IMPLICATIONS OF THE CONCEPTION OF IBN RUSHID'S THOUGHT TOWARDS ISLAMIC EDUCATION

[1]Omang Komarudin, [2]Jejen Zaenudin, [3]Supriyadi, [4]Kusnawan
[1,2,3,4]STAI Miftahul Huda Subang
[1]okabsn@gmail.com, [2]jejenzaenudinhr@gmail.com, [3]yadisup1982@gmail.com,
[4]abikusnawan@gmail.com

Abstract

Ibn Rushd, a renowned Islamic thinker, possesses extensive and profound scientific insights, particularly in the realm of Islamic education. As a Muslim intellectual, Ibn Rushd's expertise spans multiple disciplines, including philosophy, astronomy, jurisprudence, mathematics, and medicine. His passion for knowledge was nurtured by a family dedicated to science, leading him to study under distinguished scholars. His thoughts were profoundly influenced by Aristotle's rationality. This study aims to elucidate Ibn Rushd's contributions to Islamic education. The research employed a qualitative method with a literature study approach to analyze relevant literature., presented descriptively through data reduction, and concluded with key findings. The study reveals that Ibn Rushd advocated for integrating religious and general sciences and made significant efforts to harmonize philosophy with sharia (religion). His contributions to Islamic education include classifying students' comprehension levels according to their developmental stages and introducing various learning approaches and models, including the khitobi, jadal, and burhani methods. Additionally, he advocated for learning approaches grounded in reasoning, such as Problem-Based Learning (PBL) and Project-Based Learning (PjBL)., and demonstrations.

Keywords: Thought, Ibn Rushd, Islamic Education.

Abstrak

Ibnu Rusyd adalah salah satu pemikir Islam yang terkenal dengan pandangan ilmiah yang luas dan mendalam, termasuk dalam bidang pendidikan Islam. Sebagai seorang intelektual Muslim, Ibnu Rusyd tidak hanya ahli dalam satu bidang, tetapi juga dalam filsafat, astronomi, fiqh, matematika, dan kedokteran. Kecintaannya pada ilmu pengetahuan didukung oleh keluarganya, yang membawa Ibnu Rusyd untuk belajar dari para pakar di bidangnya. Pemikirannya sangat dipengaruhi oleh rasionalitas Aristoteles. Penelitian ini bertujuan untuk menjelaskan kontribusi pemikiran Ibnu Rusyd terhadap bidang pendidikan Islam. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan studi literatur. Studi literatur tersebut dianalisis dan disajikan secara deskriptif dan reduktif, yang kemudian disimpulkan. Hasil penelitian menunjukkan bahwa Ibnu Rusyd memberikan kontribusi signifikan dalam pendidikan Islam, termasuk dalam menyatukan filsafat dengan syariah (agama) dan menunjukkan bahwa tidak perlu ada pemisahan antara ilmu agama dan ilmu umum. Gagasannya yang lain yang bernilai bagi pendidikan Islam mencakup pengklasifikasian tingkat pemahaman siswa berdasarkan perkembangan mereka, serta memperkenalkan berbagai metode dan model pembelajaran berbasis penalaran seperti PJBL, PBL, dan demonstrasi juga muncul. Selain itu, ada metode pembelajaran lain seperti jadal, khitobi, dan burhani.

Kata Kunci: Pemikiran, Ibnu Rusyd, Pendidikan Islam.

INTRODUCTION

Islamic education has a long history and has been influenced by various thinkers and philosophers who have made significant contributions to the development of educational theory and practice. (Abror, 2021) One of his greatest influences was Ibn Rushd, better known in the Western world as Averroes.Ibn Rushd, a philosopher, physician, and lawyer from Andalusia (Spain), left behind a vast intellectual legacy that included not only philosophy and science, but also education. (Afif, 2019)

Ibn Rushd (1126-1198) was among the most impactful Muslim intellectuals of the medieval period. His contributions in philosophy, medicine, and law have been translated into Latin and Hebrew and Ibn Rushd is extensively studied in the Western world and is renowned as the foremost interpreter of Aristotle's works, which earned him the title "The Commentator" in Europe. (Ahmed, 2021) Ibn Rushd's ideas, particularly his educational philosophy concepts, hold significant relevance for analysis in the context of contemporary Islamic education. (Ahmed, 2021)

Although Ibn Rushd's contribution to philosophy and science has been widely discussed, the influence of his ideas on Islamic education has not been studied in depth. The purpose of this study is to fill in the gap by investigating how Ibn Rushd's thought was integrated into the modern Islamic education system and identifying the practical implications of his thought. Research on Islamic education often focuses on figures such as al-Ghazali and Ibn Sina who made important contributions.

However, Ibn Rushd offers a unique perspective with a strong rationalist approach. For example, Ibn Rushd emphasized the importance of reason and reason in the educational process, this is contrary to the mystical approach that was prevalent at that time. As a part of the history of the world that shaped the course of human civilization, Islam illuminates the entirety of creation without any loss, its essence embraced by billions globally. (Amaliano, 2022)

Therefore, it is referred to as al-Islam (obedience), al-Salam (purity), al-Salam (prosperity), al-Shirm (peace), and Sulam (graduality). (Jamal, 2011) Essentially, Islam represents a system of thought and conduct grounded in peace and total submission to divine guidance, with its foundation rooted in the texts of the Quran and the Hadith. (Iwanebel, 2017)

Islamic education has a long history and has been influenced by various thinkers and philosophers who have made significant contributions to the development of educational theory and practice. One of his greatest influences was Ibn Rushd, better recognized in the Western world as Averroes. (Khiyaroh, 2023) Ibn Rushd, a philosopher, physician, and lawyer from Andalusia (Spain), left behind a vast intellectual legacy that includes not only philosophy and science, but also education. (Baihaqi, 2019)

Ibn Rushd (1126-1198) was among the most impactful Muslim intellectuals of the Medieval period. His contributions in the realms of philosophy, medicine, and jurisprudence have been translated into Latin and Hebrew and studied widely in the Western world. Ibn Rushd is known as the chief interpreter of Aristotle's works, earning him the nickname "The Commentator" in Europe. (Bunyamin., 2011)

Ibn Rushd's ideas, particularly his concepts in educational philosophy, hold significant relevance for analysis within the framework of contemporary Islamic education. Although Ibn Rushd's contribution to philosophy and science has been widely discussed, the influence of his ideas on Islamic education has not been studied in depth. (Dianna, 2020) The purpose of this study is to fill in the gap by investigating how Ibn Rushd's thought was integrated into the modern Islamic education system and identifying the practical implications of his thought.

Research on Islamic education often focuses on figures such as al-Ghazali and Ibn Sina who made important contributions. But Ibn Rushd offers a unique perspective with a strong rationalist approach. (Elhady, 2018) For example, Ibn Rushd emphasized the importance of reason and reason in the educational process, this is contrary to the mystical approach that was prevalent at that time. As a part of the history of the world that shaped the course of human civilization, Islam illuminates the entire universe without demanding any sacrifice, and its essence is embraced by billions globally. Hence, it is known as al-Islam (submission), al-Salam (purity), al-Salam (prosperity), al-Shirm (peace), and Sulam (graduality) (Jamal, 2011).

In essence, Islam represents a system of beliefs and conduct grounded in peace and total submission to divine guidance, originating from the Quran and the Hadith. (Iwanebel, 2017)

Upon examining the content of the Quranic verses, it becomes evident that Islam embodies transcendental values, attributes, and the hanif teachings passed down from previous prophets to the Prophet Muhammad (PBUH) (Safri, 2016). Based on the above explanation, Islam inherently encompasses elements of goodness derived from divine revelation, specifically the Qur'an and al-Sunnah, guiding humanity to devote their lives to God and serve Him (Nurhuda A. &., 2023).

Judging from these factors, as already mentioned, other Islamic missions are intricately linked to the advancement of science and knowledge to prepare the ummah towards the path of peace (Nurhuda A. &., 2022).

Islam as a religion has teachings that come from authentic sources such as the Qur'an, al-Suna, and Ijtihad, as well as explanations By examining the works of both classical and modern scholars, it becomes evident that all Islamic teachings are true to Islam and all sources of knowledge (Kholis, 2017).

Islam has highly tolerant attitude towards different sciences, so that not only religious science but science in general is accepted as part of the scientific system (Supriatna, 2019). In other

references, the Qur'an and the Sunnah give guidance to those who are thirsty for knowledge and wisdom and place those who are knowledgeable at the most advanced level (Hasyim, 2013)

From these statements, it is clear that Islam and science are interconnected and complementary, forming an inseparable relationship. According to Islamic scholars, and other traditional organizations, this is an educational and development mission that investigates various fields of science as evidence of the transcendent (sacred) teachings of Islam (Nurhuda A. , 2021)

Islam expanded in the past, during the so-called Golden Age of Islam, thanks to the study of various sciences, thanks to the opening of Islam to various fields of science by students of science (Nurhuda A. &., 2023). The Islamic Golden Age refers to the circumstances in which society at that time used its intellectual and spiritual abilities to comprehensively develop science and create various works, including historical works, that were beneficial to many people. Harun al-Rashid and his son al-Maksum brought the glory of Islam due to the advancements in science (Nurtanti, 2023)

From West to East, the Islamic world of the past was prosperous, as illustrated in Nadeem Aslam's novel, highlighting the success of Islamic civilization due to the advancement of knowledge, particularly through libraries serving as scientific laboratories among the many notable figures in human history. Ibn Rushd is one of the founders of the development of science which is large-scale and wide-ranging. (Tbakhi, 2008)

Ibn Rushd as an Islamic intellectual is a renowned authority in philosophy, jurisprudence, medicine, and legal studies (Wahid, 2018). On an ideological level, he was greatly influenced by Aristotle's thought and continued his legacy in advancing scientific knowledge (Bunyamin., 2011).

In the existing theoretical debate, this study lies between two main poles, namely the traditional mystical approach and the rationalist approach. If al-Ghazali emphasized the spiritual and mystical aspects of Islamic education, Ibn Rushd took a more rational and scientific view. This study focuses on Ibn Rushd's rationalist approach and wants to show that integrating rationalism into Islamic education can create an education system that is more critical, analytical, and relevant to today's challenges. (Susanti, 2023)

Several previous studies have discussed the contributions of figures such as al-Ghazali who prioritized Sufism and ethics in education, and Ibn Sina who emphasized the importance of science and health. However, an in-depth study of Ibn Rushd's thought in the context of Islamic education is still limited. The aim of this study is to elucidate the standing of Ibn Rushd's

philosophy, complement the existing views by integrating his thoughts, and create a more balanced framework between spirituality and rationality in education.

In today's context, Ibn Rushd's ideas hold significant value from the point of view of Fiqh science and are very applicable in various life activities. He categorizes methods in philosophical thought into two types: conceptualization (Tasawwur) and verification (Tasdiq). Additionally, he notes that the community is divided into three ideological groups based on these methods: Ahl Al-Khitab, Ahl Al-Jadal, and Ahl Al-Burhan (Madani, 2018). Another contribution so far has been that philosophy is not a heretical science, but a heretical science. They even have the wrong knowledge. Possible further development of science (Fawait, 2019) This is motivated by the importance of the development of science and knowledge and the position of Ibn Rushd, as a Muslim scholar, has made significant contributions to the advancement of Islam across various scientific disciplines.

RESEARCH METHODS

The method employed in this study is qualitative, utilizing a literature review approach. This involves gathering various relevant sources, such as digital books, journals, articles, websites, and other materials from both primary and secondary sources (Nurhuda, A., 2023). Information is collected using documentation techniques. Once the information has been gathered, it is analyzed in the discussion section. The findings are then presented descriptively, with a focus on conciseness, and concluded with a sense of responsibility (Hasyim, 2013).

RESULTS AND DISCUSSION

Biography of Ibn Rushd at a Glance

Ibn Rushd was a prominent Muslim scholar who significantly impacted the advancement of human civilization globally. Raised in a devout family, he received an education that encompassed both religious and secular sciences. He became an expert in numerous disciplines, including medicine, which he studied under Ibn Julayul, the court physician and Wadah Harun al-Tarjali, and philosopher Abu Ja'far. Additionally, he made contributions to the field of astronomical medicine (Rahman, 2021).

He also learned from Abu Ishaq ibn Wadi (Fawait, 2019) He is recognized for his proficiency in geography, mathematics, philosophical thought, Islamic law, astronomy, and medicine, owing to the extensive education he received from experts in each of these disciplines (Hania, 2021).

His proficiency in diverse scientific disciplines was inherited not only from his family but also from his predecessors. Notably, his grandfather, al-Hafid, who served as the Qadi (chief

judge) of Cordoba, had already established a legacy through his written works. Additionally, his father, Abu al-Qassim Ahmad, who was also a Qadi, authored a book on Maliki jurisprudence titled "Al-Muqaddimat al-Mummahidat (Nurhuda, A., 2022). Conversely, he is also the author and originator of the "Treatise on Law and the Philosophy of Religion" (Fashr al-Maqal), which examines the evidences of religious doctrine (Kashif al-Manahij) and the confusion of thought/Tahaft al-Tahaft (Hussain, 2023).

Ibn Rushd's Contributions in Various Works

In the realm of harmonizing philosophy and religion, Ibn Rushd authored the book "Fashl al-Maqal," which represents his efforts to integrate philosophical thought with religious principles. Within this book, he addresses several questions he has posed, including (Murjazin M. N., 2023): Philosophy, when aligned with sharia, is deemed essential, as it provides a structured approach to understanding and applying Islamic principles. It emphasizes the significance of both internal and external comprehension, highlighting the necessity for interpretation (ta'wil) to grasp the deeper meanings of religious texts. The principles of interpretation, known as Qawaidul Ta'wil, serve as guidelines for this process, ensuring that interpretations remain consistent with Islamic teachings. Furthermore, the relationship between reason and revelation is crucial, as rational thought aids in the understanding and application of divine guidance, creating a harmonious balance between intellect and faith (Baihaqi, 2019).

His proficiency in numerous disciplines stemmed from his passion for books, as historical records indicate that he engaged in reading and writing activities consistently throughout his life (Murjazin M. N., 2023). Therefore, he has written more than 20,000 pages, including 20 books on medicine. In more detail, his works are: 1. Bidayat al-Mujtahid wa Nihayat al-Muqtawid: The Book Partially Open Maliki Doctrine in a Comparative Framework; 2. Fasl al-Maqal Fi Mama Bayn Al-Syariah wa Al-Hukma Min Al-Ittisal (Faith and Logic); 3. Tahafut At-Tahafut (Confusion): a discourse between the statements of Ibn Rushd and Imam Ghazali in the book Tahafut Al-Falasifah; 4. Maqala fi Tiryaq; 5. Talkist of Al-Jadal Books (Middle Commentary on Aristotle's Topic); 6. Al-Da'ruri fi Isul al-Fiqh: Summary of Mustafa Al-Ghazali; 7. Al-Bayan wa'l-Tawil wa'l-Shar wal'-Tawjih wa'l-Ta'lil fi Masail al-Mustakhraja: A Long and Detailed Commentary Based on Mustakhraja by Muammad al-'Utbi al-Qurtubi; 8. Al-Kashf'an Manahij Al-'Adla fi 'Aqaid Al-Mila (Explaining the System of Proving the Faith of the Nation [Muslims]); 9. Kulliyat Fi At-Tibb (General Medicine, especially the Tafsir of Ibn Sina's Medical Canon) (Jamal, 2011).

Ibn Rushd's Thoughts in Various Disciplines

Ibn Rushd tended to be more philosophical and later developed his ideas in fields such as philosophy, health, zoology, cosmology, theology, and comparative law (Murjazin M. N., 2023)

Its philosophical nuances, and its thinking focused on rationality, align with the scientific principles upheld by European society, which has inspired science since its emergence to the present day (Hania, 2021)

His other ideas are also introduced in his book "Fasl al-Maqal fi Mama Bayna al-Hikmah wa al-Syariah min al-Ittisar", which is the main idea of this book contains his efforts to reconcile philosophy and sharia. In this book, Ibn Rushd proposes a way to harmonize philosophy with sharia, takwil as an intermediary way to connect the two (Ed. Philosophy and Sharia), and explain the main problems behind the conflict. (Halim, 2018)

For philosophers, the problem has to do with natural justice, scientific knowledge of God's special purpose, and man's resurrection after death (Afif, 2019). In the realm of politics, Ibn Rushd put forward the concept of democracy as a solution, but until now politics is more doctrinal than philosophical. The democratic principles he advocates encompass the concept of people's sovereignty (al-Siyadah) along with the principles of freedom (al-Hurriyah), equality (al-Musawa), and diversity (Fawait, 2019).

Rationalism is also the study of Ibn Rushd's postulates, and the characteristics of rationalism in Islamic thought are the rejection of fatalism in belief and thought, the combination of revelation (religion) and reason (philosophy), as well as the acceptance of different priorities of the application of reasoning (takwil) in addressing issues (Fatimah, 2020).

More specifically, In Aminullah's book, "Averroism: Elements of Ibn Rushd's Thought," Ibn Rushd's ideas across various scientific disciplines are detailed as follows (Khiyaroh, 2023):

1. Ibn Rushd's thoughts in medicine: Ibn Rushd dedicated himself to the study of medicine under the guidance of Abba Abu Marwan Ibn Julaywil al-Banansi and Abba Abu Ja'far ibn Harun al-Tarajali, mastering the treatment of various diseases.

    In the medical field, professionals need to have a thorough understanding of human anatomy and be able to identify all parts of the body to ensure health and prevent illness. Physicians, in particular, must be aware of the signs and symptoms of various conditions. Additionally, Ibn Rushd categorized medical science into seven branches: anatomy and sensory organs, health and wellness, health conditions and issues, diseases and their classifications, diagnostic signs of health and illness, nutritious foods and medicines, as well as methods for maintaining health and treating diseases.

2. Ibn Rushd's theological ideas are detailed in his book "Manahij al-Adira," which is structured into several chapters. The first chapter focuses on thematic theology and provides various pieces of evidence for the discussed concepts. The existence of God with the postulates of al-inaya (additional arguments) and al-iktira (arguments of discovery). Chapter 2 is about the oneness of God, Chapter 3 is about the nature of God, and Chapter 4 is about Tanzi, the

statement that God is protected from tazim (having body parts) and tashbi (similar beings). Chapter 5 is about divine practice.

3. Ibn Rushd's philosophical reasoning drew inspiration from Aristotle, positing that philosophy involves the contemplation of matters that align with rational thought.

Therefore philosophers explore the foundations of the mind in search of knowledge about everything. This is only possible through customized organizational and individual structures. In the history of philosophy, he provides some justification for philosophy's adherence to shhari'a, and strongly criticizes al-Ghazali for tending to be hostile to philosophy.

Ibn Rushd's Thoughts and Contributions in the World of Islamic Education

Although Ibn Rushd's ideas in the field of education have never been formulated concretely, it is possible that the ideas of his works contain elements of education that need to be studied in depth. Efforts to detect ideas that tend to involve education through thinking begin with the grouping of knowledge into two categories: theoretical science (nadari) and practical science (amari). In terms of pedagogy, this classification has a significant impact on students' cognitive level when both are used simultaneously (Nurhuda A. &., 2023) Furthermore, according to Ibn Rushd, the purpose of education is what is required by sharia, which is to provide guidance to human life in doing good deeds.

The result of human reason (ratio) should lead to inappropriate behavior. They follow the norms and morals that are expected to attain joy and fulfillment both in this life and the afterlife (Rahman, 2021). Ibn Rushd's thought also contains other pedagogical contents, where he develops human reasoning methods the classifications include rhetorical arguments (kitbiyyah), dialectical arguments (jadariya), and profound analogies (burhaniyah) (Hania, 2021).

Another spark of Ibn Rushd's thought was his attempt to reconcile philosophy and religion. Judging from the current situation, many serious efforts have been made to integrate Islamic educational institutions into religious education, without separating general education from religious education (Islamization of science). Using the Concept of Public Schools The inspiration for Ibn Rushd's idea came from the Greek philosopher Aristotle. (Forcada, 2008)

Therefore, the implications in the field of education are research, reasoning, and religion-based learning Research-based learning is reduced to learning models such as *PJBL (project based learning),* PBL (problem based learning), and proverbs. Other sources state that Ibn Rushd's thought is a prerequisite and is derived from philosophy, so this philosophical thought is important in the field of education, such as literacy and the creation of a culture of scientific exchange. (Dianna, 2020)

A positive and efficient approach to work, generating knowledge and ideas. Use reason critically and systematically, and provide an understanding of the integration of science and the spiritual principles upheld by Muslim scholars in historical times (Diana, 2020). Another significant contribution of Ibn Rushd's intellectual legacy to Islamic education lies in his philosophical insights, which have influenced the categorization of students' comprehension levels based on their developmental stages (Amaliano, 2022).

Ibn Rushd, who is recognized in Western circles as Averroes, was a philosopher, theologian, and jurist from Andalusia who made significant contributions in various fields, including education. Ibn Rushd's views on education were greatly influenced by his belief in the importance of reason and logic, as well as his emphasis on the integration of religious and rational sciences. The following is an analysis of the collaboration between the condition of families and students in the present as well as the condition of the curriculum used with Ibn Rushd's thinking in the field of education: (Fatimah, 2020)

1. Current State of Families and Students

     Modern families face many challenges, including working parents, the role of technology, and socioeconomic constraints. This affects the time they spend with children and their participation in education. Students today live in a world that is heavily influenced by technology and access to information. They have to deal with academic, social, and digital pressures that often cause stress and anxiety.

2. Current Curriculum Condition

     Competency-Based Curriculum (KBK): The curriculum used in many countries today is not only focused on developing students' competencies in various fields through theoretical knowledge. Technology has become an integral part of education, with online learning, digital resources, and collaboration tools becoming commonplace. There is a tendency towards a holistic approach to education that recognizes the importance of character development, social-emotional skills, and mental health in addition to academic achievement.

3. Ibn Rushd's Thoughts in Education

     Ibn Rushd emphasized the importance of using reason and logic in the educational process. He believed that reason was God's gift that must be used to understand the world, and divine law opposed the separation of religious and rational science. For him, both must be studied and understood simultaneously to obtain complete knowledge. He criticized learning based on dogma without logical and rational evidence and encouraged students to think critically and question the information they received.

4. Collaboration of Family and Student Conditions with Ibn Rushd's Thought

Ibn Rushd emphasized the importance of early education at home. This answers the current need for parents to be actively involved in their children's education even in the midst of busy work. Combining the values of logic and critical thinking at home, in line with the teachings

1. Student Education in the Digital Era

    Ibn Rushd, helped build a solid foundation in children's learning. Students who are comfortable with technology can be taught to use technology critically and logically and use existing information rationally and responsibly. Education that focuses on critical and analytical skills is in line with Ibn Rushd's idea of helping students become independent critical thinkers.

2. Competency-Based Curriculum and Technology Integration

    A curriculum that emphasizes competency development can include elements of critical thinking and logic emphasized by Ibn Rushd. The integration of technology can be leveraged to strengthen a rational approach to learning, by providing access to a wide range of information sources and analytical tools.

3. Holistic Approach

    Ibn Rushd advocated a balanced education between religious and rational sciences, translated into today's comprehensive curriculum that combines character development and social-emotional skills with academic performance. Education that emphasizes cognitive, emotional, and spiritual balance can produce a whole individual, in line with Ibn Rushd's vision of education.

    Although the challenges of today are different from those of Ibn Rushd, the basic principles he taught are still important. Families and education systems can adopt approaches that emphasize the use of reason and logic, the integration of religious and rational science, and the importance of critical thinking in educating a better and knowledgeable generation.

CONCLUSION

Based on the extensive research discussed in this study, Ibn Rushd was a multifaceted Muslim intellectual proficient in numerous fields, including philosophy, astronomy, fiqh, mathematics, and medicine. His thinking was deeply influenced by Aristotle's rationality, and rational thought was a central element of his philosophy. Historical records indicate that Ibn Rushd authored a substantial body of work, with sources citing anywhere between 20 to 78 books. Some of his major works include "Tahaft at-Tahaft" (Confusion), a discourse on the postulates of Ibn Rushd

and Imam Ghazali in "Tahaft al-Farashifa," the "Book of Al-Jadal" (Intermediate Commentary on the Theme of Aristotle), "Fasl al-maqal fi mama bein al-syariah wa al-hukma min al-ittisar" (Faith and Logic), "Al-Kashf an Manahij al-Adilla fi Aqaid al-Milla" (Explanation of the System of Proof Regarding the Beliefs of the [Islamic] Nation), "Al-Dharuri fi Usul al-Fiqh," a summary of Al-Ghazali's "Al-Mustasfa," "Bidayat al-Mujtahid wa Nihayat al-Muqtasid," a comparative framework on Maliki doctrine, "Al-Bayan wa'l-Tawil wa'l-Sharh wa'l-Tawjih wa'l-Ta'lil fi Masa'il al-Mustakhraja," a detailed commentary based on "Mustakhraja" by Muhammad al-'Utbi al-Kutubi, "Kulliyat fi al-Tibb" (Commentary on General Medicine, particularly on Ibn Sina's medical canon), and "Maqala fi al-Tiryaq."

Ibn Rushd's contributions to education emphasized the integration of religious and general sciences and the practical connection between philosophy and sharia (religion). He proposed the classification of students' understanding levels according to their development, which led to the creation of various educational methods and models. These include the jadal, khitobi, and burhani learning methods. Furthermore, he supported learning methods grounded in reasoning, including Problem-Based Learning (PBL) and Project-Based Learning (PjBL)., and demonstrations, which have had a lasting impact on the field of Islamic education.

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