FEM 3001
(INTRODUCTION TO HUMAN DEVELOPMENT)

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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

THINGS THAT YOU WILL LEARN:

• FEM 3001 is the basic course in your entire studies
• Basis philosophy and concepts of human development ➔ human as God-created-being ➔ INSAN
• Human beings and their environments

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

HUMAN DEVELOPMENT

• 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 CONCEPT OF INSAN & HUMAN BEINGS

✓ Human beings ➔ INSAN ??.
✓ In this course, insan is referred to as universal understandings of human-beings
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.

- 16th 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.
- 17th century: John Locke pointed the importance of human dignity; respects; > behavioural.
- Children, known as tabula rasa (blank slate); originally “pure”; started 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

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**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

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**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 vs nurture

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**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*

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**Darwin claimed that at the early stage (prenatal) some species are similar**

- He concluded that all species including human beings have the same ancestors
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- This has created debates and finally proven to be false

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**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

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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:
"Dan sesungguhnya Kami telah menciptakan manusia dari (saripati) tanah. Kemudian Kami jadikan (saritanah) itu airmani yang tersimpan dalam tempat yang kukuh (rahim). Lalu kami jadikan air mani itu segumpal darah, lalu gumpalan darah itu Kami jadikan segumpal daging, dan Kami jadikan gumpalan daging itu tulang belulang, lalu kami lapisi tulang belulang itu dengan daging. Kemudian Kami bentuk ia menjadi makhluk yang lain. Maha Suci Allah, sebaik-baik pencipta"

• Roh = it’s God’s business;
• Nafsu – bases for the reality of humanbeings – 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 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

• 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