FEM 3001
(INTRODUCTION TO HUMAN DEVELOPMENT)

THINGS THAT YOU WILL LEARN:

FEM 3001 is the basic course in your entire studies
What is Human Development?

• Scientific study of processes of change and stability of human beings (from conception till death)

• Early days: focus was on child development; “baby biographies” – e.g: by Dietrich Tiedemann on his son’s first 2.5 years of life; Darwin’s on his son’s first 12 months
• Basis philosophy and concepts of human development ➔ human as God-created-being ➔ INSAN

• Human beings and their environments
THE CONCEPT OF INSAN & HUMAN BEINGS

✓ Human beings == INSAN ??.

✓ In this course, insan is referred to as universal understandings of human-beings

✓ Insan in the context of their environments; where interactions & transactions take place; which will in turn influence & will be influencing quality of life & quality of the environment
Focus on human beings across life cycle

Ecological perspective – broad “tool” to understand human beings as person-in-environment

Base: Faith in God; Goals: ↑ Quality of life, quality of environment

Through scientific processes of describing, explaining, predicting & modifying of behaviour
The creation of human beings

- Using developmental approach, studies on human development normally have been focusing on child development.
- During the 6th – 15th century, children were assumed as mini adults, *preformationism*; children are known as persons who need protection.
16\textsuperscript{th} century: The religious perspective (Protestan) demanded parents to be strict in nurturing their children in order for them to be able to tell right from wrong.

17\textsuperscript{th} century: John Locke pointed the importance of human dignity; respects; > behavioural

Children, known as tabula rasa (blank slate); originally “pure”; strated form nothing; need to be guided through experiences.
Children were viewed as passive mechanistic, development occurred continuously; and parents mould their children’s behaviour through warmth nurturing.

Jean Jacques Rousseau (1712 – 1778) – a French philosopher; claimed that children are noble savages (have natural tendency/sense of differentiating right from wrong; can grow to become healthy adults.
Children have internal senses; cognitive ability & unique emotions that are prone to be abused / corrupted by adults who trained them

Rousseau introduced the stages of development and maturity concepts
• Children are **organismic** (active designer of their own destiny); development does not occur continuously, but in stages; nature’s role in determining changes in life

• **Aristotle indicated**: Human beings are the thinking, social, political animal who run various functions in order to live
The Scientific approach...

- Charles Darwin (1809 – 1882), British “naturalist”
- Darwin studied variations in plants and animal species
- No 2 items/individuals/specimens that are 100% the same
- The founder of the evolution theory
2 basic principles of the evolution theory: **natural selection** & **survival of the fittest**

- **Natural selection**: some species are naturally selected to survive in certain environment because they have the **fit with** characteristic =⇒ ability to adapt

- Others … died / perished
Those who survived will continue to live for a long time,
reproduce & continue to generate quality characteristics for their next generations
Focus: Physical & behavioural adaptations
Darwin claimed that at the early stage (prenatal) some species are similar.

He concluded that all species including human beings have the same ancestors.

This has created debates and finally proven to be false.
Normative Era

- G. Stanley Hall (1846 – 1924), American psychologist, fore father of research on child development

- With Arnold Gesell (1880 – 1961) – they claimed human development as “genetically determined, develop automatically.. Just like flowers”

- The normative method refers to research on human behaviour based on responses from MANY respondents; often linked with certain age group
Mental/Cognitive Testing Era

- Alfred Binet (1857 – 1911), French Psychologist, applied normative method to test human intelligence
- Stanford-Binet Intelligence Test
- It initiated heated debates over the issue of nature versus nurture
THE RELIGIOUS PERSPECTIVE

- Human beings are not machines (there are mind & spirit); not animals nor angels, and not GOD who creates himself
- In Islam, human beings are created by Allah in the best form of creation, to become *khalifah*
Surah Al-Hijr (26) yang bermaksud:

“Dan sesungguhnya kami (Allah) telah menciptakan manusia (Adam) dari tanah liat kering, (yang berasal) dari tanah lumpur hitam yang diberi bentuk

Surah At-Tin: (4) yang bermaksud:

“Sesungguhnya telah kami (Allah) ciptakan manusia itu di dalam sebaik-baik cara, kami menjadikan sesuatu kelengkapan sesuai dengan keadaannya”
Surah Al-Mu’minun (12 – 14) yang bermaksud:

Men were created with certain purpose (*amanah*) – to function as khalifah who obeys his Creator

The coordination of both mind and spirit forms INSAN

Spiritual = related with 4 elements: spirit, the nafs, mind, and qalb
- Roh = it’s God’s business;
- Nafsu – bases for the reality of human beings: 3 levels of nafsu that urge or motivate behaviour: Ammarah, Lawwamah, Mutmainnah)
- Akal – bases for kemuliaan; mengetahui segala sesuatu
- Qalbu (hati)- merasa; asas keperibadian, central core – berasaskan hadith Nabi: seketul daging yang mempengaruhi kehidupan (baik = baik, rosak = rosak)
Men have tendencies for good and bad deeds.

Originally pure and clean, given mind to think, able to strive, given the urgency to need & want; and bestowed with energy.

The QALB plays a big role in determining personality & behaviour where a person has to be responsible for.