



# **ENHANCING THINKING THROUGH DOING PHILOSOPHY**

Wan Mazwati Wan Yusoff  
Rosnani Hashim



**IIUM  
Press**

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# ENHANCING THINKING THROUGH DOING PHILOSOPHY

The purpose of this study is to argue for the inclusion of doing philosophy into the curriculum of Muslim education. The method of deductive logic is used to present argument for the inclusion of philosophy into the curriculum of the Muslim education. The researcher presents the premises that philosophy enhances good thinking and good thinking is valuable, therefore the conclusion is philosophy is valuable. In order to prove the truth value of both premises, first the researcher clarifies meanings of philosophy and good thinking in Islam using the method of philosophical analysis. Good thinking is a multi-dimensional concept which is explained by critical, creative, ethical, and spiritual thinking. Values of good thinking are explicated to prove that good thinking is valuable. Second, the researcher proves that philosophy and comparing it to critical, creative, ethical and spiritual thinking. From the analysis of doing philosophy and good thinking, the researcher found that doing philosophy is in fact applying good thinking to understand and make wise judgement on rich concepts, metaphysics, epistemology, and ethics in order to develop a systematic worldview and to achieve wisdom. Evidences from empirical investigations and opinions from scholars of authority in philosophy are presented to substantiate the claim that philosophy enhances good thinking. Justifications for selecting the method of developing thinking through philosophy are also presented. The logical consequence of the conclusion that philosophy is valuable is philosophy ought to be included in the curriculum of Muslim education. Implications for the curriculum of Muslim education are presented as well.

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
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