

The legacy of philosophy and education by Ibn Sina: The integration of knowledge and values in Islam

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Abstract

This study aims to describe the legacy of Ibn Sina about his thoughts in the field of philosophy and the integrity of science associated with values in Islam. The research method used is content analysis, data sources by collecting 30 articles through Google Scholar, the total articles studied amounted to 30 articles philosophy in the period 2022 to 2023. The results of research on the thoughts and legacy of Ibn Sina include, ethics, and education, which forms the basis of a strong understanding of the integration of science and values in Islam, especially in the context of philosophy and education. Ibn Sina is revered for his contributions to logic and science, with his famous work, "Al-Hikmat al-Masyriqiyyah," providing a solid foundation for the development of science and philosophical thought. Based on Ibn Sina's philosophical thought, Islamic educational institutions can incorporate Qur'anic learning into the curriculum, adopt philosophy learning strategies, ensure educators have a strong understanding of philosophy, improve mental development of learners, and focus on character building and discipline.

Keywords: *Ibn Sina; Integration of Knowledge; Islamic Values; Philosophy, Integrative Education*

Abstrak

Penelitian ini bertujuan untuk menguraikan warisan Ibnu Sina tentang pemikirannya di bidang filsafat dan keutuhan ilmu yang dihubungkan dengan nilai-nilai dalam Islam. Metode penelitian yang digunakan analisis konten, sumber data dengan mengumpulkan 30 artikel melalui google sarjana, total artikel yang diteliti berjumlah 30 artikel dalam kurun waktu 2022 hingga 2023. Hasil penelitian pemikiran dan warisan Ibnu Sina mencakup filosofi, etika, dan pendidikan, yang dasar membentuk pemahaman yang kuat tentang integrasi ilmu dan nilai-nilai dalam Islam, terutama dalam konteks filsafat dan pendidikan. Ibnu Sina dihormati berkat kontribusinya dalam bidang logika dan ilmu pengetahuan, dengan karya yang terkenal, "Al-Hikmat al-Masyriqiyyah," yang memberikan dasar yang kokoh bagi perkembangan ilmu pengetahuan dan pemikiran filosofis. Berdasarkan pemikiran filsafat Ibnu Sina, lembaga-lembaga pendidikan Islam dapat memasukkan pembelajaran Alquran ke dalam kurikulum, mengadopsi strategi pembelajaran filsafat, memastikan pendidik memiliki pemahaman filsafat yang kuat, meningkatkan pelatihan mental peserta didik, dan fokus pada

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pelatihan karakter dan disiplin.

Kata kunci: Ibnu Sina; Integrasi Ilmu; Nilai-nilai Islam; Filsafat; Pendidikan Integratif.

Introduction

This research centers on the multifaceted aspects of Ibn Sina's thoughts and legacy. The underlying principles of philosophy, ethics, and education within Islam provide a robust basis for further investigation into the potential impact of integrating knowledge and values. This exploration holds particular relevance within the realm of education (Amalia, 2023). Ibn Sina, a highly esteemed philosopher and scholar, attained recognition for his profound contributions in the domains of logic, science, and philosophical discourse. These literary pieces serve as the foundation for our comprehension of this fundamental notion.

This study centers around the fundamental principles underlying Ibn Sina's philosophical and scientific ideas. Ibn Sina is widely regarded as a highly esteemed individual due to his significant contributions in the domains of logic, science, and medicine, as noted by Dahlizar et al. (2023). The renowned publication, "*Al-Hikmat al-Masyriyyah*," has established a robust framework for the advancement of scientific and philosophical discourse. Ibn Sina employs logical reasoning in the pursuit of truth, employing three primary criteria that serve as the foundation for the advancement of scientific knowledge: the caliber of scientific inquiry, a philosophical framework, and a suitable methodology.

Within the framework of Ibn Sina's philosophical discourse, the central issue under examination pertains to the practical realization of the amalgamation between knowledge and Islamic principles within the realm of education. The disparities between "general education" and "religious education" can occasionally give rise to discrepancies between religious and scientific principles, thereby influencing students' comprehension of values and ethics. The prevalence of digital media in contemporary society has led to a pressing need for the integration of scientific knowledge and Islamic principles in educational settings (Amalia, 2023).

The present study examines a range of concepts and ideas put forth by Ibn Sina, with particular relevance to the incorporation of Islamic knowledge and values within educational settings (Susanti, 2021). The fundamental notion encompasses philosophy, ethics, and education, fostering the development of individuals who possess intelligence, faithfulness, and noble character (Hasanah & Dewi, 2023). In addition to the aforementioned point, this study also examines the potential of incorporating knowledge and Islamic values into educational

practices as a means to address the difficulties posed by the contemporary era, particularly in light of the pervasive impact of digital media (Uni, 2020).

The primary objective of this study is to enhance comprehension of the concepts and enduring influence of Ibn Sina, with particular relevance to the incorporation of Islamic knowledge and values within educational contexts (Suherlan, 2022). By attaining a profound comprehension of this fundamental notion, it is anticipated that it may offer valuable insights for educational establishments to construct a high-caliber educational framework, capable of cultivating individuals who possess intellectual prowess, moral integrity, and the ability to confront diverse societal obstacles. The research is of paramount importance due to the need to formulate an Islamic curriculum that aligns with religious principles, while simultaneously adapting to the dynamic nature of contemporary society (Rofiq, Sutomo, & Rodliyatun, 2022).

Research Method

This research methodology adheres to the principle of content analysis, which centers on the examination of numerous studies published in Indonesian journals. The research methodology employed in this study was adapted from the approach utilized by Susetyarini and Fauzi (2020). The data collection process involved retrieving articles from Google Scholar using the keyword "Ibnu Sina". A total of 30 articles were collected for analysis. Consequently, a comprehensive compilation of articles pertaining to Ibn Sina, published between the years 2022 and 2023, was assembled and subsequently curated. The research employs the selected articles' findings and conclusions as its primary instruments. The data analysis of each article is categorized according to predetermined classifications. Subsequently, the data is gathered and subsequently presented in a narrative format, employing a coherent paragraph structure.

Result and Discussion

A. Ibn Sina's Philosophical Heritage

1. Science Logic

One of the renowned works authored by Ibn Sina, which continues to exert influence on contemporary intellectuals, is the esteemed book titled *Al-Hikmat al-Masyriqiyyah*. Within this literary masterpiece, Ibn Sina expounds upon the subject of logic, delving into its intricacies and implications. The discourse on logic put forth by Ibnu Sina has ultimately emerged as a prominent scholarly resource for students worldwide, including those in Indonesia. The aforementioned renowned piece of work propelled Ibn Sina to attain prominence

as a philosopher, establishing his expertise in the domains of emanation philosophy, being philosophy, and soul philosophy (Parlaungan, Daulay, & Dahlan, 2021). The field of philosophy encompasses various methodologies employed in the pursuit of truth. Ibn Sina posits three distinct criteria for ascertaining truth, namely, (1) the discernment of knowledge quality, (2) the employment of a philosophical framework in scientific inquiry, and (3) the application of suitable methodologies. Ibn Sina, a renowned philosopher, is recognized for his resolute stance on various matters, his ethical disposition, and his remarkable productivity in generating a substantial body of philosophical works, characterized by a rigorous and disciplined approach (Isnainiyah & Sauri, 2021).

2. *Classification of Sciences*

In the field of science, Ibn Sina established a classification system that delineates science into two distinct categories: theoretical science and practical science (Pranoto, 2023). According to the individual in question, theoretical science endeavors to purify the essence of the human spirit by means of a methodical exploration of the nature of the divine, encompassing various aspects of metaphysical inquiry. In the realm of scientific inquiry, practical science emerges as a distinct discipline that governs diverse facets of human existence within the tangible realm, finding practical application in the routines of daily life. This includes but is not limited to domains such as economics, law, and ethics. The two components of knowledge articulated by Ibn Sina have emerged as a significant point of reference for scholars in contemporary times. They are widely regarded as a fundamental bedrock in the advancement of global knowledge and civilization (Khasanah, Hamzani, & Aravik, 2020).

3. *Thoughts of God and Prophets*

The scholarly community in Indonesia has undertaken research on the philosophical perspectives of Ibn Sina regarding God and the Prophet. According to Ibn Sina, God is regarded as an unequivocal entity, serving as the ultimate origin of all elements within the cosmos. According to Hakim (2023), the existence of the universe and its contents is contingent upon the presence of a divine entity. In the realm of prophetic discourse, Ibn Sina is widely acknowledged as a philosopher who provided an intricate and comprehensive philosophical elucidation of prophecy, second only to the esteemed Al-Farabi. In his comprehensive elucidation, Ibn Sina expounded upon the notion that the pinnacle of human status is occupied by a prophet who is entrusted with both a theoretical and practical mandate. The relationship between the Prophet and God is characterized by a direct connection, enabling the prophets to establish a

profound connection with the divine realm. This connection allows the prophets to not only receive God's message in the form of revelation but also effectively transmit and apply it in their daily lives, thereby integrating the divine teachings into practical aspects of human existence (Riza, 2022).

4. *Thoughts on the Soul and Existence*

Ibn Sina posited the notion that the soul is a distinct entity, devoid of materiality, and not intrinsically connected to the physical form. The individual held the belief that following the destruction of the physical body, the soul would persist and be safeguarded by the Creator of Nature. According to the individual's perspective, the genesis of the soul can be traced back to the notion of emanation, wherein the human soul is believed to have its origins in the tenth level of consciousness and the soul from the ninth celestial realm. While there are certain parallels between Aristotle's perspective on the essence of the soul and Ibn Sina's, the primary distinction lies in the incorporeal nature of the soul as posited by Ibn Sina, and its detachment from the physical body (Kusuma, 2022).

Ibn Sina also underscored the intimate correlation between the soul and the body, wherein the body serves as a conduit for the soul, enabling its manifestation in a perceptible state. The individual perceived the soul as the primary state of excellence within the physical form, and these two entities maintained a symbiotic association. Ibn Sina posited a distinction between the soul and spirit, perceiving them as distinct substances. While the body is confined within the constraints of space and time, the soul, serving as the essence of the spirit, transcends these limitations. According to his perspective, the soul persists eternally even after the physical body is annihilated. This approach also incorporates the notion of the *nafs* as the domain of '*naql*,' which exists beyond the realm of the perceived empirical world. This statement highlights the intricate nature of the interplay between the soul, body, and spirit, and underscores the recognition of the intimate correlation between the material and spiritual aspects of human existence (Serena et al., 2023).

The contemporary scientific community faces significant challenges in providing empirical evidence for the existence of the soul, primarily due to its reliance on secular methodologies and the absence of religious frameworks in its research endeavors. In contrast to the scientific perspectives of Muslim scholars, who assert the verifiability of their claims within the framework of religious doctrine, Muslim philosophers, such as Ibn Sina, have engaged in extensive discourse regarding the profound nature of the soul and its associated concepts. The individual posited that the soul constitutes the essence of original flawlessness responsible for the creation of humanity. Aristotle held a contrary

stance regarding the existence and essence of the soul, positing that the soul is a composite entity inseparably united with the body, and ultimately subject to its eventual dissolution. Furthermore, it is important to note that the nature of the soul is distinct from that of the physical body and lacks any discernible form. Ibn Sina posited the notion that the soul possesses an enduring nature, persisting beyond the cessation of the physical body. Subsequently, it is posited that the soul will undergo a daily oscillation between states of happiness and misery, contingent upon the manner in which it employs faith, knowledge, and charity throughout its existence (Khasanah, Hamzani, & Aravik, 2020).

5. Ethics Concept

According to Ibn Sina, the attainment of happiness is contingent upon the application of human knowledge, thereby rendering it beneficial to others. By relying solely on knowledge and scientific understanding, it is possible to establish a connection between the celestial realm and the terrestrial plane, bridging the gap between the divine essence and humanity, as well as facilitating a link between angels and humans. By engaging in a series of processes, individuals are able to attain genuine happiness as they gain the ability to perceive the underlying truth that exists beyond the surface reality. In order to cultivate a comprehensive understanding of the nature of happiness, it is imperative for individuals to recognize the significance of consistent practice. By engaging in deliberate and purposeful efforts, employing rationality grounded in sound judgment, individuals can effectively generate authentic experiences of happiness.

The ethical concepts put forth by Ibnu Sina have been subject to extensive discourse within the realm of contemporary philosophical theory. These concepts continue to hold relevance in the present digital era, particularly when examined in relation to the political landscape of Indonesia, which adheres to democratic principles in its ideology. Ibn Sina's ideas in the realm of politics revolve around the notion of justice. He posits that justice serves as a fundamental principle that has the potential to either foster cohesion or disrupt the bonds of fraternity within a nation and state, while also acting as a catalyst for social inequity. Ethics serves as a standard by which the quality of an individual is assessed. The extent to which an individual employs ethical principle directly correlates with the level of their overall excellence. Ethics is widely regarded as a significant subject within the realm of philosophy, alongside the domains of humanity, divinity, and the natural world. Ibn Sina, a prominent Islamic philosopher, engaged in extensive discourse and articulation concerning ethics, encompassing both individual ethical principles and those pertaining to communal and

governmental contexts. Moreover, Ibn Sina provides a scientific analysis of ethics as a means of attaining full human potential (Tina, 2023).

B. The Integrative Thought of Ibn Sina within the Islamic Context

Ibn Sina, a notable figure in Islamic history, advocated for a comprehensive educational framework that encompassed various dimensions such as physical and spiritual development, theoretical and practical knowledge, as well as the integration of general science and religious teachings. The foundation of this concept is rooted in a robust philosophical comprehension and is grounded in the principles of Islamic teachings. In the Indonesian educational context, the pertinence of this notion stems from the dichotomy between "general education" and "religious education," which frequently engenders a schism between scientific and religious domains. This division can give rise to issues such as a diminished affinity towards religious principles and an overemphasis on materialistic pragmatism, among others. Hence, it is imperative to implement Ibnu Sina's ideas in order to cultivate high-caliber human resources in Indonesia. These individuals should possess unwavering faith, devoutness, noble character, intelligence, and the ability to surmount diverse challenges, ultimately attaining genuine happiness in both the present life and the hereafter (Darwis, 2013).

Ibnu Sina asserts that the objectives of education should prioritize the holistic development of individuals, encompassing their physical, scientific, and character dimensions. The primary objective of education is to cultivate individuals who possess the necessary skills and talents to effectively engage with and make meaningful contributions to society, while also affording them the autonomy to pursue their preferred paths. In the realm of Islamic education, the primary objective is to offer direction and illumination to educational establishments, particularly in the realm of character education, particularly in the age of digitalization. According to Nurhasanah (2023), there is a significant need to modify educational methods and approaches in order to facilitate students' effective utilization of digital media, while concurrently upholding their ethical and moral values. Hence, it is imperative for education to integrate conventional principles with the growing prevalence of digital technology in individuals' daily existence.

Ibn Sina's perspective encompasses various significant dimensions pertaining to Islamic education. In the realm of educational curriculum, Ibnu Sina emphasized the significance of incorporating the study of the Koran as the fundamental component of Islamic education (Hanum OK, 2021). Furthermore, Ibnu Sina employed a range of instructional techniques, including *talqin*, exhibitions, customs, conversations, teaching, and performances, in order to

effectively impart knowledge and instill ethical values in his students. Furthermore, it is crucial to acknowledge the significant role of educators, as highlighted by Ibnu Sina, who emphasizes the necessity for teachers to possess intelligence, education, and exemplary character (Hasanah, Hasanah, & Asmadewi, 2023). Teachers possess a combination of robust competencies and admirable personal qualities that empower them to effectively impart knowledge and skills to their students. In addition, Ibn Sina placed significant emphasis on prioritizing the cognitive advancement of students within the educational framework. He underscored the importance of nurturing the ideal capabilities of children, while also fostering a harmonious equilibrium between their physical, intellectual, and moral dimensions. In the fifth place, within this particular context, the concept of punishment assumes a greater emphasis on the disciplinary process and the cultivation of students' character, extending beyond mere physical retribution. The ultimate objective is to foster the development of *insan kamil*, individuals who embody perfection in terms of their values and ethics (Rizky et al., 2023).

Despite variations in perspectives and approaches within the realm of education, both Ibn Sina and other scholars, such as Ibn Qayyim Al-Jauziyyah, shared a common overarching objective, which was to enhance the standard of Islamic education within Muslim nations (Ansari & Qomarudin, 2021). The primary objective of their efforts is to cultivate individuals who possess qualities of moral excellence, intellectual acumen, and virtuous character (Nasution, 2020). The proponents' perspective on education, encompassing its goals, curriculum, instructional approaches, and the role of educators, reflects a strong dedication to fostering a purposeful educational experience that aligns with Islamic principles, ultimately aiming to cultivate virtuous individuals. Despite originating from different historical periods, the fundamental principles of their educational philosophies continue to hold significance in the pursuit of comprehensive Islamic education. Hence, the aforementioned ideas can serve as valuable principles for the enhancement of Islamic education, aligning it more effectively with religious values (Warno & Handiki, 2022).

Conclusion

Ibn Sina's intellectual contributions encompass various domains such as philosophy, ethics, and education. These areas of inquiry serve as fundamental pillars for comprehending the harmonious amalgamation of scientific knowledge and moral principles within the Islamic tradition, particularly within the realm of education. Ibn Sina is widely esteemed in the domains of philosophy and science due to his notable contributions in the realms of logic and scientific

inquiry. His renowned opus, "*Al-Hikmat al-Masyriqiyyah*," served as a robust cornerstone for the advancement of scientific knowledge and philosophical contemplation. Ibnu Sina's contemplations revolve around the realization of integrating knowledge and Islamic values within the realm of education, a task that has become increasingly pertinent in the contemporary era characterized by pervasive digitalization. This study elucidates the diverse concepts formulated by Ibn Sina that bear significance in the incorporation of Islamic knowledge and values within educational systems. These concepts encompass philosophy, ethics, and the cultivation of intellectually astute individuals characterized by virtuous traits. The primary objective of this study is to offer recommendations for educational institutions in establishing a high-quality educational framework that cultivates individuals capable of effectively addressing diverse societal challenges, while concurrently adapting to evolving circumstances. The intellectual contributions and enduring impact of Ibn Sina encompass various domains such as philosophy, ethics, and education. These areas of inquiry serve as fundamental pillars for comprehending the harmonious synthesis of knowledge and values within the Islamic tradition, particularly within the realm of education. Ibn Sina is widely regarded in the disciplines of philosophy and science for his notable contributions to the domains of logic and science. His renowned opus, "*Al-Hikmat al-Masyriqiyyah*," has played a pivotal role in establishing a robust framework for the advancement of scientific inquiry and philosophical contemplation. In his contemplations, Ibn Sina explores the realization of integrating knowledge and Islamic values within the realm of education, a task that has become increasingly pertinent in the contemporary era characterized by the prevalence of digitalization. This study elucidates the diverse concepts posited by Ibn Sina that bear significance in the incorporation of Islamic knowledge and values within educational frameworks. These concepts encompass philosophy, ethics, and the cultivation of intellectually astute individuals endowed with virtuous character. The primary objective of this study is to offer recommendations for educational institutions in establishing a high-quality educational framework that cultivates individuals capable of effectively navigating diverse societal challenges, while simultaneously adapting to evolving circumstances.

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