



# The Relevance of Ibn Khaldun's Educational Methods to Contemporary Education

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## Abstract

The increasingly developing pattern of education certainly cannot be separated from the thoughts of Islamic figures, one of whom is Ibnu Khaldun, who contributed his thoughts to the development of education. This research aims to analyze the relevance of Ibn Khaldun's educational methods to contemporary education, especially Islamic religious education. This research uses a qualitative method with a library approach, data sources are taken from several books, journals, articles, and writings related to the research problem being studied so that the data obtained is more accurate. The results of research on the educational methods proposed by Ibnu Khaldun show that eight methods are suitable for current educational methods that can still be applied to contemporary education, namely; 1) Tadarruj, 2) Tikrari, 3) Alqrib wa Almuyana, 4) Determining maturity in learning, 5) Physical and psychological adaptation, 6) Potential development, 7) Mastery of one field of knowledge, 8) Widya Wisata, 9) Tadrib, and 10) Book Summarization. Based on these findings, Ibnu Khaldun's thoughts are still used in contemporary education because suitability in the world of education cannot be separated from the methods and creativity of educators, and Ibnu Khaldun's thought methods are also still relevant to education in this modern era.

## INTRODUCTION

The progress of civilization can be seen through education because the image of education is a primary need for every individual (Akbar, 2015; Dewi, 2019). The development of education is a strategic and directed effort to improve the quality and quality of education and prepare the new generation to be ready to face the challenges of the times (Setyaningsih, 2022; Usman, 2014). Ibnu Khaldun is one of the Islamic education figures who stated that education is a process in shaping the human personality so that it becomes a better person and is useful for society, because education does not only cover religious aspects but also aspects of world life, then education must also be adapted to current developments. which is explored through more effective educational methods because what was effective in the past is not necessarily effective in the present (Adina & Wantini, 2023; Hidayat, 2015; Jauhari, 2020; Kosim, 2015; Nahrowi, 2018; Saefuddin, 2019).

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In education, methods are the power for an educator to be able to teach better in certain ways that can support successful learning (Arianti, 2018; Maghfiroh & Hanafi, 2023). Regarding education methods, there are thoughts regarding Ibn Khaldun's educational methods which have advanced thinking and are still relevant today (Adina & Wantini, 2023; Khumaidah & Hidayati, 2021; Kosim, 2015). The use of methods in learning must have relevance to the material, learning objectives, and suitability of strategies and educators must be able to master these methods so that learning can run with clear objectives and the methods used are appropriate to the learning objectives (Dolong, 2016).

Regarding developments over time, methods must also be adapted, currently, education takes place in the modern era and experiences various challenges, such as technological developments, globalization, socio-economic changes, and others (Solehuddin & Abidin, 2022). This also affects the adjustment in education, but Ibn Khaldun has thoughts on education methods that are still relevant to this day, which are summarized in the book *Muqaddimah* written by him (OK, 2021). The application of learning methods has been around for a long time but needs to be developed because it has undergone various changes that have to be adapted.

Based on this, contemporary education also requires the development of relevant and effective educational methods according to the needs and characteristics of students to be able to answer the challenges facing contemporary education (Dalimunthe, 2023; Irawan et al., 2022; Rani, 2023). For this reason, the educational method promoted by Ibnu Khaldun has many opinions but the most famous ones include; *tadarruj*, *Hikari*, *alqurub wa almuayana*, reviewer of age maturity, physical and psychological adjustments, potential development, *Widya Wisata*, *Tadrib* (Adina & Wantini, 2023). Regarding the method given by Ibnu Khaldun, it is still relevant to current educational methods.

For this reason, the educational ideas given by Ibn Khaldun have been widely discussed in previous research (Jauhari, 2020; Nahrowi, 2018); (Solehuddin & Abidin, 2022). and this study will discuss more comprehensively the educational methods promoted by Ibn Khaldun and their suitability for contemporary education. This is related to the methods in the current educational curriculum in Indonesia. The educational methods in the current curriculum are active learning, getting to know the characteristics of students, using varied learning resources, and encouraging students to be creative and innovative in learning. So the application of this learning is also adjusted to the goals to be achieved in learning and the creativity of educators is needed in its management.

Therefore, the application of learning methods must be adjusted to the learning objectives so that they are relevant to the current situation and the accuracy and methods used are also important to pay attention to in their application. This research is related to educators' problems in teaching, especially in the use of methods. Then this research will explain the relevance of the concept of Ibn Khaldun's educational method in contemporary education so that it can be used as a guide and reference in carrying out the learning process and achieving maximum learning goals so that the thoughts of Islamic figures do not just disappear but need to be immortalized and developed to adapt to current developments.

## METHODS

This research method uses a qualitative method, namely research that produces descriptive data in the form of written or spoken words and behavior observed and reported by the researcher (Fadli, 2021; Yusanto, 2020; Asril et al., 2023; Engkizar et al., 2018). This type of research approach is library study, which is research by collecting library data through reading, writing core topics, researching, and managing research materials so that it can answer a problem in the research (Roos &

Fjellfeldt, 2023; Rizapoor et al., 2023; Oktavia et al., 2023). Then the data sources in this research were obtained from various reading sources such as books, articles, journals, and other documents or records related to this research problem.



**Fig 1. Description of research steps**

Based on Figure 1 above, there are several steps in analyzing library research, including; *First*, *Research* namely the initial stage carried out by searching for information related to research using keywords that are by Ibn Khaldun's educational methods in contemporary education or related to research. Next thing second is *Reading*, namely, the stages of reading, studying, observing, and analyzing data that has been previously obtained through keywords. Third screening, for this stage, namely filtering the data after reviewing and analyzing the data in the previous stage selecting the required data, and focusing on Ibn Khaldun's educational methods to achieve the desired results.

Then fourth Data management, at this stage the researcher manages and organizes the data according to the research formulation so that it focuses on the desired objectives. After the data is selected and processed it will make it easier for the researcher to understand the results of the previously taken data. The next stage is Concluding, this is the final step in collecting data, and based on the data that has been obtained, the researcher can conclude after carrying out the previous stages. Related to this research references are taken from several official sites in document analysis such as Google Scholar, Taylor and Francis, Elviser, and others related to this research (Adina & Wantini, 2023; Engkizar et al., 2021; Wangi et al., 2022; Rahawarin et al., 2023).

## RESULT AND DISCUSSION

### Short Biography of Ibn Khaldun

Ibnu Khaldun's full name is Abdurrahman Abu Zaid Waliuddin bin Muhammad bin Hasan bin Muhammad bin Jabir bin Muhammad bin Ibrahim bin Abdurrahman bin Khalid bin Uthman, his real name is Abdurrahman but his family name is Abu Zaid and his title is Waliuddin, and finally he is known as Ibn Khaldun. He was born in Tunisia on 27 May 1332 M/1 Ramadhan 732 H (Nurandriani & Alghazal, 2022).

At the beginning of his educational journey, he was taught by his father, who taught science and religion. After reaching learning age, he continued his education and received education from several experts or educators. However, of the many educators, he found two educators who had a big influence on his educational journey, namely Abu Muhaimin ibn Abdul Muhaimin al-Hadhrany and Abu 'Abdillah Muhammad Ibn Ibrahim Al-Abily. Ibn Khaldun's two educators had an influence on the fields of science they studied, namely law, language, and wisdom (Irawan et al., 2022).

Further, his educational journey stopped in the year 749 H due to an epidemic that resulted in the death of both of his parents and Ibnu Khaldun was forced to work and enter the world of politics and government as did Ibnu Khaldun's predecessors or his ancestors. As his career progressed, he held important positions in the world of government until he became what is familiarly called today

the prime minister of Bijayah.

Then Ibn Khaldun was also active in writing books until there is a work of his that became very popular in the field of education, namely the book *Muqaddimah* which touches on the issue of education in the sixth chapter, and there are still many of his works which have had a great influence on developments from that time until now (Dahlan, 2019; Sofian, 2017). As time went by, on 25 Muharram 786 H, he was appointed as a lecturer in Maliki jurisprudence at Madrasah al-Qamhiah in Egypt and he was also appointed as a major educator and the school was very famous at that time. Until his career journey reached the position of judge, then on 26 Ramadhan 808 H or 16 March 1406 AD he breathed his last breath at the age of 74 years in Ridaniah which is now called Abbasid.

### **Ibn Khaldun's Thoughts on Education**

Ibn Khaldun explains in the book *Muqaddimah* that education is a general description, as in his expression "Whoever is not educated by their parents, will be educated by the times, meaning whoever does not acquire the necessary manners regarding social interactions through their parents who include educators- educators and elders, and does not learn it from them, then he will learn it with the help of nature, from events that occur throughout the ages will teach him ". This opens the beginning of a picture of Ibn Khaldun's thoughts regarding education (Sofian, 2017).

Ibn Khaldun's view on education is not only about the teaching and learning process that is limited by space and time, but education is a process where humans consciously capture, absorb, and appreciate natural events throughout the ages (Akbar, 2015; Manaf, 2020). Therefore, the principle of education must have a formulation and purpose of education, so the emphasis on Ibn Khaldun's formulation of education is clear religious morality and balancing worldly problems so that the world and the afterlife can be achieved side by side.

Ibn Khaldun's educational concept is a foundation for building a better education system for the needs of the times. This is developed through the aim of education, namely providing opportunities for the mind to be critical in thinking to form a personality with noble character and contribute to the community environment, because education is not just a transfer of knowledge but forms a personality (Hidayat, 2015; Saefuddin, 2019).

Then, regarding the educational curriculum aspect, Ibnu Khaldun also had clear and pragmatic thinking in initiating the educational curriculum. This is explained in the *Muqaddimah* book, namely that the Alquran is used as a strong foundation for learning (Kosim, 2015). Education includes intellectual, spiritual, social, and emotional aspects but also develops general knowledge. So in this review education can be directed about the objectives, content, methods, and evaluations arranged in the educational curriculum.

Related to the concept of education, methods and educators are the key to success in education, because educators hold an important role in controlling students so that educators can use appropriate methods in their teaching. Therefore, emphasizing understanding can be done with appropriate methods and handled by competent educators, so that Ibn Khaldun's educational thinking needs to be adapted to current developments and the needs of contemporary educational concepts to achieve complex goals.

### **Ibn Khaldun's Education Method**

In the book *Muqaddimah* written by Ibn Khaldun on education methods (Adina & Wantini, 2023a; Kosim, 2015). The grouping of educational methods proposed by Ibnu Khaldun includes:

#### **Al-Tadarruj or Staged Method**

The tadarruj method is a learning method by teaches students in stages, slowly or one by one. This can help educators and students understand each other,



and the material presented can be understood easily. Using this gradual method, it is identical to the revelation of verses from the Alquran to the Prophet Muhammad SAW gradually or little by little.

This staged delivery method can be used at all levels of education because gradual delivery will be more capable of making understanding more mature so that the material presented can be understood clearly and in detail. Therefore, this method is also to the existing educational levels in education in Indonesia, because every student must sit in elementary school first so that he can move up to junior high school and so on up to a higher level of education. And this is a stage in education.

#### **Tikrari or Repetition Method**

The next educational method is Hikari, namely repetition in learning, as the saying goes, *"Memorize the study because it is repeated"*. Repetition of learning can increase maturity and intelligence in understanding learning because when learning is repeated often, it will become more attached to a person's mind. The steps put forward by Ibnu Khaldun concluded that three repetitions of practice can provide students with a deep understanding, but this depends on the student's skills and intelligence.

Based on this, Ibn Khaldun's method of repeating three times is explained as follows; 1) the educator provides the problems that are the topic and explains them in general so that students can think and understand them, 2) when the participants still cannot understand the material, the educator explains again or simply repeats it a second time, 3) after repetition and Educators should briefly review the material so that they understand the material in depth so that children understand the learning material better.

#### **Alqub wa Almuyana or Love Method**

This method emphasizes gentle delivery to students and avoids harsh and harsh actions. Ibnu Khaldun explained that a harsh attitude has a bad impact on students, especially when children are still relatively young and this has a good impact if learning is carried out using loving methods.

An educator should have a gentle spirit in his teaching, such as good words, a gentle attitude, politeness, and speaking well but needs to be firm when needed to teach something so that students are not lulled by this gentle attitude. This method is suitable for education at the elementary school level but does not cover it at the upper level because an educator must be able to adapt to conditions and situations.

#### **Maturity method in learning the Alquran**

This method provides an understanding that early childhood education for students in the Alquran is a religious poem and this requires understanding or learning Arabic and moral education before teaching the Alquran so that their maturity in understanding the Alquran is better.

Regarding maturity in learning the Alquran, Ibnu Khaldun understands the understanding of the contents of the Alquran integrally and does not like seeing children who read the Alquran but do not understand the meaning and purpose of the Alquran, so he prioritizes learning Arabic first to become the basis for understanding in learning the Alquran. It is very unfortunate if children can read the Alquran but are unable to understand and confuse the meaning if they do not understand the basics.

#### **Physical and Psychological Adaptation Methods**

This method is used as a consideration before carrying out learning activities because before starting learning, educators should be able to know the physical and psychological conditions of students. Ibnu Khaldun agrees with Gestalt, a psychologist who describes students from general to specific and educators must understand the different conditions of understanding of students so that educators

can repeat when there are students who do not understand the lesson.

This adaptation must be adjusted by educators so that the learning process can run smoothly and learning objectives can be achieved if the student's condition is good physically and psychologically. Therefore, educators must master basic psychology in learning so they can understand the condition of students when learning takes place.

### **Potential Development**

In this method, educators are responsible for developing the potential of students with efforts and efforts made so that students can develop their potential to the maximum. Ibnu Khaldun also recommended that educators teach according to students' abilities by developing creativity in developing students' potential.

Therefore, Ibnu Khaldun also stated that an educator must give the best in developing students' potential by using previous methods, and educator creativity is very much needed in developing students' potential so that this potential emerges well and develops.

### **One Field Mastery Method**

According to Ibnu Khaldun, someone who has one ability rarely has expertise in another field, even if that happens, there is one skill that is more prominent in him. This is a warning for teachers when teaching science to students, they must focus on one area first so that the knowledge taught and obtained by students has a strong understanding.

Then this method is one of the reasons for teachers to develop knowledge to its basics so that students can master knowledge not just on the surface. For this reason, as a teacher, this method is not taught separately or discontinuously or mixed with other knowledge that is less relevant in that field of science, so you must focus on mastering one field so that students are proficient in their knowledge.

### **Widya Wisata or Rihlah method**

Furthermore, the Widya Wisata or Rihlah method gives a good impression to students in learning because they can study directly or travel to seek knowledge and perfection which can only be achieved when face to face with influential people (educators). Because when someone learns directly, it will provide a real experience so that it can be recorded by his mind and become a memory that is attached to his mind.

Ibnu Khaldun provides two aspects of the Widya Wisata learning method, namely learning through books read by educators and traveling following scholars and following educators' trips directly. This is related to comparing knowledge with another to have thoughts and strength in understanding. For this reason, the Widya Wisata method, namely direct learning, will provide more effective results because it is carried out by direct observation.

### **Tadrib method or practice**

This method is the implementation of learning because, through the theory that has been taught, students need to practice or practice in testing their skills in learning. This is by the existence of this method as a goal in learning practice, so that learning goals can be maximally achieved by students.

Therefore, learning also requires practice so that students' memories are better and provide real experiences for students. For example, when learning to pray, students must be equipped with a learning understanding of prayer readings, prayer laws, and others. Next, students are taught using training methods so that students can learn directly and understand how to pray.

### **Methods of Avoiding Book Summarization (At-Turuk Overview)**

This method needs more attention in its development, because this method cannot be used just to write or summarize, but must be provided with solid teaching so that students can summarize the knowledge provided by educators by the teaching

that has been taught. However, this method is also often used by educators today, even though this method is not recommended in several fields of science because it is feared that they will misunderstand it.

This method can be used when educators explain first so that students can understand science and take the essence of the learning. So this method also provides more attention that can only be given to certain fields of science, for example, if the method of summarizing this book is a religious book with a strong understanding of science then it cannot be taken just by the skin without understanding its content. This is by studying *fiqh*, useful *fiqh*, *kalam* science, and others because students cannot be given an understanding beforehand to be able to learn it. After all, this science cannot just be summarized.

### **The Relevance of Ibn Khaldun's Educational Methods to Contemporary Education**

Ibn Khaldun's thoughts on education hold the essence of an education system which refers to goals, curriculum, methods, and educators. Ibnu Khaldun paid attention to education to the point that he thought that education should be adapted to needs, even though he did not share in the development of education until today's education, his thoughts regarding the educational methods he provided provide real relevance to this day (Adina & Wantini, 2023a; Kosim, 2015; Solehuddin & Abidin, 2022).

Furthermore, to understand the relevance of Ibnu Khaldun's thoughts, it is necessary to understand that contemporary education is education that refers to developments in the times and current conditions of society, with educational characteristics that are oriented towards developing students' potential optimally, are active and contextual, holistic and sustainable. Then the application of contemporary education such as project-based, problem-based, and technology-based learning. Therefore, contemporary education is an effort to answer the challenges facing education in the global era which is expected to produce students who have the competencies needed to face the future.

Based on the problems in contemporary education which are increasingly having an impact on educational development, this can be overcome with the will to develop a good system. For this reason, Ibn Khaldun's thoughts on providing an overview of educational methods are very influential to this day. Education essentially does not only provide knowledge, but education is a cognitive, affective, and psychomotor change in students.

Related to Ibnu Khaldun's educational thoughts, it is also relevant to the educational objectives stated in Law Number 20 of 2003 article 3 which explains that "National education aims to develop the potential of students so that they become human beings who believe and are devoted to God Almighty, have good morals. noble, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen", then this is also a pillar for Ibn Khaldun's thought which provides a guideline in the development of education because he emphasizes the importance of the role of educators in a well-rounded education, good teaching skills and this is relevant to contemporary education which emphasizes the role of educators as facilitators and guides in learning (Matlani & Khunaifi, 2019).

Therefore, the idea of educational methods is also very clearly still relevant in contemporary education because Ibnu Khaldun also emphasized the importance of methods that are adapted to students. The method used in the current curriculum is a development of the learning process such as active *learning* and getting to know the characteristics of students, and the current curriculum also involves intracurricular activities, projects to strengthen the Pancasila profile and extracurriculars. Ibn Khaldun's thoughts refer to an education system that is centered on intellectual development and emphasizes the importance of morals that are adapted to the

knowledge of the world and the afterlife. This is an inspiration and guide for the development of education now and in the future.

## CONCLUSION

Learning success is all skill in managing learning, namely using appropriate methods and the education system. Ibnu Khaldun is a Muslim scientist who teaches how learning will be successful through several methods he provides through his Muqaddimah book which contains a context based on the psychology of students so that it touches more on the learning process. The educational methods put forward by Ibnu Khaldun are still relevant today for use in the learning process, such as *tadarruj*, *Hikari*, *alqrib wa alumina*, physical and psychological adaptation, development of potential, *rich*, and practice. Ibnu Khaldun paid attention to the approach to learning the Alquran in his teaching so that students are equipped with basic knowledge before studying the Alquran so that they have mature abilities in understanding the contents of the Alquran.

Based on the educational thoughts and methods proposed by Ibnu Khaldun, it is still relevant in contemporary education, because today the challenges regarding education are more complex with the increasingly developing times. This is a provision for educators to be able to provide the best through methods because methods are things that need to be paid attention to and if you ignore methods you will reap failure in learning objectives.

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