

Homeless Balanced Model Approach based on the Theory of Social Change by Ibn Khaldun in Islamic Perspective

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Abstract

This research is meant to form a Homeless Balanced Human Development (HBHD) model based on the Theory of Social Change by Ibn Khaldun which provides necessary factors and their relationship in contributing to the homeless balanced human development. The findings suggest that the factors contributed to the homeless balanced human development (HBHD) are based on the theory of social change by Ibn Khaldun. This research also generates the characteristics of homeless balanced human development (HBHD) based on the Theory of Social Change by Ibn Khaldun that are supposed to be the final yield of research model.

Keywords: Homeless balanced human development Model, Religious Studies, Theory of Social Change by Ibn Khaldun, Factors of Balanced Human Development

1. Research Background

Based on the theory of social change of a society and its relationship with the human development, few grand theories can be connected as introduced by Ibn Khaldun. The theories are;

1. Theory that emphasizes on the society as an organism that is alive, possesses the potential to change and develop if a detailed and organized development planning can be carried out.
2. Theory on the ups and downs of human civilisation, which is viewed based on the age of a civilisation and the factors affecting the victory and failure of a civilisation.
3. Theory on the development process of a civilisation depends on the actual unity ratio in a society based on the combination of the *a'sabiyyah* and religion.
4. The importance of solid development planning; including physical and spiritual.
5. Theory of a soul possessed by the race which has been colonised, and regards the colonial as a developed and noble race.
6. The importance of knowledge on history for human, including the inquiries on benefits and discipline that should be preserved by the historian.
7. The importance of sociology research methodology, in assisting the Islamic scholars in sharpening their articulation ability towards the Muslims matters (Toto Suharto, 2003).

The main challenges in implementing the theory of social change in human development are; meeting the current needs, as well as producing human capital which has noble attitude, and be responsible towards them, society and the country (Kamal Hassan, 1988; Wan Mohd Zahid, 1992; Kementerian Pendidikan, 1990).

The ability of religious education in balancing those needs is seen as the main approach to generate the civil society, as well as developed country yielded by the balanced science and technology in terms of spiritual or physical elements (Rosnani, 1996).

Consequently, the obtained knowledge are categorised as empirical which is separated from the knowledge from God (Nasr, 1994), or specifically religious and faith knowledge (Osman, 1991, Zaizul Ab Rahman et. al. ,2012,

2018). As the good values proposed are failed to encourage the faith, there is a need to improve the good values in as one of the strategies (Nik Azis, 1996). Besides, believing in God should be the basis of good values development, improvement of intellectual, learning proficiency and the students' knowledge acquisition. Other than that, the instilled knowledge is only focusing on mind without the integration between the knowledge of *aqli* (mind) and *naqli* (revelation). Both types of knowledge are important in generating balanced human through the process of faith education (Al-Attass, 1980; Afzalur, 1992; Al Ghazali, 1992). In brief, the knowledge of *aqli* (mind) is regarded as "food" while the religious knowledge is regarded as "medicine" for human to live peacefully in the world and the hereafter (Al-Ghazali, 1992, Zaizul Ab Rahman et. al. ,2012, 2018).

2. Research Questions

Based on former literatures, the researcher failed to identify any philosophical model that could be used as the basis in planning and forming the religious educational program in developing the homeless. Therefore, the research questions are relating to the model of Balanced Human Development of Religious Education (BHDRE), based on the theory of social change by Ibn Khaldun. The religious education which is practised in the National University of Malaysia will be reviewed in creating the religious educational program that is able to generate balanced human out of the homeless.

3. Research Purposes

This research is meant to deduce some factors that contribute to the homeless balanced human development. The next purpose is to relate the identified factors in forming the "Homeless Balanced Human Development (HBHD) Model" in the form of figure.

4. Research Methodology

4.1 Research Design

Generally, this research was carried out based on the qualitative research paradigm and specifically by using the grounded theory (Strauss 1987; Strauss & Corbin, 1990). The procedures taken are as follow;

- (a) Choosing the research phenomenon and forming the research questions
- (b) Identifying research methodology
- (c) Identifying research respondents
- (d) Collecting and analysing initial data (literature review)
- (e) Field research:-
 1. Open coding sampling
 2. Collecting and analysing the open coding
 3. Axial coding sampling
 4. Collecting and analysing the axial coding data
 5. Selective coding sampling
 6. Collecting and analysing the selective coding data

4.2 Respondents Selection

The respondents were selected by using the theoretical sampling concept (Strauss & Corbin, 1990; Nor Hayati, 2002). Theoretical sampling can be defined as a sampling that is carried out based on the concept or category which has been proven as significant in the expansion of easily expanded model (Strauss & Corbin, 1990; Nor Hayati, 2002). Essentially, the respondents were selected based on the following characteristics;

- a) Possess highest academic qualification
- b) Participating in human development program in the educational institution
- c) Writing in fields related to research phenomenon
- d) Able to communicate with the researcher
- e) Chosen from the Religious Education especially in human development

4.3 Data Collection and Analysis

The initial data were collected by using the literature review based on the research questions. Based on the initial data, the guided interview is constructed for the open coding, axial coding and selective coding in order to get the whole factors that contribute to the religious education system. Meanwhile, the field research which was carried out is a complex process as it involves 3 processes namely; sampling, data collection and data analysis

simultaneously. In fact, the data analysis is the basic to those 3 processes as it determines the following sampling and data collection process.

The field research was carried out to obtain the primary data. The primary data were collected from the respondents through the interview. Data from the interview were transcribed using verbatim and were analysed for the open, axial and selective coding. Each coding has its own purpose. The open coding is meant to obtain as many factors as possible that can contribute to the forming of “Homeless Balanced Human Development (HBHD) Model” based on the theory of social change by Ibn Khaldun. Other than that, the axial coding is supposed to expand, refine and validate each category of the model basis that has been generated previously. In brief, the purpose of selective coding is to connect the categories of the model basis of the research and validate the connection in order to accomplish the desired research model.

5. Model Validity

The validation of the research model was carried out continuously along with the process of data collection and analysis by following the three levels namely open coding, axial coding and selective coding.

6. Research Findings

The findings suggest that the policy of Religious educational program is the factor that contributes to the development of balanced religious education through the Religious education (Noor Hayati, 2002). The contributor towards the development of Religious education is validated based on the collected data. Therefore, the categories have been made as the basic categories in forming the desired model (Noor Hayati, 2002). As a result of connecting all findings, the Balanced Human Development of Religious Education Model is formed based on the following basic categories;

(i) Balanced Human Development of Religious Education Model in the form of figure is as follows;

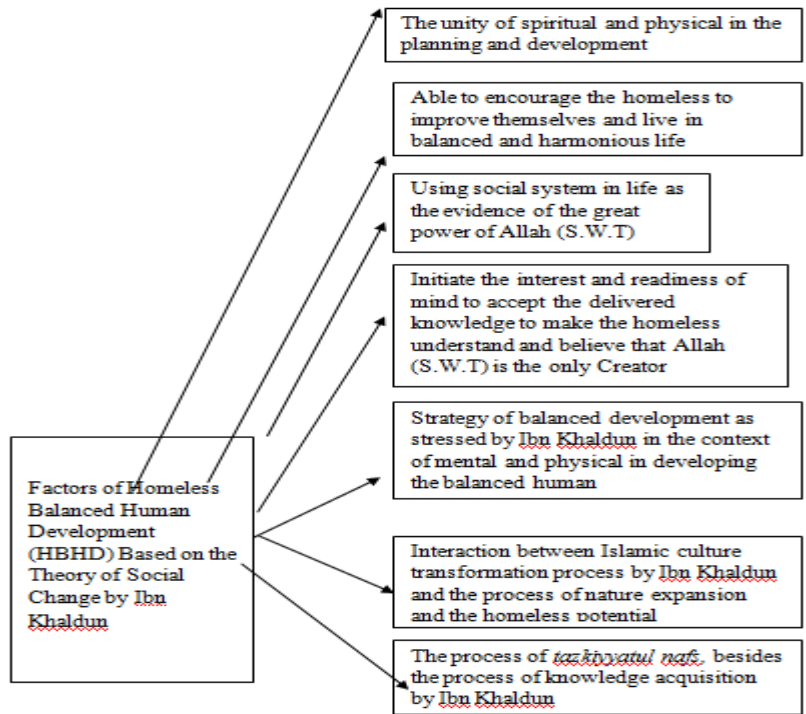


Figure 1: Homeless Balanced Human Development (HBHD) Based on the Theory of Social Change by Ibn Khaldun

7. Results of HBHD Model

The research findings portray that the result of HBHD Model determines whether an individual understand and believe that he or she is the servant and Allah (S.W.T) is the only God.

The achievement of one's spiritual is typically portrayed by their behaviours (Faudzinain, 1999; Zakaria, 1990; Nor Hayati, 2002, Zaizul Ab Rahman et. al., 2012, 2018). Normally, human who believed that Allah (S.W.T) is the only God will portray noble characteristics in their behaviours and lives. Those human will use their faith as the basis to live according to their nature of creation. A religious education which is supported by faith will yield on the balanced human who possess certain characteristics namely; firstly, knowledgeable and pious, secondly, Muslims who obey Allah (S.W.T), thirdly, noble and finally, skilful in terms of mental and physical. The balanced religious education in terms of mental and physical will cause the use of rational mind and intellectual as the truth indicator, revelation basis thinking, and inference making beyond the universe which includes the meta-physics by combining thinking and *zikr*.

The development of balanced human characteristics can be accomplished if the human have the feelings to obey Allah (S.W.T). The feelings will encourage them to lead the life positively as well as seeking the religious knowledge. That kind of practice will result in high quality of religious knowledge among the homeless, thus increase their obedience towards Allah (S.W.T). In other words, the obedience towards Allah (S.W.T) which is depending on faith will assist the improvement of each element (Osman, 1998). As the time passes by, the quality of a human will be improved if his or her obedience towards Allah (S.W.T) is continuously improved.

8. Discussion

The HBHD Model is a Human Development of Religious Education Model in the context of religious education system written philosophically. That means it is a philosophical model that regards religious education as the meta-physics context is based on the religious institution, mosque while the society acts as the physical context development. This model is significant as it is the basis in planning and forming the curriculum and the homeless religious educational program. However, this model is not written up to the implementation or operational level of the balanced human development of religious education.

9. The Emphasis on BHDRE Model

Ultimately, the HBHD Model is the balanced development of religious education in creating the means and ways to achieve understanding or belief among the homeless towards Allah (S.W.T). Apart from that, this model should be implemented on the basis of Islamic education as the foundation for the homeless' souls' development (Nor Hayati, 2002).

The emphasis on HBHD Model is firstly to develop the soul and body of the homeless comprehensively. The souls of the homeless are intellectually and rationally manifested in the form of heart. Meanwhile, the body will also be developed during the research whether formally or informally. Moreover, the spiritual (*nafs*) which is the soul's manifestation will also be developed when the mind and heart of a human are developed as mentioned in the theory of Ibn Khaldun, regarding the importance of a united physical and spiritual in planning and development. In other words, the spiritual (*nafs*) will be developed if the homeless put the effort to develop their knowledge and faith in their minds and heart (Nor Hayati, 2002, Zaizul Ab Rahman et. al. , 2012, 2018).

The second emphasis of HBHD Model is the researcher has to use the social system of life as the great evidence of Allah (S.W.T) which is stressed by Ibn Khaldun in his theory. The theory mentions that the success and failure of a civilization depend on the age and the factors involved in their social activities. If the social activities that are being practised follow the Islamic guidance, the belief and openness towards the Power of Allah (S.W.T) will be more significant.

The third emphasis on HBHD Model is the researcher needs to modify the research content to attract the interest and ensure mind readiness among the homeless. This is important to make them accept the knowledge in order to make them understand and believe that Allah (S.W.T) is the Creator that should be worshipped by them, while they are the servants and leaders of the earth as mentioned in the grounded theory by Ibn Khaldun (Nor Hayati, 2002).

The fourth emphasis on HBHD Model is the researcher has to plan and implement the balanced development strategy as suggested by Ibn Khaldun in the context of mental and physical in developing balanced human. Therefore, the strategy of balanced development should be planned and implemented in both contexts (Zaizul elt., 2012). The fifth HBHD Model emphasises on the implementation of educational process that involves the Islamic culture transformation process by Ibn Khaldun in expanding the nature and potential of the homeless. The Islamic nature is the culture that encourages the *aqli* knowledge based on the *naqli* knowledge and faith, besides using the

mind and intellectual guided by the revelation. The encouragement should follow the process of Islamic nature in the knowledge of God assisted by the faith of the homeless. The faith encouragement will help the Muslims homeless to act positively. Other than that, the Islamic nature is supposed to expand the noble value among the homeless. In short, the motivation of the homeless will be developed as their faiths are also developed comprehensively.

Finally, the HBHD Model emphasises that the homeless should implement the process of *tazkiyyatul nafs* besides the knowledge acquisition by Ibn Khaldun. One of the methods to implement the process of *tazkiyyatul nafs* is the process of *mujahadah nafs* (Fauzinaim, 1999; Zakaria, 1999; Nor Hayati, 2002, Zaizul Ab Rahman et. al., 2012, 2018). Thus, the homeless should acquire knowledge that includes faith to lead a better life (Osman, 1998; Wan Mohd Zahid, 1998; Nor Hayati, 2002).

10. Conclusion

The HBHD Model is the Islamic educational and teaching model that is formed by the grand theory introduced by Ibn Khaldun in order to obtain the whole factors that contribute to the balanced human development through Islamic education among the homeless in Malaysia. In conclusion, the balanced human development theory by Ibn Khaldun can be referred to in forming the Homeless Development Model.

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