

THE CONCEPT OF CHILDREN'S EDUCATION IN THE PERSPECTIVE OF IBN SINA

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Abstract

Children's education is an effort to develop the potential that each individual has from an early age. Through education, children not only understand knowledge but are also able to express and apply it in facing various life problems. The success of education requires a structured and methodological conceptual framework. This study aims to analyze the concept of children's education from Ibn Sina's perspective, focusing on three main aspects: its framework of thought, the methods applied, and its relevance to contemporary children's education.

Ibn Sina, as one of the classical Muslim thinkers, offered a holistic concept of education, covering intellectual, moral, and physical aspects. This study examines the conceptual framework, including the educational objectives, theoretical foundations, and learning methods that he proposes. In addition, this research also explores how Ibn Sina's perspective can be relevant to the concept of children's education in the modern era.

The research method used is library research, by collecting and analyzing data from various literature such as books, scientific articles, and related reference sources. The results of the study show that Ibn Sina's thoughts on children's education emphasize the balance between the development of intellect, morals, and practical skills. The contribution of this research lies in the effort to connect the legacy of classical Islamic thought with the needs of today's education, as well as providing a conceptual alternative for the development of a more integrative and characterful children's education system.

Keywords: *Ibn Sina, Concept, Education of Children*

INTRODUCTION

Education as the first step for humans to get knowledge. Education directs humans to the purpose of creating humans as creatures who have the duty to become leaders on this earth (*khalifatullah*). Scientists who have thoughts about science that can make humans truly knowledgeable, such as philosophers of education, one of them is Ibn Sina, he in the field of education has a framework of thinking that human beings are reviewed from the discipline of psychology with this discipline of science will give birth to how the concept of child psychology, especially those based on the differences in the characteristics of each child (*individual differences*) so that with these characteristics, the education that will be carried out and the learning process that will be implemented will be adjusted (Rizky et al., 2023).

The course of history, records about education that continues to strive to develop even though there are many obstacles and obstacles that make education less attention to its success aspect which is characterized by a less than optimal learning and teaching process. Children's mental development and the cultivation of good social values are the main capital for children's education. Ibn Sina in children's education pays attention to and connects moral education with child psychology (Susanti, 2021). Islam has a perspective in the field of education to promote monotheistic education, spiritual and physical education and moral education, which is good moral cultivation so as to make a structured and balanced education, because balanced education will bring moral values and relatively good knowledge. In fact, the presence of science is to raise the human degree, the position of human beings both in terms of *dhohir* and *mind*.

The purpose of education is to transform information about science from various disciplines, such as religious science, social sciences, natural sciences and many more. Efforts to achieve this goal have been realized since ancient times. Islam in realizing science has succeeded in producing prominent figures, Muslim scholars have participated in the development of science, including Ibn Sina, Al-Farabi, Ibn Khaldun and others. All the efforts made by scholars to sustain Islamic civilization are based on the desire for science to develop optimally, then, these scholars have produced various works within the scope of certain scientific fields.

The science that is developing today is the result of the thought of previous scientific figures who were evaluated and developed according to different civilizations. The situation and circumstances in each era have their own characteristics. Likewise with the object in education, students in every era experience differences, therefore, the importance of the concept of education that is adjusted to the characteristics of children is the main thing in supporting the success of education. This scientific work will open up insights into how Ibn Sina's perspective in the concept of children's education is relevant to the concept of children's education in the present day from the perspective of the goals to be achieved in the learning and teaching process, the study of the theory or framework of discussion discussed and the methods applied.

METHOD

The research method used by the author in this scientific paper is part of qualitative-based research that adopts the library research method which is reviewed with theoretical studies where this theoretical study is an approach that uses the process of redevelopment of existing theories with new theories so that there is a relevance process that produces other thoughts in a conceptual framework, especially regarding the concept of education (Subagiya, 2023). So this scientific paper entitled the concept of education from Ibn Sina's perspective will state how Ibn Sina views the concept of children's education and how the view of Ibn Sina's concept of education can be relevant to the concept of children's education that exists today.

This research method searches for theories of the concept of education from Ibn Sina's perspective which have been presented in various references such as scientific papers (journals), books that have appropriate discussions and so on. The main focus in this scientific paper discusses how the goals in the existing concept of children's education can maximize results that will later be used as a measure of success, how the study of theories or material frameworks should be applied based on differences in the characteristics of each individual and what methods are considered appropriate to be applied in a learning and teaching process.

RESULTS AND DISCUSSION

The Concept of Children's Education From Ibn Sina's Perspective

A. Biography of Ibn Sina

Ibn Sina's full name is Abu Ali Husayn Ibn Abdullah Ibn Hasan Ibn Ali Ibn Sina. He was born in Afshana, in the Balkh region near Bukhara, Afghanistan in 370 AH/ 980 AD, Ibn Sina died in 428 AH/ 1037 AD at the age of 58 (Pasaribu et al., 2024). Since childhood, Ibn Sina has had adequate thinking capital, for example with the ability to remember Ibn Sina so well that Ibn Sina in his childhood had memorized the Quran at the age of 10. Then, at a young age, Ibn Sina studied mathematics, logic, physics, medicine and so on. This motivates us that the need for education from a young age that applies a simple curriculum system from the environment, such as the family environment, can make children's growth and development good (Saidah et al., 2021).

Ibn Sina's works include al-Syifa which discusses philosophy which covers four domains of science, namely divinity, physics, mathematics and logic. Al-Najat is also the work of Ibn Sina which has material in the form of a summary of the science of wisdom. Then there is al-Qanun fi al-Thibb by Ibn Sina which is the most famous is this, this work contains about the field of medical science such as types of diseases and so on (Islamic, 2022).

B. The Concept of Children's Education From Ibn Sina's Perspective

1. Educational Objectives

Ibn Sina has an opinion about the purpose of education that education leads humans to the development of their potential, through three aspects, namely physical development, intellectual development and moral character that can make humans perfect creatures (Shiddiq & Siregar, 2024). The moral crisis that the nation's children have is now the main problem that hinders children's education from running properly. Becoming a challenge for children who will continue the nation, the challenges of the times must be fought by instilling moral values in addition to intellectual-based development.

Children's education begins to be applied from the family environment where the family is the first environment that will shape the child's character. Children's growth and development in aspects of physical development and children's character, the family has a very fundamental role. Family in sharia terminology is someone who is related by blood (Sukatin et al., 2023). Family education includes the realm of faith education, worship education and moral education (Adi La, 2022). Ibn Sina explained that the essence of the character of a child is an expression of the state of the soul that the child is experiencing at that time (Philosophy & Sina, 2024). The human soul will achieve balance when basic elements such as adequate spiritual aspects and adequate physical aspects are fulfilled.

Ibn Sina's children's physical development highlights healthy behavior in daily activities, namely with regular exercise, a good diet and maintaining cleanliness. So it can be concluded about the purpose of children's education from Ibn Sina's perspective, namely, to make children and equip children to become individuals who are not only knowledgeable but also have good morals and carry out daily activities with a healthy lifestyle. This can grow the nation's generation, who will be able to collaborate later in the scope of society. Because humans are social creatures, a good balance between spiritual and physical aspects is needed to be able to communicate and collaborate with each other.

2. Material Outline

The material framework or what we often know as the term curriculum is a system of arrangement or planning that is applied in the teaching and learning process that is adjusted to the characteristics of the child, namely the level of child development seen from various perspectives. Ibn Sina has an opinion about the curriculum that is implemented, namely the need to look at the level of child development. The curriculum that should be applied is: For the ages of 3 to 5 years, children are given education about physical balance patterns, namely by learning sports, arts and maintaining cleanliness. This basic education can support children's development to be able to understand the environment that children are facing, so that children can adjust themselves to their environment.

Furthermore, for children aged 6 to 14 years, Ibn Sina began to provide space for children to start taking advantage of learning by reading, memorizing and understanding. As well as the application of reading and memorizing the Quran can support children's thinking process to think optimally. Then at the age of 14 years the appropriate curriculum is a curriculum that adjusts to the child's desires, interests and talents. Children's interests and talents are positive forces to support success. Because a success is based on something that is liked and then developed (Rasyid, 2019).

Ibn Sina in his thoughts on the educational curriculum, as explained above, it can be concluded that Ibn Sina in making a concept map of the educational curriculum, Ibn Sina sees the aspect of child psychology where education is applied in accordance with the growth and development of children, Ibn Sina's curriculum tries to balance between physical, moral and intellectual development, this curriculum is also functional pragmatic, namely the application of a curriculum that can develop children's ability to collaborate with each other later in various circles of society and this curriculum is based on the Quran and al-Sunnah so that Ibn Sina's curriculum has the most important curriculum value, which is about cultivating good morals (OK, 2021)

In addition to a good curriculum, Ibn Sina also reminded educators to direct children's potential in accordance with the talents, potentials and abilities of the child's real intelligence, Ibn Sina in his work said: *"Therefore, if he wants to choose a skill for the child, then he should first consider the character of the child and medalami/dive into his talent and test his intelligence. So that he can choose skills according to his character, intelligence and talent. If he chooses one of the skills, then he knows the level of his inclination and liking for that skill"* (Ibn Sina, 2007). This shows that the role of educators in the world of education is interrelated between the role of educators and the role of students to develop their potential.

3. Method

Learning methods in education are a certain way or pattern used by educators to achieve the desired learning goals. Ibn Sina uses several methods, including: the talqin method, this method uses hearing to achieve learning goals, meaning that educators listen to the reading of the Quran that educators read to students. So there is hope that students can apply reading according to what is exemplified, this method can be applied in teaching makhoriul letters in the Quran. Second, the demonstration method, this method uses learning that is carried out by demonstrating or pointing to the process of something, namely the educator demonstrates something and provides an explanation of the things that are demonstrated or written so that it raises the hope that students can understand a problem more clearly and lightly. Third, the habituation method, this method is highly recommended in moral education, namely by exemplifying good behavior, good morals are usually known to us as the term suri tauladan. So, the role of educators is to provide role models to students so that students will automatically get used to interacting well with others. Fourth, the discussion method, this method the educators provide problems regarding certain topics and the task of students is to solve the problem so that it is expected that various innovations will appear, opinions that are seen from the results of several solutions perspectives. Fifth, the internship method, this method combines theory and practice. Sixth, the assignment method and the seventh,

the targhib and tarhib method, which is the giving of rewards for achievements and giving punishment when making mistakes (OK, 2021).

The Relevance of the Concept of Children's Education from Ibn Sina's Perspective to the Concept of Children's Education in the Present

Education through the lens of Islam has a role to make human beings as quality creatures where the balance between spiritual aspects and intellectual aspects is required to receive intense guidance. However, the problems of the times have made education deteriorate in the realm of noble character-based education (Masrizal, 2023). Ibn Sina in the concept of education in addition to offering physical and intellectual development. Ibn Sina's concept of education also develops education with noble character based on the Quran and al-Hadith.

The purpose of Ibn Sina's education is seen from the perspective of child psychology that the child's growth and development is influenced by the balance between spirit and body. This is in accordance with the concept of Islamic education. Ibn Sina's concept of education adjusts between the abilities that children have with the learning that should be applied (Wibowo & Risa Udayani, 2021). So, children will not experience violence because of inadequate abilities. Education today needs to emphasize the aspect of moral education other than education that is only intellectually based.

Based on the description above, the concept of children's education from Ibn Sina's perspective is very relevant for education today. First, emphasizing education with noble character. Second, looking at the abilities and development that children have in the realm of curriculum application. Third, the learning and teaching that is carried out can bring children to education that is pragmatic and functional, with the nature of this education children can have the material to face problems in the future

CONCLUSION

According to Ibn Sina, the concept of children's education has a strong relevance to today's education, especially in balancing spiritual, intellectual, and moral aspects. Ibn Sina emphasized the importance of forming noble characters based on the Quran and Hadith, as well as adapting learning methods to children's abilities and development. This is in line with the needs of modern education that not only focuses on academic intelligence, but also on moral development and children's readiness to face future challenges. With the three main points of character education, an adaptive curriculum, and pragmatic-functional learning, Ibn Sina's concept remains actual and can be a solution to current educational problems, especially in strengthening the dimension of character and the balance of human life.

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