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The Relevance of Ibn Sina's Thoughts in Facing Education in the Artificial Intelligence Era

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Abstract

This research investigates the impact of human dependence on AI in education and explores the relevance of Ibn Sina's philosophy as a framework for addressing this challenge. By analyzing scholarly literature on Ibn Sina's educational thought and AI in education, the study identifies key themes, such as the role of human reason, ethical considerations, and the potential impact of AI on learning. The findings suggest that Ibn Sina's emphasis on holistic development, including intellectual, ethical, and spiritual dimensions, offers valuable insights for contemporary education. The study concludes that by integrating Ibn Sina's principles with AI-driven education, educators can create learning environments that foster critical thinking, moral reasoning, and ethical decision-making, ensuring the holistic development of students in the digital age.

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INTRODUCTION

In the rapidly evolving landscape of the 21st century, education stands at a crossroads, grappling with the transformative implications of digital technology and artificial intelligence (AI). As we venture further into the digital age, the fundamental problems of education become increasingly intertwined with technological advancements. One of the most pressing concerns is the impact of human dependence on AI, particularly in terms of its potential to diminish critical thinking skills (Oyekunle & Boohene, 2024). This issue resonates deeply with the educational philosophy of Ibn Sina (Avicenna), who emphasized the paramount importance of reason and independent thinking. Education, as a vital societal institution, faces numerous challenges in the digital age.

The advent of technology has revolutionized the way we access, process, and disseminate information. While these advancements offer unprecedented opportunities for learning, they also present significant challenges that educators and policymakers must address. Among these challenges, the development of critical thinking skills stands out as a

fundamental issue that has far-reaching implications for individuals and society as a whole (Collins & Halverson, 2018).

Critical thinking, the ability to analyze, evaluate, and synthesize information to make informed decisions, is a cornerstone of effective education. It enables individuals to navigate complex problems, make reasoned judgments, and engage in reflective and independent thinking. However, the integration of AI into educational systems raises concerns about the potential erosion of these vital skills. As AI becomes more prevalent in classrooms and learning environments, there is a growing fear that students may become overly reliant on technology, leading to a decline in their ability to think critically and independently (Hanesová & Theodoulides, 2022).

AI technology offers numerous benefits to education, including personalized learning experiences, automated grading, and access to vast amounts of information. These tools can enhance the efficiency and effectiveness of teaching and learning processes. For example, AI-driven adaptive learning platforms can tailor educational content to meet the individual needs of students, thereby promoting more personalized and targeted instruction. Additionally, AI can assist teachers in managing administrative tasks, allowing them to focus more on facilitating student learning (Chen et al., 2020).

However, this growing dependence on AI also poses significant risks. One of the primary concerns is that students may become passive recipients of information, rather than active participants in their own learning. The convenience and immediacy of AI-generated answers can discourage students from engaging in deep, critical thinking. Instead of grappling with complex problems and seeking out solutions through reason and analysis, students may opt for the quicker, easier route provided by AI. This shift in learning dynamics threatens to undermine the development of essential cognitive skills that are crucial for personal and professional success (Pedro et al., 2019).

The research conducted by researcher builds upon and diverges from existing studies on the integration of artificial intelligence (AI) in education, particularly in the context of Islamic education and the ethical challenges posed by AI. One of the primary similarities between researcher research and the study by Saiddaeni (Saiddaeni, 2024), titled "The Use of Artificial Intelligence in Digital Era Learning for Islamic Education Teachers Facing Generation Z," is the recognition of AI as a crucial tool for enhancing educational practices. Both studies emphasize the necessity for educators to adapt to technological advancements to effectively engage with students from Generation Z, who are inherently more tech-savvy. However, while Saiddaeni focuses on practical applications of AI in teaching methodologies and the need for teachers to be technologically proficient, Anam's research delves deeper into the philosophical implications of integrating Ibn Sina's holistic educational principles with AI. This philosophical framework not only addresses technological proficiency but also emphasizes ethical reasoning, critical thinking, and moral development, positioning Anam's work as a broader exploration of educational philosophy in the digital age.

In contrast to Hikmat's (Hikmat, 2022) study, "The Readiness of Education in Indonesia in Facing The Society Era 5.0," which outlines the skills necessary for students to thrive in a technologically advanced society, this research distinguishes itself by anchoring its findings in historical philosophical thought. Hikmat's work discusses the competencies required for navigating Society 5.0, such as creativity, critical thinking, and collaboration, while advocating for an education system that embraces digital literacy and innovative teaching strategies.

Thiss research, however, posits that incorporating Ibn Sina's ethical and holistic approach into AI-driven education can enrich these competencies by fostering a deeper understanding of moral responsibilities alongside technological skills. This difference highlights a unique contribution to the discourse on education; rather than merely preparing students for technological challenges, this research advocates for a comprehensive educational framework that nurtures both intellect and character.

Furthermore, researcher work also intersects with findings from Zhonghua Wang and Jing Zhai's (Wang & Zhai, 2019) research on "Ethical Challenges Faced by Students in the Educational Environment of Artificial Intelligence." Both studies acknowledge the ethical dilemmas arising from AI integration in education. Wang and Zhai focus on the ethical implications of AI applications and emphasize the need for ethical literacy among students to navigate these challenges effectively.

In contrast, this research not only recognizes these ethical concerns but also proposes a solution rooted in Ibn Sina's philosophy, which emphasizes moral reasoning as an integral part of education. By advocating for an educational approach that intertwines ethical considerations with technological advancements, this study presents a novel perspective that seeks to ensure that students are not only equipped with technical skills but also possess the moral compass necessary to use those skills responsibly. This synthesis of historical philosophy with contemporary issues underscores the significance of this research in contributing to a more ethically aware educational landscape amidst rapid technological change

A key difference of whole past research, lies in the theoretical framework. While the other studies primarily focus on contemporary technological and societal trends, the research draws upon a classical Islamic philosophical framework, offering a unique perspective. Saidaeni's work is practical and tool-oriented, Hikmat's is macro-level and societal, and Wang and Zhai's is ethically focused. This research, by contrast, is philosophical and seeks to bridge the gap between classical wisdom and modern technology. This is a significant novelty: applying Ibn Sina's holistic view of education—emphasizing intellectual, ethical, and spiritual development—to the context of AI-driven learning. While the other studies acknowledge the importance of ethical considerations, this research provides a more structured and historically grounded approach to integrating ethics into AI education through Ibn Sina's principles.

The importance of this research stems from its ability to offer a balanced and holistic approach to AI in education. While the other studies rightly point out the need for technological adaptation, skill development, and ethical awareness, this research provides a deeper philosophical foundation for addressing these concerns. By drawing on Ibn Sina's emphasis on critical thinking, moral reasoning, and spiritual awareness, this research seek a way to ensure that AI in education serves not just to impart information but also to cultivate well-rounded individuals. This is particularly relevant in the face of concerns about AI's potential to dehumanize education or exacerbate existing inequalities. This research offers a valuable framework for creating learning environments that foster human flourishing in the digital age, ensuring that technology serves humanity rather than the other way around. By connecting the wisdom of the past with the challenges of the present, this research provides a unique and timely contribution to the field of education in the age of AI.

This research delves into a critical question: "How can Ibn Sina's guiding principles of Islamic education, particularly the concept of insan kamil or the perfect human, be effectively applied to address the ethical and developmental challenges presented by Artificial Intelligence in contemporary education, ensuring the holistic development of learners and mitigating the risks of dehumanization?." To address this question, this research will examine the relevance of Ibn Sina's educational philosophy, specifically focusing on the integration of intellectual, ethical, and spiritual development embodied in the concept of insan kamil, as a framework for navigating the complexities and potential pitfalls of AI-driven education. This examination will explore how these classical principles can inform the design and implementation of AI technologies in education to foster critical thinking, ethical reasoning, and spiritual awareness, ultimately ensuring that education in the AI era remains a human-centered and transformative endeavor.

METHODS

This study employs a qualitative research method, specifically a literature review, to explore the relevance of Ibn Sina's thoughts in the context of AI-driven education. This approach involves a systematic and exhaustive analysis of existing scholarly literature, encompassing a wide array of sources such as books, peer-reviewed articles, and research papers (Zed, 2008).

The research commenced with an extensive literature review, which aimed to provide a comprehensive understanding of both Ibn Sina's philosophical contributions and the current discourse surrounding AI in education. The initial phase involved identifying and selecting pertinent literature from academic databases, online repositories, and physical libraries, ensuring a broad and inclusive collection of relevant data.

Subsequently, the selected data underwent a meticulous process of thematic analysis. This analytical procedure entailed categorizing the literature into key themes that are central to understanding the intersection of Ibn Sina's philosophical insights and the implications

of AI in educational contexts. The primary themes identified included the role of human reason, ethical considerations in the use of AI, and the potential impacts of AI on pedagogical practices and learning outcomes. The thematic analysis not only facilitated the organization of the literature but also enabled a deeper exploration of the underlying principles and arguments presented in the various sources.

RESULTS AND DISCUSSION

The Impact of AI on the Learning Paradigm

Artificial Intelligence (AI) has revolutionized the educational landscape, fundamentally altering the traditional learning paradigm. The integration of AI technologies into educational systems has introduced personalized learning experiences, enabling educators to cater to individual student needs with unprecedented precision. AI-powered tools and platforms can analyze vast amounts of data to identify student learning patterns, strengths, and weaknesses, allowing for tailored educational content that promotes more effective and efficient learning. This shift has moved education away from a one-size-fits-all approach to a more customized and adaptive learning experience, where students can progress at their own pace and receive targeted support when needed. However, this transformation also poses significant challenges, such as the need for educators to adapt to new technologies and the potential for increased dependency on AI, which could impact the development of critical thinking skills among students (Chen et al., 2020).

The potential of AI in education is immense, offering numerous benefits that can enhance both teaching and learning processes. AI can provide real-time feedback, automate administrative tasks, and facilitate access to a wealth of information, thereby freeing up educators to focus on more interactive and meaningful teaching activities. Moreover, AI-driven tools can support special education by providing customized learning aids for students with diverse needs. Despite these advantages, the implementation of AI in education is not without its challenges. One of the primary concerns is the automation, in the digital age, advanced AI technologies have streamlined task completion, including student assignments. The automation of tasks by AI, like solving math equations or composing essays, offers efficiency but may impede the cultivation of students' critical thinking abilities (Pedro et al., 2019).

The concerns about AI's impact on critical thinking resonate with the educational philosophy of Ibn Sina. As one of the most influential philosophers and scholars in the Islamic Golden Age, Ibn Sina placed a strong emphasis on the development of reason and independent thinking. He believed that education should cultivate the rational faculties of individuals, enabling them to achieve intellectual and moral excellence (Sabarudin et al., 2024).

The Essence of Education in Islam according to Ibn Sina

The essence of education in Islam, as articulated by Ibn Sina, is profoundly anchored in the holistic development of the individual. Ibn Sina posited that education transcends the mere acquisition of knowledge; it must also encompass the cultivation of character and the inculcation of moral virtues. He argued that true education is designed to foster the growth of both the intellect and the soul, thereby enabling individuals to achieve wisdom (*hikmah*) and virtue (*fadhilah*). This dual focus on intellectual and moral development ensures that education does not solely produce knowledgeable individuals but also virtuous citizens capable of making ethical decisions. According to Ibn Sina, the ultimate purpose of education is to guide individuals toward a deeper understanding of themselves and their relationship with the Creator, facilitating a life that is harmonious and balanced. This perspective highlights the importance of integrating ethical and spiritual education with intellectual training, thus ensuring the comprehensive development of learners (Norman, 2021).

Ibn Sina's educational philosophy underscores the necessity of fostering critical thinking, ethical reasoning, and spiritual awareness within the educational process. He believed that education should cultivate the ability to think deeply and critically about complex issues, enabling students to analyze, evaluate, and synthesize information effectively. By integrating ethical reasoning into education, students are encouraged to consider the moral implications of their actions and decisions, fostering a sense of responsibility and integrity. Additionally, spiritual awareness is cultivated through education, guiding individuals to reflect on their purpose and place within the broader context of existence. This holistic approach to education serves to elevate the human condition, preparing individuals to contribute positively to society by nurturing their intellectual, ethical, and spiritual capacities (Salleh & Embong, 2017).

The comprehensive approach to education proposed by Ibn Sina emphasizes the importance of nurturing the whole person. Education, in his view, should inspire a lifelong pursuit of knowledge and self-improvement, encouraging individuals to continuously seek personal and intellectual growth. By fostering a deep sense of curiosity and a commitment to ethical and spiritual development, education can create individuals who are not only knowledgeable but also wise and virtuous. This philosophy of education aligns with the broader goals of Islamic education, which seek to create balanced and well-rounded individuals capable of contributing to the betterment of society. In the contemporary context, Ibn Sina's insights remain highly relevant, offering a framework for education that balances intellectual achievement with moral and spiritual growth, thus preparing individuals to navigate the complexities of modern life with wisdom and integrity (Faishal, 2023).

Comparing Ibn Sina's Concept of Education with Efficiency-Oriented Education in the AI Era

Ibn Sina's concept of education is distinguished by its holistic approach, focusing on the comprehensive development of individuals. He envisioned education as a means to cultivate not just intellectual prowess but also moral virtues and spiritual awareness. This approach underscores the importance of fostering critical thinking, ethical reasoning, and reflective engagement, aiming to shape well-rounded individuals who can contribute positively to society (Faishal, 2023). In contrast, contemporary education systems, particularly in the AI era, are increasingly driven by the imperatives of efficiency and productivity. These modern systems emphasize measurable outcomes such as standardized test scores and job readiness, often at the expense of broader educational goals. The integration of AI technologies into education has further intensified this focus on efficiency, with AI tools offering personalized learning pathways, automated grading, and data-driven instruction (Abulibdeh et al., 2024). While these advancements provide undeniable benefits in terms of convenience and tailored educational experiences, they also risk marginalizing the holistic developmental objectives that Ibn Sina championed.

The AI-driven emphasis on efficiency and productivity in education can inadvertently undermine the cultivation of critical thinking, ethical reasoning, and the development of virtues. Ibn Sina's educational philosophy advocates for an approach that goes beyond the transmission of factual knowledge to include the nurturing of moral and spiritual growth. This comprehensive perspective is crucial in developing students' ability to think deeply, question assumptions, and engage in meaningful dialogue. However, the prevalent focus on efficiency in contemporary education systems often leads to a reductionist view, where education is perceived merely as a means to achieve utilitarian goals. The reliance on AI to streamline educational processes, while beneficial in certain respects, can result in a passive learning experience where students are deprived of opportunities to engage actively with the material, thus impeding the development of higher-order cognitive skills and ethical sensibilities (Saihu et al., 2024).

Moreover, the pursuit of efficiency in the AI era can lead to the marginalization of the intrinsic value of learning and personal development. Ibn Sina's educational philosophy emphasizes the importance of lifelong learning and the continuous pursuit of knowledge and self-improvement. In contrast, an overemphasis on productivity-oriented outcomes can reduce education to a transactional process, focused primarily on immediate measurable results. This approach risks overlooking the deeper purposes of education, such as fostering a love for learning, encouraging intellectual curiosity, and developing a sense of moral and ethical responsibility. By prioritizing efficiency and productivity, contemporary education systems may inadvertently neglect the cultivation of well-rounded individuals who are capable of critical thought, ethical reasoning, and spiritual growth. Thus, integrating Ibn Sina's holistic educational principles with modern AI-driven approaches could offer a more balanced and enriching educational experience, one that honors both the demands of the

digital age and the timeless values of comprehensive human development (Salleh & Embong, 2017).

The Role of Reason and *Mujahadah* in Education

Ibn Sina placed significant emphasis on the role of reason (*aql*) in education. He asserted that the development of reason was not only essential for acquiring true knowledge and wisdom but also for nurturing the intellectual and moral dimensions of individuals. Reasoning, according to Ibn Sina, involves the ability to analyze, evaluate, and synthesize information effectively. This critical engagement with knowledge enables learners to develop a deeper understanding of complex concepts and enhances their capacity for intellectual growth. In the context of education, cultivating reason equips students with the analytical tools needed to approach problems thoughtfully, construct well-founded arguments, and make informed decisions. This intellectual rigor is fundamental to personal and academic development, fostering a culture of inquiry and critical thinking that is crucial in today's information-rich society (Rohman et al., 2022).

The potential impact of AI dependence on critical thinking skills is a multifaceted issue. Critical thinking involves several key components, including analysis, evaluation, synthesis, and reflection. These cognitive processes are fundamental to effective problem-solving and decision-making. However, when students rely heavily on AI for answers and solutions, they may miss out on the opportunity to develop and hone these skills (Javaid et al., 2023).The capacity for analysis is paramount to developing critical thinking. This skill involves the breakdown of complex information into its fundamental components to foster a deeper understanding. While AI can furnish quick answers, it does not necessarily prompt students to delve into the underlying concepts and principles. This lack of analytical engagement can result in a superficial grasp of subjects, thereby inhibiting the development of profound cognitive skills essential for comprehensive learning (Simpson & Courtney, 2002).

Equally important is the ability to evaluate information critically, an indispensable part of informed decision-making. AI often presents information with an aura of authority and reliability, yet it falls upon the students to cultivate the skill of assessing the validity and credibility of these sources. Over-reliance on AI may lead to a decline in evaluative abilities, as students might accept AI-generated content without adequately questioning its accuracy or trustworthiness, thus compromising their critical evaluative skills (Zhai et al., 2024). Synthesis, another critical component of thinking, involves integrating information from various sources to form a comprehensive understanding. While AI can effectively aggregate data and present it in a coherent manner, students must learn to amalgamate diverse pieces of information independently. The convenience of AI-generated synthesis may discourage students from engaging in this intricate cognitive process, potentially leading to a fragmented and shallow understanding of topics (He et al., 2023).

The practice of reflection is vital for personal growth and the enhancement of learning experiences. This reflective practice involves contemplating and assessing one's own thought processes and educational journey. Although AI can provide immediate feedback, it does not facilitate the introspective practice necessary for self-improvement. Students accustomed to instant answers may neglect to reflect on their learning path and the implications of the knowledge they gain, thereby missing out on the benefits of self-reflection and personal development (Kopalle et al., 2024). Ibn Sina highlighted the importance of mujahadah, or striving, in the educational process. Mujahadah refers to the diligent effort and perseverance required to overcome obstacles and achieve mastery in any field. Ibn Sina believed that intellectual and moral excellence could only be attained through persistent effort and the willingness to engage with challenging tasks. This concept of striving underscores the value of hard work and resilience in the pursuit of knowledge. It encourages students to push beyond their comfort zones, embrace difficulties as opportunities for growth, and develop a disciplined approach to learning. In an era where instant gratification is often sought, the principle of mujahadah serves as a reminder of the enduring value of perseverance and sustained effort in achieving meaningful educational outcomes (Giyarsi, 2023).

Moreover, Ibn Sina emphasized the pedagogical role of mujadalah (*debate*) in Islamic education. He regarded debate as a powerful tool for cultivating critical thinking and enhancing intellectual discourse. Engaging in structured debates allows students to practice articulating their thoughts, defending their positions, and critically evaluating opposing viewpoints. This process not only sharpens their reasoning abilities but also prepares them to navigate complex issues and diverse perspectives with confidence and clarity. In the information age, where individuals are constantly bombarded with vast amounts of data, the skills developed through mujadalah are invaluable. Students learn to discern truth from falsehood, critically assess the reliability of information, and construct coherent arguments. Ibn Sina's emphasis on active learning and critical engagement provides a timeless framework for modern education, highlighting the need to balance technological advancements with the cultivation of essential human faculties such as reason, perseverance, and critical thinking. By integrating these principles, educators can ensure that students are equipped to meet the challenges of the contemporary world while remaining rooted in the enduring values of intellectual and moral development (Hanif, 2023).

Guiding Principles of Islamic Education by Ibn Sina in the AI Era

The guiding principles of Islamic education, as articulated by Ibn Sina, provide a robust framework for addressing the multifaceted challenges of education in the AI era. Central to Ibn Sina's philosophy is the integration of intellectual, ethical, and spiritual development. This holistic approach ensures that education transcends the mere transmission of knowledge, fostering the all-encompassing growth of the individual. In the

context of AI-driven education, where efficiency and productivity often take precedence, these principles can serve as a vital counterbalance. By emphasizing the development of critical thinking, ethical reasoning, and spiritual awareness, educators can create a learning environment that nurtures the whole person. This approach counters the risk of dehumanization posed by technology, ensuring that AI enhances rather than diminishes the human aspects of learning (Hanif, 2023).

For instance, AI tools can be leveraged to support personalized learning experiences that cater to the unique needs of each student, without supplanting the indispensable role of teachers. Educators play a critical part in fostering ethical reasoning and moral development, which AI alone cannot achieve. By guiding students through the ethical implications of their learning and encouraging reflective practice, teachers help to develop well-rounded individuals. Ibn Sina's emphasis on active learning and critical engagement is particularly relevant in this context. The use of AI to provide tailored educational content must be complemented by opportunities for students to engage in dialogue, debate, and reflective thinking. This balanced approach ensures that students develop the cognitive and ethical skills necessary to navigate the complexities of the modern world.

Incorporating Ibn Sina's principles into contemporary education systems can facilitate the creation of learning environments that promote independent thinking, ethical decision-making, and spiritual growth. These values are essential in an era characterized by rapid technological advancement and information overload. By integrating these timeless educational values, educators can provide a meaningful counterpoint to the challenges posed by AI technologies. This approach not only prepares students to thrive in a technology-driven world but also ensures that education remains a transformative and human-centered endeavor. It highlights the enduring relevance of Islamic educational philosophy in fostering holistic human development, providing a comprehensive framework for addressing the ethical and intellectual challenges of the AI era. This integration of traditional values with modern educational practices can help maintain the intrinsic value of learning and personal development, ensuring that the pursuit of knowledge is aligned with the cultivation of moral and spiritual virtues.

The Concept of a Perfect Human (*Insan Kamil*) in the View of Ibn Sina and Its Relevance to Education in the AI Era

The concept of a perfect human, or *insan kamil*, in the philosophy of Ibn Sina represents an ideal of intellectual, moral, and spiritual excellence. Ibn Sina's conception of *insan kamil* is deeply rooted in Islamic thought and reflects a comprehensive vision of human potential and fulfillment. According to Ibn Sina, a perfect human is one who has attained the highest levels of knowledge and virtue, integrating both intellectual and ethical dimensions of life. This ideal person embodies wisdom (*hikmah*), which is the synthesis of reason, knowledge, and ethical conduct. In Ibn Sina's view, the journey towards becoming an insan kamil involves rigorous intellectual training, ethical self-discipline, and spiritual development.

Education, therefore, plays a crucial role in guiding individuals toward this ideal state, as it provides the means to cultivate the intellect, refine moral character, and foster spiritual growth. In this way, Ibn Sina's concept of insan kamil offers a holistic framework for human development that is deeply relevant to contemporary discussions about the goals and purposes of education (Rosul, 2023).

In the context of the AI era, the concept of insan kamil assumes even greater significance as it provides a counterbalance to the technology-driven emphasis on efficiency and productivity. The rapid advancement of AI technologies has transformed educational practices, offering unprecedented opportunities for personalized learning and data-driven instruction. However, this technological progress also presents challenges, such as the potential for dehumanization and the neglect of essential human qualities. Ibn Sina's vision of insan kamil emphasizes the importance of developing not only cognitive skills but also ethical and spiritual dimensions of human existence. By incorporating these values into modern education, we can ensure that students are not merely trained to perform tasks efficiently but are also nurtured to become well-rounded individuals capable of critical thinking, ethical reasoning, and empathetic understanding. This holistic approach to education aligns with Ibn Sina's emphasis on the integration of knowledge and virtue, providing a meaningful framework for addressing the challenges posed by AI-driven educational systems (Pranajaya et al., 2024).

Furthermore, Ibn Sina's concept of insan kamil become a maxim that summarizes all integration ethical and spiritual values into education in the AI era. As AI technologies become more prevalent, there is a risk that the focus on efficiency and productivity may overshadow the moral and ethical dimensions of education. By emphasizing the holistic development of individuals, educators can ensure that students are not only well-versed in technical skills but also grounded in ethical principles and spiritual awareness. This approach can help address some of the ethical challenges associated with AI, such as data privacy, bias, and the potential for misuse. By fostering a culture of ethical reflection and responsibility, we can create educational environments that align with Ibn Sina's vision of insan kamil, promoting the cultivation of well-rounded individuals who are capable of contributing positively to society (Takeshita, 1982).

CONCLUSION

This research significantly contributes to the field of Islamic education by providing a nuanced understanding of how classical philosophical insights, particularly those of Ibn Sina, can address contemporary challenges posed by AI-driven educational systems. It highlights the relevance of Ibn Sina's holistic approach to education, which integrates intellectual, ethical, and spiritual development, as a guiding framework for modern education. By emphasizing the cultivation of critical thinking, ethical reasoning, and spiritual awareness, this research underscores the importance of nurturing the whole person, rather than merely focusing on efficiency and productivity. From the results of this

research we suggest to educational institutions should incorporate Avicenna's principles into their curricula, emphasizing a balanced approach that integrates cognitive skills with ethical and spiritual dimensions. Education policy makers must prioritize frameworks that support holistic learning environments. This includes funding for research on integrating ethical education with AI applications, ensuring that technology enhances rather than replaces human interaction in learning. By implementing these recommendations, educational systems can align themselves with Ibn Sina's vision, ensuring that they not only produce skilled professionals but also individuals who are moral and able to face the challenges of a rapidly evolving technological landscape.

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