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Holistic Education Model: A key for child development

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Abstract

This conceptual paper aim to develop newly generation with the innovate designs. This study offered Holistic Educational Model (HEM) with the Islamic perspective. It suggests that the ultimate components of child psyche development that lead to well and superior performance in a society. The main objective of this study is to investigate the western and Islamic literature to design the proposed model. This study also investigates that how proposed model can reduce negative behavior of children. The literature revealed that children behavior and development is the main indication for the society. It shows that child development is the important factor for present society.

Keywords: Holistic education, Child behavior development, Society behavior development.

Modelo de Educación Holística: una clave para el desarrollo infantil

Resumen

Este documento conceptual tiene como objetivo desarrollar la nueva generación con diseños innovadores. Este estudio ofreció un modelo educativo holístico (HEM) con la perspectiva islámica. Sugiere que los componentes finales del desarrollo de la psique infantil conducen a un desempeño bueno y superior en una sociedad. El objetivo principal de este estudio es investigar la literatura occidental e islámica para diseñar el modelo propuesto. Este estudio también investigó cómo el modelo propuesto puede reducir el comportamiento

negativo de los niños. La literatura ha revelado que el comportamiento y el desarrollo de los niños es un indicador importante para la sociedad. Muestra que el desarrollo infantil es un factor importante para la sociedad actual.

Palabras clave: Educación holística, Desarrollo del comportamiento infantil, Desarrollo del comportamiento de la sociedad.

1. INTRODUCTION

Child development is regarded as one of the most important factor in society. Literature shows that the development of society rely on individual's decent behavior (SHARMA, 2017) in result, the decent behavior depends on quality education. With this regard, (HUMPHREY, CURRAN, MORRIS, FARRELL, & WOODS, 2007) mention that quality education is required for human development. Likewise, Nelson Mandela mentioned that "Education is the most powerful weapon which you can use to change the world." On the base of human development UN Sustainable Development Goals (SDGs) focus on quality of education to educate the children for developed society.

In the present scenario, numerous scholars' point of view that children are nursery of the society that will play a better role for society development. The development of educated young children such as the social, physical, emotional, moral and mental has a direct effect on their overall development (KUMAR, 1997). Moreover, on the base of child development psychologist mention that child

development fully depended on develop teacher which play vital role in child development (RAZA, 2017). In this regard, the academic literature has provided ample support for the three basic qualities of best teacher which is necessary for student's development. These qualities are 1) psychological traits 2) teaching competencies and 3) training programs for teacher (HANSEN & FELDHUSEN, 1994). That is why, in the age of eighteenth-century Benjamin Franklin documented that trained teacher need quality education for child development.

On other hand, the development of the teachers relies on the development of teacher's psychology (HANSEN & FELDHUSEN, 1994). Teacher's psychology paly important role for mankind development in society (OTHMAN, 2017). In the philosophical perspective, Psychology has two type for the development of psychology, Western and Islamic psychology (ROTHMAN & COYLE, 2018) Western psychologist view relies on their believed and research on the subject matter (OTHMAN, 2017). While Islamic psychology based on Al-Quran and Sunnah which Lord Almighty reveal on Holy Prophet Muhammad (PBUH) (YUSOFF, MAZWATI, PREECE, & HAMZAH, 2018).

Moreover, one of the Western psychologist William Stern introduced in 1912 Intelligence Quotient (IQ) (Bhootrani & Junejo, 2016) his study mention that IQ (rational education) such as knowledge, skill and ability is the basic employee/ teacher development (Veingerl Čič, Mulej, & Šarotar Žižek, 2018) for child.

While, GOLEMAN (1998) claimed that IQ is a not a strong predictor of development because presentation in their professional life and it a weak indicator of managing with challenges in daily life. FREUD (1904) maintained that emotion quotient (EQ) is one of the main process in the psychology mental processes. While intelligence quotient (IQ) is the secondary (ARSHAD, SHABBIR, MAHMOOD, SULAIMAN, & KHAN, 2019).

Furthermore, the William Stern and Goleman focused on IQ and EQ training, but both psychologists overlooked spiritual quotient (SQ) (MAHMOOD, ARSHAD, AHMED, & AKHTAR, 2016; KING, 2009; RONEL & GAN, 2008). Because SQ practices increases in human attitude motivation, loyalty, self-awareness and improves human behavior such as their commitment, sustainability and learning (ZOHAR, 1997) Moreover, SQ supports the teacher's positive change behavior, decision, self-control, flexibility, power and judgement and enhances their profession success in their objective (AHMED, ARSHAD, MAHMOOD, & AKHTAR, 2016).

Moreover, Islamic psychologist view relay on the Al-Qur'an psychology (YUSOFF, MAZWATI, PREECE, & HAMZAH, 2018). Islamic psychology discusses the way of life and it is focusing humanity not only for Muslim. Lord Almighty mention in Al-Quran (21:107) that you "Prophet (PBUH)" "And We sent not you, but a mercy for all worlds". Because Quranic teaching objective to regulate human behavior (RAFIKI & WAHAB, 2014) Holy Prophet said in the "Hadith Musnad Ahmad 8595" that "I Muhammad (PBUH) have only

been sent to complete good manners”, to improve the mankind behavior/ action.

Islamic psychology objective to improve the human personality (AHMED, ARSHAD, MAHMOOD, & AKHTAR, 2019; SADIQ, 2019) and motivate them for decent behavior such as morality, social, knowledgeable and physical development (HASHIM, 1999; HASSAN & JAMALUDIN, 2010). These characters improve the human behavior/ action (SADIQ, 2019).

On the base of man’s action, Muslim scholar define soul into four different categories such as Desire soul, Reproachful soul, inspired soul and tranquil soul (Fig 1). However, desired soul is the evil soul that is cause of the indecent behavior and tranquil soul is the highest level of soul which is the cause of the highest decent behaviour that has most consciousness or educated soul and control over actions/behaviour which rely on the purity of one’s spirit or education/ awareness (BRIKI & AMARA, 2018; HANEFAR, SA’ARI, & SIRAJ, 2016; HAQUE, 2004)

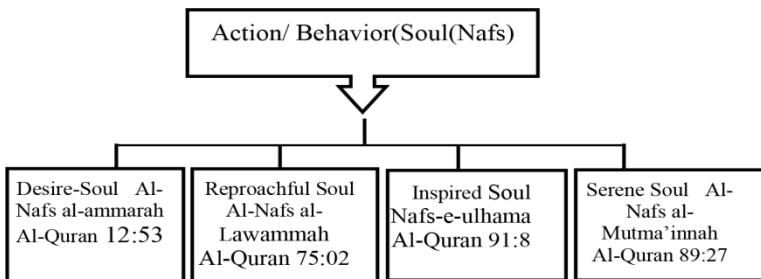


Figure 1: Type of soul

According to, Imam Al-Ghazli the awareness of the mankind (soul) (EBRAHIMI, 2017) to know his creator, Lord Almighty. This awareness converts Desire soul, and Reproachful soul, to tranquil soul. For this purpose, The Allah Almighty revealed the Holy Messengers to teach them Their Holy books and give the Knowledge as mention in Holy Book Al-Quran “And verily, We gave Moses the Book and after him send Messengers one after another, repeatedly, and gave clear signs to Essa son of Maryam and helped him with the Holy Spirit....”(AL-QURAN, 2:87).

Additionally, Al-Quran mention in the surah Al-Imran

Undoubtedly, Allah did a great favour to the Muslims that in them from among themselves sent a Messenger who recites unto them His signs and purifies them and teaches them the Book and wisdom, and necessarily before that they were certainly in apparent error.(3:164) similarly in surah Al-Baqarah

O Our Lord, and send in them a messenger from among themselves, who may recite to them Your signs and teach them Your Book and wise knowledge and may purify them well. Surely, You are alone the Predominant, the WISE. (2:129)

Lord Almighty send the Prophet Muhammad (PBUH) is the Messenger/ teacher to the humanity (SHAH, 2007) to Recite the Verse of the Holy Quran. Teach the Quran, Teach the Wisdom and to purify the mankind.

However, teaching of the Holy Quran delivers to the human soul direction and complete code of life (KHAN, ARSHAD, & KHAN, 2018) as well as, provide the wisdom and awareness (knowledge and reflecting to inner life (soul) of mankind (BRIKI AND

AMARA 2017) and it give power to spirit (HART ET AL., 2016).Therefore, spirit/rooh is the force which control the soul/Nafs (ABU-RAIYA 2012, HANEFAR, SA'ARI ET AL. 2016) however, spirit is the main source of human attitude as (EBRAHIMI 2017) also admit and point out that the well behave mankind depend on the human being spirit (BABANE & CHAUKE, 2015).

Nevertheless, Islamic psychology not only discuss mankind behavior, (AHMED, ARSHAD, MAHMOOD, & AKHTAR, 2017; Othman, 2017). It also focused on the human spirituality, Islamic teaching focusing to increase the spirituality which educate the mankind and develop their behavior and as well as society. Moreover, Muslim psychologist view that individual behavioral/action development need to develop their SQ (spiritual) EQ (emotional) and IQ (rational), (BRIKI & AMARA, 2017; HANEFAR, SA'ARI, & SIRAJ, 2016; HAQUE, 2004). SIMILARLY, KHAN & KHAN, (2011). Further PLUTA, RUDAWSKA, MAGALA, & MAGALA, (2016) argue that, mankind behavioral development depended on their SQ, EQ and as well as IQ. In the view of AHMED ET AL. (2019)SQ as the ability to resolve in daily life problems and provide the capability or awareness as the emotional and mental developments which improve the Individual's behavior action. (AHMED ET AL., 2019; EBRAHIMI, 2017; HANEFAR, ET,AL., 2016; HAQUE, 2004; HASHIM, 2009).

According to, Surah Al-Baqarah mentioned that "As We sent in you Messenger from among you that he recites our signs to you and purifies you and teaches you the Book and mature knowledge and teaches you that which you did not know."(AL-QURAN, 2:151). Like the same

context The Holy book Al-Quran mentioned in different places (2:129; 3:164; 6:48) it means to purify them self and get awareness, wisdom about our life. In addition, the outstanding awareness increase the spirituality which mention in the Holy books (BRIKI AND AMARA 2017) Al-Quran say's in Surah An-Nisaa "... And Allah has sent down to you the Book and Wisdom and has taught to you what you did not know and great is the grace of Allah upon you" (4:113). The Holy book provides knowledge of life before and after the death (MURTAZA ET AL., 2016) Similarly, Allah Almighty address to (mankind) creature, how and who created human and their objective for creating in the world (SHARAF, 2009). And demand him to obey the Holy books because this faith and belief create the (Taqlid) Obligation (HAMAZA, 2007) which generate the ability and enhance in the mankind soul/inner life (BRIKI AND AMARA 2017, SARIF 2017). Moreover, the awareness of the soul increase the spirituality which is ultimate intelligence, according to, ZOHAR, MARSHALL ET AL. (2000) reported that "Intelligence with which we access our deepest meanings, values, purposes, and highest motivations." Similarly, awareness of the inner life (HASHIM (2009), it is the spiritual Intelligence (ZOHAR, 2012)P.169. Spiritual intelligence is the ultimate intelligence (ZOHAR 2012) P.4. According to AHMED, ARSHAD ET AL. (2016) spiritual employees have extra positive, commitment, productive, critical, cooperative, and use their ability within the nation/state. Consequently, spirituality is the ultimate components (MAHMOOD, AND ARSHAD ET AL. 2016; MAHMOOD, ARSHAD, AHMED, AKHTAR, & KHAN, 2018; ZOHAR, MARSHALL, & MARSHALL, 2000).

Moreover, educated soul/teacher play positive role for the development. In this context scholar (HAMZAH, 2019) existent “schema development process” this model motivated soul of the human being, which is related to the educational psychology, because, educational psychology develops the child soul. Educational psychology develop the human being and stop the indecent behavior (FERRELL AND FRAEDRICH 2015) such as ambiguity, doubt, prejudice, knowledge, dishonesty, disloyalty all evils’ act (ABUZNAID 2009).

Furthermore, indecent behavior of the mankind make society unprogressive. For this purpose, this study proposed Holistic (SQ, EQ & IQ) Educational Model (HEM) from Islamic psychology perspective (Fig.2) to develop the teacher spirituality which will help to develop child spiritual education that can motivate inner self or Soul and develop the child morality, loyalty, social interaction, Sincerity, trustfulness and honesty, which increase their responsibility and enhancement (ASHMOS AND DUCHON 2000), that behavior play significant role in the child development.

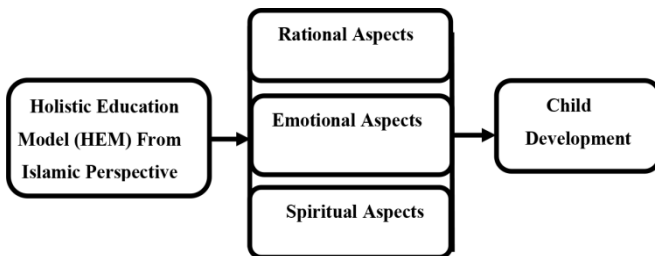


Figure 2: Holistic Education Model (HEM) from Islamic Perspective

2. CONCLUSION

This study conclusion discusses the effect of Holistic Educational Model (HEM) from Islamic psychology Perspective, to develop spiritual education in the child psychology. According to scientific consensus the child activity relies on their attitude/psyche, which played important role in the child development. In this regard, this paper proposes that Spiritual Education is the ultimate component of the Child development that increase morality, loyalty, social interaction, Sincerity, trustfulness and honesty, which develop in their attitude and personality that enhance the responsibility. This is one of the pioneer studies that seeks to shed light on spiritual education for best performance of the child development.

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