
INTERNATIONAL COMPARATIVE PERSPECTIVES ON CURRICULUM DEVELOPMENT: A NOVEL ANALYSIS OF IBN SINA AND JOHANN AMOS COMENIUS

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Abstract

This comparative analysis explores the curriculum development perspectives of two influential thinkers, Ibn Sina (Avicenna) and Johann Amos Comenius, highlighting their contributions to education despite differing cultural and historical contexts. Ibn Sina's philosophy emphasizes the integration of knowledge and spirituality, focusing on intellectual and moral development. In contrast, Comenius advocates for experience-based learning, structuring curricula based on children's cognitive development. This study aims to examine the similarities and differences in their educational philosophies and assess their relevance to modern curriculum development. Through a literature review and content analysis, the study investigates primary and secondary sources related to Ibn Sina and Comenius's educational theories. Key themes, such as the holistic nature of education, the teacher's role, and the relationship between theory and practice in curriculum design, are analyzed. The findings show that both thinkers prioritize moral education, with Ibn Sina favoring philosophical reflection and Comenius emphasizing active learning experiences. This study's theoretical contribution bridges Eastern and Western educational thought, offering a more holistic understanding of curriculum development. Practically, it suggests an integrated curriculum that balances intellectual, ethical, and practical learning, aligning with contemporary global educational frameworks. This comparison provides valuable insights for developing curricula that foster well-rounded individuals grounded in ethics.

Keywords : *Ibn Sina; Johann Amos Comenius; Curriculum Development; Comparative Education; Experience-Based Learning*

INTRODUCTION

Research on curriculum development from an international perspective has garnered increased attention due to the globalization of education and the corresponding demands for more inclusive and comprehensive learning methodologies. The contributions of historical figures in education are paramount in this exploration, particularly the teachings of Ibn Sina and Johann Amos Comenius, who laid foundational ideas that are still applicable today (Norman, 2021; Rofi'ah & Asrini, 2023) . A comparative analysis of these two intellectuals provides a unique lens to understand the evolution of curriculum values in diverse cultural and historical contexts, highlighting how these ideas remain pivotal in contemporary education (Thummaphan et al., 2022).

An urgency for this research is evident in the context of educational transformation, as understanding the development of educational ideologies can significantly impact current pedagogical frameworks (Mukminin et al., 2019). While extensive studies have examined the contributions of Ibn Sina and Comenius



independently, there is a notable scarcity of comprehensive comparisons that delineate their approaches to curriculum development (Sin, 2021; Slavik et al., 2016). This gap in scholarship emphasizes the necessity of closely examining the relevant educational models from both thinkers to ascertain their applicability in modern educational settings, particularly within the context of the pressing need for responsive and adaptive curriculum evolution (Masduqi & Prihananto, 2021)

To fulfill this scholarly need, this study endeavors to contrast the educational philosophies of Ibn Sina and Comenius, scrutinizing their relevance in present-day global educational paradigms. Through this analytical framework, the research aims to elucidate how these historical insights can inform present-day curriculum development processes, thereby contributing to a more holistic understanding of educational progress across different cultures and epochs (Nurhikmah et al., 2023) By bridging classical educational wisdom with contemporary challenges, the insights gained from this comparative study could potentially inform policy reforms and educational practices that foster inclusivity and relevance in today's rapidly changing educational landscape.

In the exploration of the relationship between educational philosophy and curriculum development, a critical component resides in understanding how contemporary thought can enhance educational practices in the 21st century. The intersection of philosophical frameworks and technological advancements presents an opportunity for cultivating a curriculum that prioritizes competency-based learning while integrating cultural understanding and technological competencies. As educational environments evolve, the necessity for a curriculum that reflects these changing paradigms is paramount.

Research indicates that educational technology is not merely a tool for enhanced delivery; it serves as a significant catalyst for transformational learning experiences. For instance, the integration of innovative technological tools such as mobile devices and virtual classrooms can markedly improve student engagement and learning outcomes, as evidenced by recent studies (Stošić, 2015). Furthermore, the incorporation of cultural contexts into educational frameworks aligns with the evolving needs of diverse student populations, promoting inclusivity and relevance in curriculum design, although limited data exists on the direct impacts of these approaches (Cathrin et al., 2021).

Moreover, philosophical inquiries into education have long posited that the essence of teaching transcends mere content delivery; it requires nurturing critical thinking and reflective practices among learners. Educational theorists' philosophies can inform modern pedagogical methods that blend educational technology with traditional teaching practices, thereby enhancing learning experiences (Hayden, 2011) Emerging models suggest that adopting a holistic approach valuing both technological and philosophical perspectives can yield a more integrated and effective curriculum, essential for developing competencies vital for future careers (Selwyn, 2010)

In light of these discussions, the current research aims to synthesize these philosophical insights with practical recommendations for curriculum developers. Integrating educational technology into curricula can enhance pedagogical approaches and align educational objectives with the competencies required in contemporary society. By critically analyzing historical and philosophical foundations while applying modern educational technology, educators can foster an environment that champions both critical thought and practical skill development, ultimately equipping learners for the complexities of the modern world (Honcharenko, 2020).

METHODS

The methodology of this research employs a library research approach and content analysis to compare the curriculum development ideas proposed by Ibn Sina and Johann Amos Comenius. Library research is conducted by gathering primary and secondary literature related to the thoughts of these two thinkers. The collected literature includes the original works of Ibn Sina and Comenius, as well as secondary works that review their contributions to education and curriculum development. These sources are critically evaluated to understand the historical and philosophical contexts that shaped their educational thinking, as well as to identify key elements in curriculum development according to both thinkers. Additionally, this literature review also includes previous research discussing curriculum theories that have developed within Eastern and Western educational traditions.

Furthermore, content analysis is applied to systematically and structurally analyze the content of the gathered literature. This process involves coding and categorizing key ideas related to the concept of curriculum according to Ibn Sina and Comenius. In this regard, the research identifies central themes such as views on the goals of education, teaching methods, and the emphasis on moral and intellectual development. Both thinkers are compared in terms of how they approach teaching, knowledge, and skills to be taught within the curriculum, as well as how they perceive the roles of teachers and students in the learning process. By using content analysis techniques, this research uncovers thought patterns relevant to modern curriculum contexts and provides insights into how these two thinkers could contribute to the development of contemporary global curriculum.

FINDINGS AND DISCUSSION

Ibn Sina (Avicenna)

Ibn Sina, also recognized in the Western world as Avicenna, holds a significant position in the history of Islamic thought, particularly in philosophy, medicine, and education. His educational philosophies underscored the necessity of holistic learning, which integrates intellectual, moral, and spiritual development. In this regard, education transcends mere cognitive skill development; it also encapsulates the molding of an

individual's character and soul, aiming toward self-perfection through a comprehensive understanding of existence and divine truths (Khalilova, 2024)

His educational framework prioritizes the attainment of wisdom through dual avenues: knowledge derived from reason and that which is bestowed through divine revelation or spiritual insight (Faishal, 2023). As a philosopher adhering to the principles of peripatetic thought, Ibn Sina argued that human reason is capable of grasping the universal principles governing the cosmos. However, to ascend to higher forms of knowledge, individuals must also cultivate their spiritual faculties through practices like meditation and contemplation (Prasetia et al., 2023). Fundamentally, Ibn Sina's proposed curriculum incorporates teachings from philosophy, science, and theology, which are designed to fortify both the rational and spiritual growth of students (Norman, 2021; Susanti, 2021)

Furthermore, education, for Ibn Sina, embodies a transformative process that continuously evolves. For instance, it must cater to individual capacities and strengths, reinforcing the idea that effective education aligns with students' varying abilities (Rasyid, 2019; Rofi'ah & Asrini, 2023). His integration of educational aspects mirrors contemporary discussions about the need for curriculum reforms that include both traditional wisdom and modern advancements, promoting a holistic educational experience that prepares learners to engage with the complexities of the contemporary world (Jaka & Bustam, 2023; Norman & Ruhullah, 2024)

In modern applications, his educational principles have relevance for addressing today's challenges, such as moral crises and the implications of technological advancements on learning methodologies. By combining national and universal values, Ibn Sina's educational philosophy offers a foundation for developing new models that foster ethical, critical, and creative thinkers capable of contributing positively to society. Thus, his legacy in the domain of education extends beyond historical confines, continuously influencing pedagogical frameworks within Islamic education and beyond.

Ibn Sina's educational philosophy is grounded in a developmental understanding of learning that acknowledges the growth trajectories of students from early childhood through adolescence. He emphasized that education should commence with tangible, practical subjects and gradually evolve towards more abstract concepts, including philosophy, as the learner's cognitive and moral faculties mature. His proposed curriculum integrates a variety of disciplines, prominently featuring natural sciences, mathematics, and philosophy, while placing significant emphasis on ethical and moral studies. This reflects his belief that knowledge must serve a higher purpose beyond mere acquisition.

Ibn Sina's pedagogical methods advocate for a dialogical approach, where teaching involves an interactive dialogue rather than a one-way transfer of information. This method encourages students to engage thoughtfully with the material and their

instructor. Research has shown that dialogical approaches in educational settings can enhance learners' comprehension and engagement, as indicated by García-Milà et al. (García-Milà et al., 2021), who found that fostering dialogue can promote cultural literacy and develop higher-order thinking skills.

Despite Ibn Sina's comprehensive curricular framework, he prioritizes theoretical understanding over practical application. His educational paradigm emphasizes the primary goal of achieving spiritual and intellectual perfection rather than preparing students for specific vocational paths. This philosophical stance asserts that moral and ethical education should nurture character and spiritual essence rather than focus solely on worldly occupations. This sentiment aligns with contemporary educational paradigms advocating for the integration of both theoretical knowledge and practical skills. For instance, (Katajavuori et al., 2006) discuss how integrating practical training within educational contexts enhances overall teaching effectiveness by linking theory to practice, emphasizing that theoretical knowledge alone is insufficient for real-world challenges.

Johan Amos Comenius

Johann Amos Comenius, often recognized as the "father of modern education," made significant contributions to educational theory that remain influential today. His advocacy for universal education emphasizes an egalitarian approach, insisting that education should be accessible to everyone, irrespective of their socio-economic background. Comenius argued for a curriculum that promotes not only intellectual growth but also ethical and moral development, highlighting the necessity of aligning educational methods with the cognitive and emotional stages of child development (Atwood, 2014; Dent, 2021). He perceived education as a mechanism for societal transformation, believing that structured teaching could cultivate a knowledgeable and civilized populace (Kopecký, 2020).

In Comenius's seminal work, *Didactica Magna*, he articulated his vision for a comprehensive education system that responds to the diverse needs of learners. He posited that effective educational strategies should be practical and relevant, anchored in real-life experiences rather than solely theoretical frameworks (Velilla-Jiménez, 2025); . This practical approach is particularly evident in his advocacy for education commencing at an early age, employing methods that are both natural and guided. This belief underscores his notion that education should adapt to the developmental phases of the child, beginning with sensory experiences and gradually escalating to more complex concepts as the learner matures (Semiz & Ilić, 2023; Sitarska, 2021). His holistic vision encompassed the integration of moral and spiritual education, which he viewed as integral to the role of educators in shaping students' character (Osmanović et al., 2021)

The relevance of Comenius's educational theories extends beyond mere historical context; they resonate deeply within contemporary discussions of pedagogical reform

and inclusivity in education (Norlin, 2020) For instance, the principles of pansophism, a key philosophical framework proposed by Comenius emphasizing lifelong learning and comprehensive knowledge acquisition, laid foundational ideas that align with modern educational theories promoting continuous education throughout the human lifespan (Glenn, 2016). Thus, his principled stance not only advocates for educational access but also emphasizes the core values of moral and civic responsibility as essential components of the educational experience (Asrieva, 2023)

In summary, Comenius's beliefs about education forge a path toward a more inclusive and morally guided educational system, where students are not only equipped intellectually but are also guided in their ethical and personal development. His enduring legacy prompts ongoing reflection on the role of education in fostering democracy and social equity in today's rapidly evolving educational landscape (Florczykiewicz, 2024)

The educational methodologies proposed by John Amos Comenius during the 17th century were notably progressive, especially when contrasted with the pedagogical norms of his time. Comenius was a proponent of experiential learning, emphasizing the importance of sensory experiences in education. He advocated for the inclusion of visual aids, such as pictures and illustrations, believing that these tools significantly enhance comprehension among students. This aligns with contemporary educational theories that support active learning, where learners engage directly with the material instead of relying solely on rote memorization and passive instruction (Yuli & Musyafa, 2024; Yuliani et al., 2023)

In a comparative analysis with the educational philosophies of Ibn Sina (Avicenna), stark contrasts regarding curriculum design and the overall vision of education can be observed. Ibn Sina's educational approach centered on a more abstract and philosophical paradigm, aimed at achieving intellectual and moral excellence. His methods included various instructional techniques such as demonstration, habituation, and ethical instruction, which he deemed essential for holistic education. Comenius' framework was more structured and practical, tailored to the natural development of children and focused on preparing them for societal involvement (Nafisah, 2022)

Both Comenius and Ibn Sina, despite their differing frameworks, underscored education's essential role in developing human potential and societal advancement. They noted that the common goal of education transcends mere knowledge acquisition; it encompasses moral and ethical grounding necessary to nurture well-rounded individuals capable of positively contributing to society. This non-materialistic value placed on education stresses the necessity of combining intellect with ethical considerations in the learning process (Akmal et al., 2024)

Furthermore, Ibn Sina's contributions to education extend beyond mere pedagogical strategies; they encompass a profound understanding of child development stages and the importance of tailoring educational methodologies to learners' diverse capacities.

This intricate understanding of students aligns with Comenius' advocacy for experiential learning and emphasizes the critical need for adaptability in teaching methods to cater to varying learning styles, thus elevating overall educational effectiveness. Both theorists provide a foundation for integrating classical educational frameworks into modern practices, particularly as contemporary education seeks to balance cognitive, ethical, and practical dimensions (Sabarudin et al., 2024).

DISCUSSION

Amos Comenius, a striking intersection in their educational philosophies becomes apparent, despite their origins in distinctly different educational traditions. Both figures fundamentally advocate for the transformative role of education in shaping individuals not only intellectually but also morally and ethically. Ibn Sina's philosophy emphasizes that the path to holistic wisdom is intertwined with the development of both moral and intellectual faculties, with education serving as the bridge to this integration. This view finds resonance in Comenius's vision of education, which he regards as a cornerstone for building a civil society, where moral and intellectual development are seen as inseparable). Ibn Sina's curricular framework distinctly prioritizes the integration of science and philosophy, with a predominant focus on theoretical and spiritual knowledge. He envisions education as a process that begins with foundational learning, progresses into more abstract philosophical inquiry, and ultimately aims for the attainment of wisdom. This trajectory aligns with his broader philosophical worldview, where intellectual growth is closely linked to the pursuit of higher moral and spiritual understanding(Zainuri, 2024). In contrast, Comenius advocates for a curriculum grounded in experiential learning, specifically tailored to the developmental stages of children. His educational methodology places significant emphasis on the acquisition of practical skills, closely tied to real-world contexts, and incorporates visual aids to facilitate learning (Mohammad et al., 2023). This divergence in curriculum composition underscores their distinct pedagogical philosophies. Ibn Sina's approach leans toward an abstract, intellectual assimilation of knowledge, promoting a reflective and contemplative mode of learning. On the other hand, Comenius champions a more experiential and structured curriculum, which aligns more closely with the cognitive development of children, emphasizing active, hands-on engagement in the learning process (Fitria & Huriyah, 2024; Ramadhona et al., 2024). This comparative analysis not only highlights the varying educational paradigms proposed by these thinkers but also underscores their enduring relevance in shaping modern curriculum development. The integration of intellectual, moral, and practical elements within a cohesive educational framework remains crucial for addressing the complex demands of 21st-century education.

Despite the stark contrasts in their pedagogical approaches, both Ibn Sina and Johann Amos Comenius converge on the crucial notion that education is fundamental to

individual and societal progress. For Ibn Sina, a truly comprehensive education encompasses not only intellectual development but also the cultivation of moral character and spiritual depth, with the ultimate goal being the creation of a perfected human being (Mufid & Tamam, 2024). This holistic educational philosophy resonates deeply within contemporary educational discourse, reinforcing the idea that an integrated approach—encompassing intellectual, moral, and emotional development—is essential for addressing the complexities of modern education (Anam & Khalil, 2025; Toha & Tianah, 2024). Consequently, synthesizing the ideas of Ibn Sina and Comenius not only uncovers their shared educational values but also demonstrates their potential to shape curricula that are both morally grounded and intellectually stimulating in the context of today's educational landscape.

Comenius, a pivotal figure in the development of educational theory, introduced the concept of experience-based learning, underscoring the importance of sensory engagement and the use of real objects to aid the comprehension of abstract concepts. He argued that direct observation produces superior learning outcomes compared to rote memorization, a view that aligns with current educational methodologies. This perspective is particularly influential in modern educational practices, where experiential learning strategies such as project-based learning are increasingly prominent, fostering active student participation and deeper engagement in the learning process. The lasting influence of Comenius's educational principles can be observed in contemporary curricula, particularly in the emphasis placed on cognitive development through hands-on activities and real-world experiences, which are especially relevant in early childhood education.

In contrast, Ibn Sina's educational philosophy was grounded in text-based pedagogy, where he advocated for the exploration of universal principles through reason and revelation. His emphasis on theoretical science and philosophy encouraged students to engage in deep contemplation and dialectical reasoning, promoting a more profound understanding of complex concepts. The relevance of Ibn Sina's approach remains enduring today, as it highlights the necessity of curricula that incorporate not only practical skills training but also address moral and ethical dimensions.

The contrasting methodologies of Comenius and Ibn Sina illustrate key elements of educational discourse, demonstrating how their legacies continue to shape modern learning environments. Experience-based learning, as championed by Comenius, fosters active student participation, an approach that can be seen in modern mobile technology applications, such as location-based games, which enhance formal educational experiences (Edmonds & Smith, 2017). In parallel, Ibn Sina's text-centered approach underscores the importance of intellectual engagement, indicating that effective education should cultivate not only practical competencies but also instill robust ethical values and philosophical reasoning skills (Zhou, 2022). This duality in educational

philosophies enriches curriculum development, facilitating the holistic growth of students by addressing cognitive, moral, and social dimensions (Zhao, 2022).

CONCLUSION

This study examines the comparison of the thoughts of Ibn Sina and Johann Amos Comenius regarding curriculum development, focusing on each thinker's philosophical and practical approaches within the context of education. The main findings of this study indicate that both thinkers have complementary views, despite their differences in approach. Ibn Sina emphasizes intellectual and moral development through philosophical and spiritual knowledge, while Comenius stresses the importance of structured, experience-based learning that is relevant to child development and real-life situations. Both thinkers propose a curriculum aimed at shaping individuals who are intellectually capable, ethical, and holistic.

The novelty of this research lies in its comparative approach, which has been less applied in educational studies, particularly in integrating Eastern and Western perspectives through the analysis of these two prominent figures. By comparing Ibn Sina's philosophical and theoretical thinking with Comenius's practical approach, this study offers new insights into educational thought that blends intellectual, moral, and practical elements. Additionally, this research fills a gap in the educational literature by connecting classical ideas with the needs of contemporary education, which increasingly demands a balance between developing practical skills and fostering character.

The global contribution of this study is highly relevant in the context of 21st-century education, which prioritizes holistic and diverse approaches. By combining the ideas of Ibn Sina and Comenius, this research encourages the development of curricula that focus not only on the achievement of practical skills but also on character building and wisdom. The concept of education that emphasizes a balance between intellectual knowledge and practical experience can be applied across various educational systems worldwide, providing a strong foundation for developing more adaptive and comprehensive curricula that align with the global challenges faced by future generations.

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