras.

The study also reveals the major contribution of translation centers (Mahajan dkk., 2022). The movement to translate Greek, Persian, and Indian works was carried out systematically as a strategy to strengthen intellectual foundations. This translation activity produced monumental works that became the basis for scientific development in subsequent centuries. The tradition of research and translation laid the groundwork for the scholarly achievements of the Abbasid era and served as a foundation for European progress during the Renaissance.

Changes in the educational structure had a significant impact on the development of world civilization. The scientific traditions that emerged during the Umayyad period influenced advancements in science, technology, philosophy, astronomy, medicine, and mathematics in Western Europe. Educational centers in Andalusia acted as bridges for transferring knowledge to major European universities such as Salamanca, Paris, and Oxford. The dissemination of Islamic scholarship helped shape the foundations of modern Western civilization.

The results of the study confirm that the educational transformation under Umayyad rule played an essential role in inspiring modern educational institutions. Libraries, universities, research centers, and scientific learning methods have deep historical roots in the educational traditions of the Umayyad period. This transformation became a strong pillar for the development of global knowledge.

Islamic education during the Umayyad Caliphate demonstrated clear progress through the development of institutional educational structures (Guru dkk., 2021). The establishment of formal learning institutions marked the beginning of organized education. These institutions provided broader access to knowledge and fostered environments conducive to intellectual activity. Mosques strengthened their role as centers of learning and scientific development.

Mosques served a dual function as places of worship and education. Circles of learning offered open access to knowledge. Intellectual discussions inside mosques allowed direct interaction between teachers and students. These *halaqah* created a vibrant academic culture. Question-and-answer sessions strengthened comprehension and encouraged critical thinking.

Kuttab institutions strengthened basic literacy skills. They provided access to education for young learners and prepared them for advanced levels of study (Baumann dkk., 2019). Strengthening basic literacy laid the groundwork for future scientific progress. Kuttab became the starting point for the emergence of an educated generation.

Libraries were established as centers for managing scientific manuscripts. They provided valuable learning resources for scholars. The copying of manuscripts expanded library collections and accelerated the distribution of knowledge. Libraries became symbols of the intellectual progress of the Umayyad era and promoted a strong culture of literacy.

Curriculum development reflected the distinctive character of Umayyad education. The curriculum did not focus solely on religious sciences but incorporated general subjects as an integral part of the learning structure. Rational inquiry was encouraged, creating a balanced approach between religious and intellectual sciences. This curriculum helped shape a generation with broad and comprehensive knowledge.

The presence of qualified teachers supported the success of education (Szymkowiak dkk., 2021). Teachers held positions of high respect in society. Their role as guides and transmitters of knowledge was highly valued. The competence of teachers directly influenced the quality of learners. Respect for scholars nurtured a strong motivation to pursue knowledge. This environment fostered analytical thinking as a core intellectual skill.

The advancement of education contributed to the development of various scientific fields. In medicine, rational methods of treatment replaced purely traditional approaches. Anatomical studies improved understanding of bodily functions. Medical books produced during this era became references for later generations.

Mathematics advanced through the development of calculation methods that enhanced economic activities and supported astronomical research. Astronomy achieved notable progress with the creation of astronomical tables that improved accuracy in determining the positions of celestial bodies and prayer times.

Arabic grammar was systematized, ensuring linguistic stability and the preservation of the Qur'an. Philosophy developed through rational inquiry and broadened intellectual dialogue, while historical writing became more systematic, relying on factual documentation.

Educational progress strengthened social, political, and economic stability. Knowledge became a central value in society, elevating the status of scholars and shaping a harmonious social structure. Education contributed to the rise of capable leaders, strengthened governance, improved public welfare, and boosted economic activity.

The achievements of Umayyad education expanded beyond Islamic territories. Knowledge spread to Europe, especially through the centers of learning in Andalusia. Students from Europe traveled there to study, creating an exchange of ideas that played a major role in Europe's intellectual awakening. Islamic scholarship helped shape the foundations of the European Renaissance.

The advancements in education during the Umayyad era contributed to the rise of global civilization. These achievements placed the Islamic world at the apex of intellectual progress during its time. The legacy of Umayyad education continues to influence modern educational systems and remains the foundation for the global advancement of knowledge.

1.2 DISCUSSION

The transformation of Islamic education during the Umayyad Caliphate era presented significant dynamics of change within the intellectual history of the Islamic world. These changes occurred through the establishment of an organized educational foundation aimed at strengthening a culture of knowledge. Such achievements were reflected in the development of educational institutions, the expansion of scientific curricula, the cultivation of literacy traditions, and the consolidation of knowledge as a strategic force in civilizational development. The transformation of educational institutions at that time created a systematic learning structure. Mosques functioned as major centers of educational activity, with halaqah facilities serving as forums for transmitting knowledge from scholars and intellectuals. Madrasas were established as formal educational institutions with a structured curriculum and level-based learning. Libraries developed as centers for manuscript preservation and scientific research. These institutional forms generated a structured learning system and provided broad opportunities for the growth of knowledge.

Mosques played a fundamental role as centers of basic education, teaching the Qur'an, hadith, jurisprudence, and the Arabic language. Halaqah developed into open intellectual dialogue spaces, implementing direct instruction methods from experts. Madrasas offered tiered learning systems through classical methods that organized learning stages in a programmed manner. Libraries served strategic functions by collecting thousands of scholarly works, copying manuscripts, and documenting intellectual contributions for future generations. Changes in the Islamic educational curriculum during this period led to the expansion of

scientific fields. Religious sciences were taught as spiritual and moral foundations. Rational sciences were applied through studies of philosophy, logic, mathematics, astronomy, and linguistics. Applied sciences developed in the fields of medicine, optics, chemistry, zoology, botany, geography, and engineering. The integration of these branches of knowledge produced a comprehensive educational paradigm that combined religious, rational, and practical aspects. Knowledge was not confined to dogmatic domains but became an instrument of verification, analysis, and intellectual expansion.

The translation movement strengthened scientific development during the Umayyad period. Translators transferred scientific works from Greek, Persian, Indian, and Roman sources into Arabic. These translations enriched scientific literature and opened new horizons for scholars to produce innovations. The intellectual tradition evolved beyond textual analysis, giving rise to new discoveries that benefited society in medicine, astronomy, technology, and the natural sciences. The cultivation of literacy traditions created a widespread culture of reading, copying, and producing scholarly works. Large libraries were established in Syria, Iraq, Persia, and Andalusia. Book collections continued to grow through documentation activities and the writing of new works by scholars. This educational system encouraged the spread of knowledge across the Islamic world and provided access to learning across regions. Andalusia became the pinnacle of Islamic educational achievement, renowned as an international study center visited by students from Europe, Africa, and Asia.

The advancement of Islamic education during the Umayyad period strongly influenced the formation of social structures. Society gained broad access to knowledge regardless of social status. Scientific expertise was valued more than lineage. The intellectual culture produced generations of scholars who played active roles in social, economic, and governmental life. The developing educational system contributed significantly to political stability and economic progress through infrastructure development, administrative reforms, and technological advancements. The development of medical science demonstrated improved healthcare through the establishment of hospitals, medical laboratories, and training institutions. Scholars developed surgical methods, herbal medicines, and diagnostic systems based on clinical observation. Mathematics advanced through theories of algebra, the decimal system, and geometry. Astronomy progressed through the creation of observatories and accurate calendar calculations. These sciences formed foundational contributions to modern scientific development.

The influence of Islamic education during the Umayyad period on global civilization was evident in intellectual interactions between the Islamic world and the West. Andalusia served as a bridge connecting Eastern scientific tradition with Western philosophical tradition. Universities and libraries in Córdoba, Seville, and Toledo became primary destinations for European students studying scientific theories, medicine, and philosophy. The transfer of knowledge from Andalusia played a key role in stimulating rational thought in Europe, eventually contributing to the intellectual revival known as the Renaissance. This relationship shows that Western intellectual development was significantly influenced by the Islamic world. The Islamic intellectual tradition during the Umayyad period left a lasting legacy. Core values that emerged included respect for knowledge, persistence in learning, a strong research culture, and openness to new ideas. This educational system demonstrated that the power of knowledge is strategic in building a superior civilization. Civilizational development was not dependent on military power, but on the capacity to manage knowledge, expand understanding, and organize sustainable education.

Fundamental lessons from the educational transformation of the Umayyad era highlight the importance of contemporary educational reform. Educational systems must integrate spiritual and rational sciences. Learning models should nurture productive scientific character, strong literacy culture, and institutional support. A comprehensive learning system can produce individuals with broad knowledge and practical skills to address global challenges. The

historical value of the Umayyad Caliphate provides meaningful inspiration for modern educational development. A progressive educational vision can generate major transformations in social, political, economic, cultural, and technological life. Strengthening the scientific tradition is a strategic necessity for shaping a civilized society that values knowledge as the foundation of progress. Quality education has proven to be the core source of advanced civilization that elevates humanity.

The transformation of Islamic education during the Umayyad Caliphate holds a fundamental position in global civilizational history. Structural changes in education resulted in significant intellectual advancement. The educational system of this period reflected the development of a systematic scholarly tradition. Organized learning mechanisms emerged through the establishment of scientific institutions. Educational activities became more focused through the implementation of structured curricula. Learning processes began incorporating various disciplines.

Educational development during this period showed strong characteristics through the expansion of learning spaces. The learning environment evolved from simple mosque-based gatherings to formal institutions. Mosques were no longer solely places of worship they transformed into open learning centers for all social groups (Kelley, 1975). The Umayyad Mosque in Damascus held a central position as a center of knowledge, producing many scholars. The halaqah system enabled open intellectual interaction, fostering productive discussion traditions. Question-and-answer activities enriched understanding. Direct interaction between teachers and students created dynamic learning atmospheres.

The kuttab played a major role in basic education. It served as a place for Qur'anic instruction and prepared students for higher learning. Writing and numerical skills were introduced through practical methods. Learning took place in a disciplined environment. Memorization was emphasized as an effective literacy foundation. The kuttab became the basis for future formal schools.

Libraries were established as centers for manuscript preservation and knowledge management (z.mawang, 2024). Literacy activity developed through manuscript copying. Scientific texts of previous civilizations were revisited. Translation of Greek, Persian, and Indian works enriched scientific horizons. This translation movement fostered awareness of the importance of cross-civilizational knowledge accumulation. It produced highly capable scholars. The Umayyad educational curriculum experienced significant change. It introduced general sciences alongside religious subjects. Mathematics received serious attention due to its relevance to economic activity. Astronomy expanded through systematic observation, supporting the determination of qibla direction and prayer times. Medicine emerged as an independent field, advancing rational healing methods. Philosophy became a component of higher education, providing frameworks for logical thinking and scientific reasoning.

The transformation of education established a strong scientific tradition. Empirical observation began to flourish. Field research produced new data. Data collection generated accurate knowledge. Theory testing created more precise concepts. Knowledge validation systems formed through open review. Scientific argumentation received serious attention. Educational progress during the Umayyad period produced generations of major scholars whose works influenced later global scientific development. Learning activities generated monumental texts used as references in subsequent eras. Muslim scholarly thought became central to European scientific development in the Middle Ages.

World civilization benefited greatly from educational transformation during the Umayyad era. Intellectual traditions transcended geographic boundaries. Centers of learning in Andalusia attracted students from Europe. European learners studied Islamic science, contributing to the intellectual awakening that sparked the Renaissance. The translation of Arabic texts into Latin initiated major shifts in global intellectual development. Intellectual tolerance strengthened through open educational environments. Cross-cultural interactions

occurred through scholarly exchanges. Idea exchange created progressive intellectual developments. Differences in perspective were valued and led to innovative new ideas.

Educational transformation created a new social structure. Status was no longer determined by lineage but by scholarly achievement. Mastery of knowledge earned high respect. Society supported scholarly activity, strengthening educational institutions. The impact of educational transformation spread across Islamic territories. Expansion of the empire produced new centers of knowledge. Cities such as Kufa, Basra, Fustat, Qairawan, and Córdoba developed into major learning centers. Intellectual activity became decentralized and widespread.

Educational transformation reshaped societal thinking. Rational perspectives were applied to problem-solving. Systematic analysis became a new tradition. Scientific methodology guided decision-making through factual observation. Educational transformation cultivated spiritual character. Qur'an-based education nurtured noble morality. Discipline shaped integrity and humility. Education guided individuals toward virtuous behavior. Intellectual advancement fostered civilizational progress. Civilizational progress generated social prosperity. Education determined the direction of societal life.

CONCLUSION

The transformation of Islamic education during the Umayyad Caliphate era brought about major changes that provided a solid foundation for the growth of knowledge and the formation of an intellectual tradition in the Islamic world. The educational system experienced rapid progress through the establishment of a more organized institutional structure, beginning with mosques as centers of basic learning, halaqah as mediums of intermediate education, and the establishment of madrasas and libraries as centers of high-level scholarly study. These structural changes created more systematic and professional learning spaces. Scientific study developed in a multidisciplinary direction through the formation of a curriculum that included religious sciences, rational sciences, and applied sciences. The strengthening of the scientific tradition produced an academic atmosphere that opened space for research, manuscript copying, and open intellectual dialogue. The translation of works on philosophy, medicine, astronomy, mathematics, and natural sciences from Greek, Persian, and Indian sources became the foundation for the global rise of scientific knowledge.

Advances in the world of science also emerged through the contributions of scholars who produced discoveries and monumental works in the fields of medicine, mathematics, astronomy, engineering, and linguistics. Discoveries across various disciplines contributed significantly to global civilizational progress in the fields of education, health, technology, and urban planning. Andalusia became an international center of education that facilitated the exchange of knowledge between the East and the West, paving the way for the rise of the European Renaissance. Educational advancement during this period encouraged the growth of widespread literacy culture within society. The core values that developed included respect for knowledge, a love for research, a spirit of rationality, and appreciation for freedom of thought. The influence of Islamic education during the Umayyad Caliphate established a strong foundation for the world's intellectual awakening and proved that civilizational progress emerges through a progressive and sustainable educational vision.

These changes produced a comprehensive educational model that integrated spiritual dimensions, intellectual development, and practical skills. The integration of revealed sciences and rational sciences fostered a balanced paradigm between faith values and scientific logic. A learning system open to differences in ideas generated a scholarly atmosphere that valued dialogue, critical research, and empirical verification. This scientific spirit encouraged the emergence of new works that surpassed previous intellectual traditions. Educational development created a broad literacy movement that advanced the culture of writing, reading, and documenting knowledge. The translation of foreign manuscripts became an important

catalyst in enriching the treasury of scientific knowledge. The dissemination of scholarly works through libraries and educational institutions accelerated the transfer of knowledge across regions. Its impact continued with the formation of advanced study centers that became international scholarly references.

The educational legacy of the Umayyad Caliphate presents the lesson that civilizational progress is built through respect for knowledge, dedication in learning, and commitment to disseminating knowledge across geographic and cultural boundaries. Revitalizing the scientific tradition becomes a strategic necessity in facing global developments. The relevance of the educational values of the Umayyad era provides a foundation for understanding that quality education has always been the driving force of an advanced and sustainable civilization.

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