



## The Concept of Education and its Relevance in the Modern Education System Ibn Khaldun's Perspective

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### Abstract

*This research explores Ibn Khaldun's educational thought and its relevance in the context of modern education. Ibn Khaldun, a prominent historian, philosopher and sociologist in Islamic history, offered an in-depth view of education in his work Mukaddimah. This research aims to analyze Ibn Khaldun's educational concepts, such as the purpose of education, teaching methods, and the role of teachers, as well as how these concepts can be applied in today's education system. The method used is qualitative analysis with historical and theoretical approaches. The results show that Ibn Khaldun's educational thoughts, such as holistic education that includes intellectual and moral development, are very relevant to modern educational approaches that emphasize character and competency development. Ibn Khaldun's teaching methods that use concrete examples and in-depth explanations are relevant to current active learning approaches, such as project- and problem-based learning. In addition, the teacher's role as a facilitator who guides and inspires students is in line with modern constructivist education models. The integration of Ibn Khaldun's educational concepts in the modern education system can make a valuable contribution to educational improvement and innovation efforts, as well as enrich educational theory and practice to meet the demands of the times and the needs of contemporary society. This research also opens up opportunities for further research in this field, developing more comprehensive and integrative educational theories and practices.*

**Keywords : Ibn Khaldun, holistic education, modern education, character education.**

### Abstrak

Penelitian ini mengeksplorasi pemikiran pendidikan Ibn Khaldun dan relevansinya dalam konteks pendidikan modern. Ibn Khaldun, seorang sejarawan, filsuf, dan sosiolog terkemuka dalam sejarah Islam, menawarkan pandangan mendalam tentang pendidikan dalam karyanya Mukaddimah. Penelitian ini bertujuan untuk menganalisis konsep-konsep pendidikan Ibn Khaldun, seperti tujuan pendidikan, metode pengajaran, dan peran guru, serta bagaimana konsep-konsep tersebut dapat diterapkan dalam sistem pendidikan saat ini. Metode yang digunakan adalah analisis kualitatif dengan pendekatan historis dan teoritis. Hasil penelitian menunjukkan bahwa pemikiran pendidikan Ibn Khaldun, seperti pendidikan holistik yang mencakup pengembangan intelektual dan moral, sangat relevan dengan pendekatan



pendidikan modern yang menekankan pengembangan karakter dan kompetensi. Metode pengajaran Ibn Khaldun yang menggunakan contoh konkret dan penjelasan mendalam relevan dengan pendekatan pembelajaran aktif saat ini, seperti pembelajaran berbasis proyek dan masalah. Selain itu, peran guru sebagai fasilitator yang membimbing dan menginspirasi siswa sesuai dengan model pendidikan konstruktivis modern. Integrasi konsep pendidikan Ibn Khaldun dalam sistem pendidikan modern dapat memberikan kontribusi berharga dalam upaya perbaikan dan inovasi pendidikan, serta memperkaya teori dan praktik pendidikan untuk memenuhi tuntutan zaman dan kebutuhan masyarakat kontemporer. Penelitian ini juga membuka peluang untuk penelitian lebih lanjut dalam bidang ini, mengembangkan teori dan praktik pendidikan yang lebih komprehensif dan integratif.

**Kata Kunci : Ibn Khaldun, pendidikan holistik, pendidikan modern, pendidikan karakter.**

## INTRODUCTION

Ibn Khaldun (1332-1406) is known as one of the leading thinkers in Islamic history who made great contributions in various fields, including education. As a historian, philosopher and sociologist, Ibn Khaldun's thought offers a unique and in-depth perspective on various aspects of society, including the education system. His most famous work, the *Mukaddimah*, has become an important reference in the study of social sciences and humanities for its comprehensive analysis of social, political, and economic dynamics. *Mukaddimah* is not only a historical record, but also a scientific work that discusses the principles of education, the role of education in character formation, and its impact on the development of civilization. (Abdurrahman, 2011)

Ibn Khaldun was born in 1332 in Tunis, Tunisia, and spent most of his life in various governmental and academic positions in different parts of the Islamic world. His extensive experience in politics and education provided a solid foundation for his analysis of society and education. The *Mukaddimah*, written as an introduction to his larger work, *Kitab al-'Ibar*, is the result of his deep observations and reflections on history and social dynamics. (Wafi, n.d.).

Ibn Khaldun's thoughts on education cover various aspects, ranging from the purpose of education, teaching methods, to the role of teachers in the education process. His thoughts show a deep understanding of how education can be used as a tool to develop individual potential and build a better society. Ibn Khaldun emphasized that education is an important tool to form moral and knowledgeable human beings, which in turn will contribute to the progress and stability of society. Education, according to him, should include the teaching of basic sciences as well as the development of character and morals (Baali, 1989).

In the context of modern education, Ibn Khaldun's thoughts remain relevant and can provide valuable contributions in efforts to improve and innovate the education system. For example, the concept of holistic education that includes intellectual and moral development is very much in line with current educational approaches that emphasize the importance of character and competency development (Maragustam, 2010). In addition, teaching methods that emphasize deep understanding and the use of concrete examples are very relevant to the active learning approach that is widely applied today (Ferdiawan & Putra, 2013).

This article aims to further explore Ibn Khaldun's educational thoughts and concepts and their relevance in the context of modern education. The research is based on Ibn Khaldun's works and



various literatures that discuss Islamic educational thought, focusing on how the educational concepts promoted by Ibn Khaldun can be integrated in the current educational system. Through this analysis, new insights are expected to be found that can enrich the theory and practice of modern education, as well as provide a basis for further research in this field.

Starting from this background, this article will discuss several main questions: What are the educational concepts promoted by Ibn Khaldun in the *Mukaddimah*? How is the relevance of Ibn Khaldun's educational thought to the modern education system? How can Ibn Khaldun's concept of holistic education be applied in the current educational context? What are the implications of the teaching methods proposed by Ibn Khaldun for modern teaching practices? By answering these questions, it is hoped that this article can make a significant contribution to the understanding of Ibn Khaldun's educational thought and its application in the modern education system. This research is also expected to be the basis for the development of a more comprehensive and integrative educational theory and practice, in accordance with the demands of the times and the needs of contemporary society.

## **RESEARCH METHOD**

This research uses a qualitative analysis method with a historical and theoretical approach, which was chosen to deeply understand Ibn Khaldun's thought in a historical context and its relevance to modern educational principles. Data were obtained through a literature study of Ibn Khaldun's works, especially *Mukaddimah*, as well as other related references that discuss Islamic educational thought and its relevance in the modern context. Data analysis was conducted by identifying educational concepts in the *Mukaddimah* through in-depth reading and noting important points related to the purpose of education, teaching methods, and the role of the teacher. These concepts were then compared with modern educational principles found in contemporary literature on holistic education, active learning, and character development. (Miles et al., 1994).

To ensure the validity and reliability of the research, triangulation of data sources was carried out by reviewing various literatures that support and criticize Ibn Khaldun's thought. (Moleong, 1989). The analysis was conducted systematically by noting the compatibility and differences between Ibn Khaldun's thoughts and modern educational theories. The historical approach was used to understand the social, political and cultural context in which Ibn Khaldun developed his thought, providing background on how and why these educational concepts emerged. The theoretical approach is used to link the findings from the historical analysis with modern educational theories, so that their relevance in the contemporary educational context can be identified.

## **RESULTS AND DISCUSSION**



## RESULTS

Based on the analysis of Ibn Khaldun's works, especially the Mukaddimah, several key concepts regarding education were found that have significant relevance to the modern education system. These concepts include:

### *Education Objectives*

Ibn Khaldun emphasized that the main purpose of education is the all-round development of individual potential, covering both intellectual and moral aspects. He argued that education should include the basic sciences as well as the development of character and ethics. Maragustam (2014) states that this holistic approach is in line with the principles of modern education which emphasizes the importance of character and competency development. Modern education does not only focus on academic aspects, but also integrates moral and ethical values to form a complete individual. In this context, Ibn Khaldun's views reflect an awareness of the importance of balance between intellectual knowledge and character building.

In modern education, Ibn Khaldun's concept of holistic education is applied in a curriculum that is balanced between academics and character. Value-based education or character education reflects Ibn Khaldun's view on the development of the whole person. Many schools implement character education programs with the aim of developing students' social-emotional competencies, helping them understand and apply moral values in everyday life, so that they excel in academics and have good character and behave ethically in various situations.

Holistic education according to Ibn Khaldun aims to form individuals with moral and ethical integrity, as well as critical, analytical and creative thinking skills. This concept is very relevant to modern education which emphasizes the importance of character education and social-emotional competence. Character education programs in various schools aim to shape students into individuals who are academically intelligent, have strong character, and are able to contribute positively to society. (Brubacher, 1939)

In addition, holistic education also emphasizes the development of critical and creative thinking skills. Ibn Khaldun argued that education should teach students to think independently and analytically, and to be able to overcome various challenges innovatively. Modern education also recognizes the importance of these skills and many educational institutions include the development of critical and creative thinking skills in their curriculum. This approach not only prepares students for academic success but also equips them with the skills to deal with the complexities of the modern world. (Maragustam, 2010).

### *Teaching Methods*

Ibn Khaldun in the Mukaddimah emphasizes the importance of effective teaching methods, such as the use of concrete examples and in-depth explanations. He also emphasizes the importance of teaching students critical and analytical thinking. This method is relevant to the active learning approach in the modern education system, which emphasizes student involvement in the teaching



and learning process. (Ferdiawan & Putra, 2013). Approaches such as project-based learning and problem-based learning are reflections of the methods suggested by Ibn Khaldun.

Ibn Khaldun's teaching method emphasizes deep understanding of the subject matter. He suggested using concrete examples relevant to everyday life to help students understand abstract concepts. This is relevant to the contextual learning approach in modern education, where teachers relate subject matter to real situations experienced by students, so that learning becomes more meaningful and relevant.

### ***Teacher's Role***

Ibn Khaldun considered the teacher as the central figure in the educational process. He emphasized that teachers are not only responsible for conveying knowledge, but also guiding and inspiring students. The role of teachers as mentors and inspirers is very relevant to the concept of modern education which sees teachers as facilitators of learning (Samsudin, 2017). This can be seen in the application of modern teaching strategies such as mentoring and coaching where the teacher acts as an active learning companion.

According to Ibn Khaldun, a teacher must have in-depth knowledge and good pedagogical skills. The teacher must also be able to create a conducive and pleasant learning environment, so that students feel motivated and interested in learning. In the context of modern education, the role of the teacher as a facilitator is very important. Teachers must be able to direct and guide students in the learning process, and help them develop critical and analytical thinking skills. Teachers should also provide constructive feedback that supports students' academic and personal development.

## **DISCUSSION**

### ***Relevance of Holistic Education Concept***

The concept of holistic education proposed by Ibn Khaldun is very relevant in the context of modern education. Education does not only aim to provide knowledge, but also to shape the character and morals of students. This approach is in line with modern educational theories that emphasize the importance of developing all aspects of human potential, both intellectual, emotional, and social. (Rokhman et al., 2014). Examples of modern implementations of this concept include character education programs implemented in various schools and universities.

Holistic education according to Ibn Khaldun includes intellectual, emotional and moral development. Education should help individuals develop critical and analytical thinking skills, as well as forming a strong character and moral integrity. Character education in the modern context includes values such as honesty, responsibility, hard work and empathy. Character education programs aim to help students understand and internalize these values, so that they can become individuals who contribute positively to society.

### ***Active Teaching and Learning Methods***



The teaching methods proposed by Ibn Khaldun, such as the use of concrete examples and in-depth explanations, are highly relevant to the active learning approach in the modern education system. The active learning approach emphasizes student involvement in the teaching and learning process, with the aim of developing critical and analytical thinking skills. (Ferdiawan & Putra, 2013). The STEM (Science, Technology, Engineering, and Mathematics) approach that incorporates interactive and project-based learning reflects the teaching methods advocated by Ibn Khaldun.

Ibn Khaldun's teaching method emphasizes deep understanding of the subject matter. He suggested using concrete examples relevant to everyday life to help students understand abstract concepts. This is relevant to the contextual learning approach in modern education, where teachers relate subject matter to real situations experienced by students, so that learning becomes more meaningful and relevant.

### ***Teacher's Role as Facilitator***

Ibn Khaldun emphasized the importance of the teacher's role as a guide and inspirer, not just a conveyor of knowledge. This view is very relevant to the concept of modern education that sees teachers as facilitators of learning. Teachers are expected to be able to guide students in the teaching and learning process, as well as inspire them to develop their potential to the fullest. (Djumransjah & Amrullah, 2007). In the constructivist education model, teachers play an active role in helping students build their own knowledge through interaction and exploration.

According to Ibn Khaldun, a teacher must have in-depth knowledge and good pedagogical skills. The teacher must also be able to create a conducive and pleasant learning environment, so that students feel motivated and interested in learning. In the context of modern education, the role of the teacher as a facilitator is very important. Teachers must be able to direct and guide students in the learning process, and help them develop critical and analytical thinking skills. Teachers should also provide constructive feedback that supports students' academic and personal development.

### ***Implications of Teaching Methods for Modern Teaching Practices***

The teaching methods proposed by Ibn Khaldun, such as in-depth explanation and the use of concrete examples, have significant implications for modern teaching practices. These methods can help students understand the subject matter better and develop critical thinking skills. In addition, this method can also increase student motivation and involvement in the teaching and learning process. (Nizar, 2002). The flipped classroom approach, where students learn basic materials at home and use class time for in-depth discussions and practical applications, reflects Ibn Khaldun's teaching method.

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relate subject matter to real situations experienced by students, so that learning becomes more meaningful and relevant.

### ***Integration of Ibn Khaldun's Education Concept in Modern Education System***

The integration of Ibn Khaldun's concept of education in the modern education system can make a valuable contribution to the improvement and innovation of the education system. The concept of holistic education that includes intellectual and moral development, as well as effective teaching methods, can be the basis for the development of more comprehensive and integrative educational theory and practice. (Rokhman et al., 2014).. The implementation of a curriculum that combines academic learning with character development and life skills is a concrete step in applying Ibn Khaldun's educational thinking.

Holistic education according to Ibn Khaldun includes intellectual, emotional and moral development. Education should help individuals develop critical and analytical thinking skills, as well as forming a strong character and moral integrity. Character education in the modern context includes values such as honesty, responsibility, hard work and empathy. Character education programs aim to help students understand and internalize these values, so that they can become individuals who contribute positively to society (Audah, 1999).

The teaching method proposed by Ibn Khaldun emphasized deep understanding of the subject matter. He suggested using concrete examples relevant to everyday life to help students understand abstract concepts. This is relevant to the contextual learning approach in modern education, where teachers relate subject matter to real situations experienced by students, so that learning becomes more meaningful and relevant.

Ibn Khaldun's educational thought contained in the Mukaddimah has significant relevance to the principles of modern education. The educational concepts proposed by Ibn Khaldun can provide valuable contributions in efforts to improve and innovate the education system, and can be the basis for the development of more comprehensive and integrative educational theory and practice. This research is expected to provide new insights that enrich the theory and practice of modern education, and become the basis for further research in this field.

### **CONCLUSION**

This research concludes that the educational concepts proposed by Ibn Khaldun in the Mukaddimah have significant relevance to the principles of modern education. Holistic education that includes the development of students' intellectual and moral aspects can be implemented in a modern curriculum that is balanced between academics and character development. Teaching methods that emphasize deep understanding and the use of concrete examples are relevant to current active and contextual learning approaches. In addition, the role of the teacher as a facilitator who guides and inspires students is in accordance with the modern constructivist education model. The integration of Ibn Khaldun's educational concepts in the modern education system can make a valuable contribution to educational improvement and innovation, as well as enrich educational



theory and practice to meet the demands of the times and the needs of contemporary society. This research also opens up opportunities for further research in this field, developing more comprehensive and integrative educational theories and practices.

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