

Educational Construction in Ibn Khaldun's Philosophy: Literary Analysis and Contribution to Contemporary Islamic Education

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Abstract:

This article aims to analyze the construction of education in Ibn Khaldun's philosophy and explore its contribution to contemporary Islamic education through a literature-based approach. Using library research methods, this study examines Ibn Khaldun's major work, Muqaddimah, along with various secondary literatures that discuss his philosophical views on education. The findings reveal that Ibn Khaldun views education as a gradual social process, emphasizing practical and moral learning, and the importance of critical, non-dogmatic education. This concept is relevant to the challenges of modern Islamic education, particularly in efforts to integrate intellectual and ethical education to build a generation that contributes to the advancement of civilization.

Abstrak

Artikel ini bertujuan untuk menganalisis konstruksi pendidikan dalam filsafat Ibn Khaldun dan mengeksplorasi kontribusinya terhadap pendidikan Islam kontemporer melalui pendekatan literatur. Penelitian ini mengkaji karya utama Ibn Khaldun, Muqaddimah, serta berbagai literatur sekunder yang membahas pandangan filosofisnya tentang pendidikan. Temuan penelitian menunjukkan bahwa Ibn Khaldun memandang pendidikan sebagai proses sosial yang bertahap, menekankan pembelajaran praktis dan moral, serta pentingnya pendidikan kritis yang tidak dogmatis. Konsep ini relevan dengan tantangan pendidikan Islam masa kini, terutama dalam upaya mengintegrasikan pendidikan intelektual dan etika untuk membangun generasi yang berkontribusi pada kemajuan peradaban.

INTRIDUCTION

Humans currently live in a global and multicultural era made easier by advances in science and technological sophistication, especially digital technology which influences human lifestyle and behavior in all aspects of life (Bassar, Ruswandi and Erihadiana, 2021). So it is fitting that education is an activity that is contemplative and thoughtful so that it is far from the pragmatic aspects of life (AL Manaf 2020). Because contemporary Islamic education is currently faced with various challenges, especially those related to how to internalize and integrate intellectual and moral aspects in producing a generation that can later

contribute to advancing civilization. Along with the development and progress of the times, education is often faced with dogmatism which ignores the critical and dynamic side of the learning process. This then raises questions about the form of an educational model that is not just theoretical but also applicable and relevant to social needs, as well as responsive to global complexity.

Ibn Khaldun's philosophy of education offers a holistic view, emphasizing not only the acquisition of theoretical knowledge but also the cultivation of character and morality. In his seminal work, *Muqaddimah*, he asserts that education is an integral part of a gradual and continuous social process. This perspective highlights that learning is a lifelong journey, not confined to a specific academic phase or age. For Ibn Khaldun, education goes beyond the mere accumulation of knowledge; it is also a critical tool for personal development, moral growth, and the building of practical skills.

He also critiques education systems that rely solely on rote memorization, arguing that this approach stifles students' critical thinking abilities and limits their active engagement in the learning process. Instead, he advocates for an educational method that encourages practical skills and critical reasoning, allowing students to apply theoretical concepts to real-world situations. This approach resonates with modern educational needs, which emphasize higher-order thinking skills and problem-solving capabilities. Moreover, his view of education as an ongoing process aligns with the contemporary concept of lifelong learning, making his ideas highly relevant to modern Islamic education.

As one of the scientists who contributed to the world of science, Ibn Khaldun's educational philosophy with the work of *Muqaddimah* provides a different perspective (Yayat Hidayat 2019). Ibn Khaldun focused on education as part of a gradual and continuous social process, which is not just or limited to mastering knowledge but is also part of efforts to build character and morality. Education, according to him, should not be trapped in rote teaching, but must foster practical skills and critical reasoning and education knows no age limits (Nasution 2020).

Many previous studies on Ibn Khaldun have focused on his sociological and historical thinking, but few have specifically examined his thinking in an educational context, especially regarding its relevance to contemporary Islamic education. Thus, there is a research gap in linking Ibn Khaldun's educational concept with the modern challenges faced by the Islamic education system today.

This article aims to fill this gap by analyzing the construction of education in Ibn Khaldun's philosophy and exploring its contribution to contemporary Islamic education. Using a literature approach, this research seeks to highlight and focus on the relevance of Ibn Khaldun's thoughts, especially in terms of overcoming and anticipating the challenges faced by contemporary Islamic education, with the aim of creating a balance between intellectual and moral education.

METHOD

This study uses a qualitative method with a literature approach (library research), this research will be directly related to the data and texts presented, which are not field data and or sourced from eyewitnesses in the form of events, then the researcher only deals directly with sources that already exist in the library (Snyder, 2019). or which aims to analyze Ibn Khaldun's educational thought in his work *Muqaddimah* and explore its contribution to contemporary Islamic education. The main source used is the primary text of *Muqaddimah*, while secondary sources in the form of books, scholarly articles, and journals that discuss Ibn Khaldun's thoughts, especially related to education, are also reviewed to strengthen the analysis.

Data collection was done through content analysis of the literature. The researcher identified key themes such as gradual education, practical education, the importance of morality, and critical education. These themes were then analyzed interpretively to understand their meaning and relevance to contemporary Islamic education.

To maintain validity, this research uses source triangulation by comparing various relevant references. This technique ensures the accuracy and consistency of the findings. With this method, the research is expected to provide new insights

regarding the application of Ibn Khaldun's concept of education in answering the challenges of modern Islamic education.

RESULT AND DISCUSSION

The findings in this study explain that the construction of education in Ibn Khaldun's philosophy and its contribution to contemporary Islamic education can be seen and observed from one of his thoughts related to education in his work on the book *Muqaddimah*. In the book *Muqaddimah*, Ibn Khaldun explains the nature of man as a thinking creature, and this is also what distinguishes between humans and animals. The highest glory of man lies in the ability to think which is the ultimate source of all perfection. The true nature of man is to be a pure intellectual and have a soul with a broad view in interpreting every problem in this life (Khaldun, 2000).

The book *Muqaddimah* by Ibn Khaldun elaborates that: “whoever is not educated by his parents „will be educated by the times” (al alamah Abdurrahman: 11). This means that anyone who does not receive teachings about manners and ethics in interacting with others from his parents, teachers, or elders, will eventually learn from life experiences. The experiences and events that he experiences over time will be the teachers who teach him. From the results of the literature analysis, it can be identified that Ibn Khaldun has a comprehensive view of education, which includes epistemological, ethical, and sociological aspects. Some important findings include:

Educational Construction from Ibn Khaldun's philosophical perspective

1. Education is an Instrument of Civilization: In his perspective, education according to Ibn Khaldun is actually human beings basically “do not know” (jahil), and become “know” (alim) through learning (Mannan and Atiqullah, 2023). On that basis, Ibn Khaldun saw that education is one of the most important pillars in building civilization. According to him, education is not only important in developing individuals, but also in creating social stability and can advance the nation. He also argued that the decline of a society often stems from the loss of quality education, which then leads to moral and

scientific decadence. In the results of other studies also mentioned, that Ibn Khaldun also saw and described that education has the aim of creating and developing the ability to think, behave well, and also foster human attitudes in the learning process, therefore the process will create expertise, then bring it to maturity in socializing themselves who are also members of society and provide benefits in the social system (Hasanah et al., 2022).

2. Stages of Cognitive Development in Education: Ibn Khaldun divided the educational process into three stages of development, namely the basic, intermediate, and advanced stages. Each stage requires a different approach, according to the student's capacity and level of understanding. In basic education, emphasis is placed on memorization and mastery of basic knowledge, while in the advanced stage students are encouraged to analyze, synthesize, and apply their knowledge in a practical context.
3. Integration of Science and Religion: One of Ibn Khaldun's greatest contributions to education was his idea of the importance of integration between science and religion. He emphasized that secular science should not be separated from religion, as both complement each other in forming a civilized human being. In his view, the ultimate goal of education is to form a human being who has a balance between the mind and heart, as well as mastering knowledge that is useful for the life of the world and the hereafter. Interpretation of the concept of education, Ibn Khaldun shows that he dominates the purpose of religion and morality in a variety of goals, methods, and tools and techniques in religion. It is taught and practiced in the environment of religion and morals and includes all that is based on the Qur'an and the legacy of pious predecessors (Daulay and Rohman, 2021).
4. Experience-Based Education: Ibn Khaldun criticized teaching methods that focus solely on rote memorization without fostering a deep understanding. He emphasized the importance of experiential and observational learning, where students are encouraged to engage directly in the observation of social and natural phenomena. This method aims to cultivate a deeper and more applicable understanding. "The methods applied in learning according to Ibn

Khaldun are highly varied, such as the gradual method, material repetition, spreading compassion, observing the maturity of students in learning the Qur'an, and also field trips that help students connect theory with practice in the real world" (Hasanah et al., 2022). Ibn Khaldun criticized educational approaches that focus merely on memorization without providing proper guidance and deep understanding for students, stating that this approach fails to develop intellectual abilities and practical skills. He argued that memorization-based methods allow students to recall information but without truly grasping its essence. Instead, Ibn Khaldun recommended using experiential and observational learning methods, where students are actively involved in observing social and natural phenomena. This approach allows them to see the real-world applications of the theories they learn, making the knowledge more meaningful and applicable in everyday life. Additionally, he introduced several teaching methods tailored to students' conditions, such as a gradual approach based on their level of understanding and repetition of material to reinforce knowledge. He also emphasized the importance of compassion in teaching and taking into account the maturity level of students when learning the Qur'an. One of his innovative methods was field trips, which give students the opportunity to directly link theory with practice, bridging the gap between theoretical knowledge and practical application in daily life.

5. Relevance of Education to Social Conditions: Ibn Khaldun's contributions extend beyond sociology and have influenced various other fields of knowledge (Fahimah and Syafi'i, 2022). He recognized that education cannot be separated from the social and political conditions of a society. According to Ibn Khaldun, education and social development are deeply interconnected and mutually beneficial. He is considered one of the pioneering figures who dared to conceptualize a grand design for social science in the medieval period (Mulasi, Walidin, and Silahuddin, 2023). Therefore, he emphasized that education should be tailored to meet the needs of society and contribute to social progress.

In *Muqaddimah*, Ibn Khaldun explored the relationship between education and society. He argued that the social, political, and economic conditions of a community significantly influence its educational system. As a result, he stressed the importance of aligning the curriculum and teaching methods with the context of the society in which education is being conducted. This view reflects Ibn Khaldun's progressive thinking on the necessity of harmonizing education with the surrounding social and cultural environment (Ibn Khaldun, 2005) (Adina and Wantini, 2023).

Ibn Khaldun's Philosophical Contribution to Contemporary Islamic Education

Analysis of Ibn Khaldun's philosophical literature illustrates that the style and concepts of his thoughts made a real contribution to the development of Islamic educational theory. In his book *Muqaddimah*, which is his most famous work, Ibn Khaldun describes various aspects of social life, including discussing education. According to his view, education is a very important instrument for creating civilization and can strengthen social structures. Ibn Khaldun emphasized that the educational process should be appropriate and relevant to the social and economic context of a society. He also emphasized the importance of learning that is practical, based on experience and direct observation, which can help students understand and recognize the world around them and how theory can be applied in real life.

Ibn Khaldun's thoughts do not just discuss the goals of education in his philosophy, but also discuss the methods that should and are relevant to use. He also emphasized the need to use a systematic, gradual and consistent learning approach, emphasizing repetition of material so that students' understanding is much deeper. Ibn Khaldun also believes that learning methods should not just focus on memorization without any practical and critical efforts, because according to his perspective education should provide support for students to think analytically and critically. Apart from that, Ibn Khaldun also believed that education should also be adapted to the level of

psychological development and age of students, an approach that is very modern and relevant in today's educational context.

The contribution of Ibn Khaldun's philosophy to contemporary Islamic education is very visible in the flexible and contextual implementation of his ideas. In particular, his thoughts about the importance of the relevance of education to socio-cultural situations and conditions encourage the implementation of a curriculum that adapts to the needs of the times. Apart from that, his ideas about learning methods based on experience and direct observation are very relevant to the modern era which emphasizes critical thinking skills, problem solving and creativity. Therefore, Ibn Khaldun's thoughts remain and are relevant and make a significant contribution in advancing and developing an Islamic education system that is more adaptive and oriented to the realities of contemporary life.

CONCLUSION

The results of this research indicate that Ibn Khaldun's philosophy related to education provides an important perspective for contemporary Islamic education. Ibn Khaldun views that education is a gradual process that involves practical learning and moral formation. He also emphasized the importance of a critical approach in education, avoiding rigidity and dogmaticity. This view is very relevant in the modern context, especially in efforts to harmonize intellectual education with ethical values. Therefore, Ibn Khaldun's concept of education can be a strong basis for forming a generation capable of contributing to the progress of civilization and facing global challenges wisely.

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