

Ibnu Sina's View about Islamic Education

*This crippling of individuals I consider the worst evil of capitalism. Our whole **educational** system suffers from this evil. An exaggerated competitive attitude is inculcated into the student, who is trained to worship acquisitive success as a preparation for his future career. I am convinced there is only one way to eliminate these grave evils, namely through the establishment of a socialist economy, accompanied by a educational system which would be oriented toward social goals. In such an economy, the means of production are owned by society itself and are utilised in a planned fashion. A planned economy, which adjusts production to the needs of the community, would distribute the work to be done among all those able to work and would guarantee a livelihood to every man, woman and child. The education of the individual, in addition to promoting his own innate abilities, would attempt to develop in him a sense of responsibility for his fellow-men in place of the glorification of power and success in our present society.*

(Albert Einstein, 1949, On Education)

A. Let's Read!

Ibn Sina View on the Aims of Education

By: Abd al-Rahman Al Naqib

Ibn Sina sees the aims of education as the overall growth of the individual: physical, mental and moral; followed by preparation of this individual to live in society through a chosen trade according to his aptitudes. So Avicennian education does not neglect physical development and everything implied by it: physical exercise, food and drink, sleep and cleanliness. It does not aim exclusively at intellectual development and the amassing of knowledge; likewise Ibn Sina does not devote his attention to the moral aspect alone, but aims at the formation of a personality complete in body, mind and character. He does not restrict the task of education to creating the complete citizen, but rather sees that education must also prepare him for a profession whereby he can contribute to the social structure, because society, in Ibn Sina's view, is built entirely on 'co-operation', on the specialization of each individual in a craft or profession and on the mutual exchange of services between its individuals. Although Ibn Sina was a philosopher and thus belonged to a group of people who believed that Greek thought was that of an educated élite such that philosophers had an undisputed superiority over all others, yet for him the aim of education was not restricted to the training of philosophers. This was particularly because he lived in the fourth century of the Islamic era, quite apart from the fact that this Greek idea was that of an élite. Therefore Ibn Sina makes 'the education of the philosopher' one of his educational aims among others at the specialization stage, to which anyone who wished could direct himself in accordance with his aptitudes and inclinations.

This was the difference between his education system and that of al-Ghazali, for example, or al-Qabisi; for while we find that 'the education of the philosopher' was hardly included in their writings, Ibn Sina goes into great detail about it, the sciences which should be studied, and the aim and the benefits of each one of them. We can say then that education in Ibn Sina's opinion is the making of an upright citizen, sound in body and mind, and preparing him for some intellectual or practical work. Intellectual work could be connected to the traditional sciences or to the theoretical sciences that Ibn Sina esteemed so highly. He counts 'industry' or 'crafts' as a kind of instruction requiring vocational preparation and specialization. He says: 'Instruction and learning include the practical, like carpentry and dyeing, for it is only acquired by practice of that craft' [35].

(Source: <http://www.muslimheritage.com/topics/default.cfm?ArticleID=1063#section1>)

Glossary:

aims (n) : tujuan	aptitudes (n) : kemampuan
neglect (v) : mengabaikan	implied (adj) : tersirat
amassing (v) : memperkaya	devote (v): mencurahkan
entirely (adj) : seuruhnya	specialization (n) : spesialisasi
craft (n) : ketrampilan	benefits (adj) : manfaat
upright (adj) : tulus	esteemed (adj) : terpuja

Exercise 1

Answer the questions below based on the text above.

1. What is Ibn Sina's view on the aim of education?
2. According to Ibn Sina's view, on what basis does a society should be built upon?
3. Based on the text what is the difference between Ibn Sina's view and Greek philosophers about the aim of education?
4. Based on the text what is the difference between Ibn Sina's view and al-Ghazali's about the education system?
5. What part of science that Ibn Sina is so highly valued?

Exercise 2

1. This subject has a very noble.....
a. purpose b. Function c. Good d. Decent
2. Building student's swimmingis the objective of this lesson.
a. Equipment b. Pool c. ability d. obligation
3. University should not religion subject.
a. open b. abandon c. teach d. pursue
4. The true message of this verse is very.....
a. implied b. luxurious c. malignant d. malevolent
5. Reading many books can help learnersknowledge.

- a. provide b. amassing c. decrease d. abundant
6. a teacher should His life to educate students.
a. dedicate b. enrich c. devour d. beautify
7. The school building is designed by a French architect.
a. wholly b. partially c. insanely d. provocatively
8. Education should prepare learners skill
- a. building b. boundary c. specialty d. occupation
9. Vocational school is designed to build students'
- a. house b. uniform c. craftsmanship d. friendship
10. Exercising has many
- a. benefits b. good c. betterment d. advantageous

Exercise 3

Write 50 words writing about your understanding of the text and put underline on the new vocabulary that you use. Use at least 10 new vocabularies.

A. Grammar Focus

PAST TENSE

The past tense in English is used:

1. to talk about the **past**
2. to talk about **hypotheses** – things that are imagined rather than true.
3. for **politeness**.

There are **four** past tense forms in English:

Past simple:	I worked
Past continuous:	I was working
Past perfect:	I had worked
Past perfect continuous:	I had been working

Past Simple Forms

With most verbs the past tense is formed by adding -ed:

call >> called; like >> liked; want >> wanted; work >> worked

But there are a lot of irregular past tenses in English. Here are the most common irregular verbs in English, with their past tenses:

infinitive	irregular past	infinitive	irregular past	infinitive	irregular past
be	was/were	hold	held	stand	stood
begin	began	keep	kept	take	took
break	broke	know	knew	teach	taught
bring	brought	leave	left	tell	told
buy	bought	lead	led	think	thought
build	built	let	let	understand	understood
choose	chose	lie	lay	wear	wore
come	came	lose	lost	win	won
cost	cost	make	made	write	wrote
cut	cut	mean	meant		
do	did	meet	met		
draw	drew	pay	paid		
drive	drove	put	put		
eat	ate	run	ran		
feel	felt	say	said		
find	found	sell	sold		
get	got	send	sent		
give	gave	set	set		
go	went	sit	sat		
have	had	speak	spoke		
hear	heard	spend			

Use

We use the past tense to talk about:

4. something that happened **once in the past**:

I **met** my wife in 1983.

We **went** to Spain for our holidays.

They **got** home very late last night.

5. something that happened **again and again in the past**:

When I was a boy I **walked** a mile to school every day.

We **swam** a lot while we were on holiday.

They always **enjoyed** visiting their friends.

6. something that was **true for some time** in the past:

I **lived** abroad for ten years.

He **enjoyed** being a student.

She **played** a lot of tennis when she was younger.

7. we often use phrases with **ago** with the past tense:

I met my wife a long time **ago**.

Questions and negatives

We use **did** to make questions with the past tense:

When **did you meet** your wife?

Where **did you go** for your holidays?

Did she play tennis when she was younger?

Did you live abroad?

But look at these questions:

Who discovered penicillin?

Who wrote Don Quixote?

For more on these questions see **question forms**

We use **didn't (did not)** to make **negatives** with the past tense:

They **didn't go** to Spain this year.

We **didn't get** home until very late last night.

I **didn't see** you yesterday.

(<http://learnenglish.britishcouncil.org/en/english-grammar/verbs/past-tense/past-simple>)

Exercise 4

Put the verbs into the simple past:

1. Last year, I (go) to Jakarta on holiday.
2. It (be) fantastic.
3. I (visit) lots of interesting places. I (be) with two friends of mine.
4. In the mornings we (walk) in the streets of Monas.
5. In the evenings we (go) to Night Festival.
6. The weather (be) wonderfully fine.
7. It (not / rain) a lot.
8. But we (see) some beautiful rainbows.
9. Where (spend / you) your last holiday?

Exercise 5

Write the past forms of the irregular verbs.

	Infinitive	Simple Past
1.	meet	.....
2.	drive	.....
3.	speak	.....
4.	put	.....
5.	write	.....
6.	sing	.....
7.	do	.....

8.	sit	.....
9.	stand	.....
10.	run	.....

Exercise 6

Complete the table in simple past forms.

Affirmative	Negative	Interrogative
He wrote a book.	.....	.....
.....	He did not sing	.....
.....	.....	Was she pretty?

Exercise 7

Put the sentences into simple past forms.

- We move to a new house.
- They bring a sandwich.
- He doesn't do the homework.
- They sell cars.
- Does he visit his friends?

Exercise 8

Write sentences in simple past forms.

- Marni / miss / the bus
- she / tidy / her room
- Nana / watch / not / television
- she / read / a book

Exercise 9

Choose "Was" or "Were":

1. The teacher nice.
2. The studentsvery clever.
3. But one student.....in trouble.
4. We.....sorry for him.
5. He.....nice though.

B. Let's Talk!

PAST EVENT

In this part, you'll see several examples of conversation about past event. Thus you can learn how to discuss past activities with your friend.

Andi : So, what did you do last weekend?

Aza : I went to the beach with some of my friends on Sunday.

Andi : That sounds like fun, did you go to Balekambang?

Aza : No. we went to Sempu Island. How about you? Did you go anywhere?

Andi : No, I didn't go anywhere all weekend. I just stayed at home and played some games with my brother.

Aza : That's sounds like fun too.

Exercise 10

Go around the class and ask other students' weekend activities. Collect information from 3 students at minimal, after that you present the information you've gathered in front of the class.

D. Let's Write!

Write a 50 words letter to a partner about your last vacation trip. Then exchange it with your partner.