



The Relationship of the Concept of Humanity Munif Chatib and Educational Psychology

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Abstract. The humanistic concept in education aims to lead human beings to live with respect for one another. This study describes and also analyzes the concept of humanistic education for Munif Shatib and its relationship to educational psychology. This study uses a qualitative descriptive approach with the library research model. The results show that the humanistic concept is closely related to educational psychology because the humanistic concept encourages the improvement of the quality of human beings by appreciating the positive potential that exists in each human being.

Keywords: the human concept · Munif Chatib · educational psychology

1 Introduction

1.1 The Concept of Humanity

Humanity is the sending of human beings to find perfection by recognizing the unity of humanity's dimensions: the body, the soul, the mind, the feelings, and the consciousness of his freedom as the human being to choose and act [1]. Humanity is the imparting of human behavior to each other that always respects dignity and status, for the benefit of themselves and others in a way that shows respect and personal value, and gives others a sense of trust, respect, peace, and prosperity of life [2]. Humanity is an understanding that aims to revive the human sense and ambition for a good social life. The Indonesian dictionary also mentions that humanity is an idea to revive the human sense and ambition for a better social life [3].

1.2 Educational Psychology

The psychology of Kaki and Berliner, 1992 is the study of psychological symptoms and human behavior in their interaction with the environment, individually and collectively. Educational psychology, according to Walbrick and Hertel 1992 as conveyed by Lee Crosley, 2010 is a scientific system that links education and psychology. It is not only about scientific research in different aspects of the dimensions of teaching and learning but also about how to apply these psychological principles in the context of education to improve the quality of teaching and learning. Meanwhile, Centric said, in 2014 that

educational psychology is a branch that specializes in understanding learning in a learning environment. Duquesne and Mug Mogg, 2016 stated that educational psychology is a branch of psychology that studies students' conditions and their effects on the learning process. It means that educational psychology can play a role in creating several some money effective teaching methods. It can say that educational psychology emphasizes the process of teaching and learning and the factors that affect them internally and externally [4].

1.3 The Relationship Between the Concept of Humanity and Educational Psychology

The human concept has a close relationship with educational psychology because the human concept encourages the improvement of the quality of human beings by appreciating the positive potential that exists in every human being. Besides the variables of the age [5] and its requirements, the educational process is always changing with changes in educational strategies from time to time [6].

Applying humanistic theory in the learning process can help teachers provide good service to students Because this theory allows students to develop their potential optimally and Provide opportunities for students to do positive things. The ability to do positive things is called human potential. Humanistic teachers can show ways to build warm relationships with each other and teach ways of belief, acceptance, perception of other feelings, interpersonal honesty, and other social knowledge. In addition to emphasizing human relationships, educate Cognitive skills and social relations are also taught [7].

1.4 Previous Studies

The researcher Mohammed Darwish conducted research on the human psyche entitled "The concept of the human soul in modern educational thought and one of the most important results of the research was the development of the concept of the human soul and was influenced by the advent of Islam, so the psychological origins of education began to shift radically in a new direction related to both the individual and society and connected to the very idea of God [8].

One of the studies that dealt with the concept of humanity and educational psychology was the study carried out by Fadhel Hekmwani entitled "The Direction of the Philosophy of Education on the Psychology of Human Educational Psychology where I came up with the philosophy of human psychology education, the philosophy of education, which considers that education is a process of humanizing students so that they can develop themselves and realize themselves with all the original possibilities within them.

There are studies carried out by researchers on the concept of humanity and educational psychology. Noor Al-Dina presented research entitled "The concept of humanity Munif Khatib and its relationship to Islamic education" and concluded conclusions, the most important of which is that the concept of humanity from the eyes of Munif Khatib has to do with Islamic education. Which human beings born in a natural state, establish human schools, interpret the abilities of children as widely as the ocean, and provide the right to a proper education. Children's intelligence is very wide, as is the duty of parents,

Teachers, and the government to appreciate Imam_Junaidi2022 and direct children's intelligence better so that children can easily find the best results [9].

After studying this research, the researchers tried to discuss the relationship between the concept of humanity Munif Khatib and the science of educational nephrology and hope to obtain the necessary knowledge from him.

1.5 The Truth of Man in Education

Education cannot be separated from the nature of the human element. Founded on two main ideas about human nature, the idealism of idealism and the idea of materialism, H.A.R. Tilar, and Nugroho concluded that human nature has many important points about human nature. Of which [10]: humans are the only creatures that can perceive a different humanity than animals because humans need education; humans are animals, and humans can learn or develop; humans are social creatures. Although the animals in their group also know social life, unlike humans, who can recognize both good and bad moral values.

Human education can lead human beings to important developments in finding, developing, and achieving the perfection of their humanity. All learning content, the information provided and the learning process become a means that challenges the body, mind, soul, and feelings and finds a balanced dynamic [1].

The insight to humanize human beings or humanism in education carries the principle of empowering every human being as an individual free to develop his potential, meaning that education is held to manage and develop human beings until they become perfect human beings according to the nature of their innate.

Humanistic education seeks to achieve harmony between spirit and body to achieve virtue. The perfection of the soul and body will be shaped by the manifestation of important aspects, namely mentality and spirituality. In other words, educational efforts are directed towards personality development that includes thinking, karst, and septa. That is the pattern of individual human development.

2 Method

Type this research as a literature review [11]. Content analysis theory and psychoeducational theory reveal the concentration and objectives of education appropriate to analyze the humanistic pedagogical approach when Munif Shatib thinks on a multi-intelligence basis. The methodology of this research is a qualitative descriptive used to find and express Munif Chatib's ideas about the humanistic theory and its relationship to educational psychology.

Data sources consist of primary and secondary. The primary data source is a book by Munif Shatib related to this research. Secondary data sources are books, articles, and other references that drive this research. The data was collected by documentation, /and then analyzed using a suitable content analysis method to obtain a clear and comprehensive picture of Munif Shatib's ideas. Analyze data by collecting evidence, reducing data, and presenting data and conclusions.

3 Results and Discussion

3.1 Biography of Munif Chatib

Munif Chatib was born in Surabaya on 5 July 1969. His study journey began with studying law at the University of Prawigia. He is not interested in the field but is interested in education. Therefore, before graduating from education at a university, he was an assistant teacher at the University of Sidoaragua in East Javanese. In addition, Jakarta State University also asked him to teach at the Faculty of Social Sciences and Politics. In 1998–1999 he graduated from distance learning studies at Distance Learning in Super-camp Oceanside, California. UAS led by Bobbi DePorter and received the fifth degree out of 73 graduates. His thesis entitled *Islamic Quantitative Learning* was shocking and became one of the most sought-after references in 2009. He studied at the United Nations University and specialized in early childhood education.

Munif Chatib has produced countless memories, including “The School of Humans: Schools Based on Multiple Intelligences in Indonesia. Human Teachers: Making All Children Distinguished and All Children a Hero”, *Human Parents: Raising Potential and Intelligence by Respecting Every Child’s Instincts*,” “Human Class: Maximizing the Function of the Learning Brain by Managing the Classroom Presentation,” “A School for Children’s Heroes Based on Multiple Intelligences and Fair Education” and other memories written in the form of essays and implemented on research.

3.2 Discussion of the Humanist Theory of the Thought of Munif Chatib

Munif Chatib is known in Indonesia as an educational figure who focuses on Gardner’s theory of multiple intelligences, inspiring people to appreciate the intelligence of each child. That is driven by killing the existing potential of children. In society, he explained that children’s intelligence is diverse, not just good at mathematics, which is called intelligence.

Education leads to respect for the intelligence of each child, which in the distraction can create a human relationship between teachers and students. Thus, education can develop all forms of potential children have to stimulate their intelligence further.

The humanist theory developed by Munif Chatib is based on pluralistic intelligence described in several terms: human parents, human schools, and human teachers. The three theories look at the level of nature, the nature of parents, schools, and teachers towards children, and the diversity of intelligence that children possess. The following is Munif Chatib’s opinion on these three matters.

The Parents’ People. Munif Chatib’s term “human fathers” as an interpretation of fathers should be understood by children. Children are born with a divine nature that brings good behavior. Children as an exceptional work of Allah the Almighty, which is very certain that Allah never creates a product that fails. The two boys have to take care of the children and teach them honestly and in different ways so that the children remain brilliant children. Every child has a treasure inside. Parents have to find and preserve them. The treasure trove of the child is the multiple intelligences. These cognitive, emotional, and psychomotor bits of intelligence can create the power of positive thinking and human values according to nature and produce useful work [12].

School of Man. The truth of the school is the appreciation of each student's intelligence. Anyone and whatever the status of students can be accepted by the school. Learners are not robots who carry a heavy burden that can kill their intelligence. Inputs are not the main focus, and the quality of the process takes precedence over the output. Education is not only about perception but also about building personality, so education becomes balanced and humane [13].

The Teacher Is a Human Being. The teacher is a professional and an element of a nation in building human schools. In this case, the teacher focuses perfectly on the students and their intelligence. The maximum amount of data related to students can make it easier for teachers to enter their world. Human teachers broadly perceive students as having abilities, and every child is a hero. In addition, teachers can teach with heart and fun to students.

The humanist theory described by Munif Shatib makes education more humane. That is evident from his point of view about the multiple intelligences of children that must be respected. Munif Shatib's point of view resulted in three debates: human beings as God's creatures, the just education that humanizes human beings, and finding the best conditions for the final result.

Humans Are GOD's Creatures [14]. Human beings are God's fullest creatures and are armed by nature. One of their nature is multiple intelligences whose development depends on stimuli, the formation of the environment, and its evolution. Thus, education can be optimal depending on parents, schools, and the environment that captures the potential and intelligence of students born from birth.

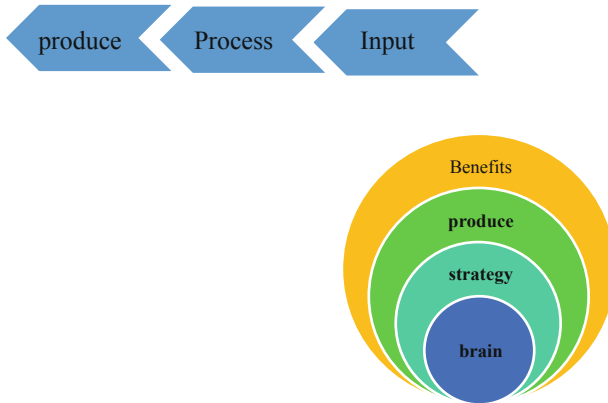
Parents and teachers are pioneers in developing children's intelligence, mainly in families and schools. Every parent and teacher needs to see and believe that children have a good nature because children are not failed products created by God. Parents and teachers can provide the appropriate motivation that corresponds to the child's intelligence so that the child's potential continues to develop because the child is born intelligent and heroic.

In addition, parents and teachers view children as having broad abilities, such as the ocean. It is normal for the possibilities and abilities of children to vary. Therefore, children are rich in one area because they can have a negative impact.

Teaching Justice That Humanizes Human Beings. The school with the highest score in the eyes of Munib Chatib is a school that accepts all the advantages and disadvantages of its students regardless of the economic status of the families of students and children with cognitive, emotional, or psychomotor problems. Thus, the opportunity to receive an education applies to every child without exception. Education based on multiple intelligences is to improve the quality of all Indonesian people.

Find The Best-Case Final Result. In developing the multi-intelligence school model, Munif Chatib focuses more on the quality of the teaching process than on accepting new students with an unfair system, and the teaching process will be directed at "not the size of the child's intelligence, but how the child becomes intelligent."

Munif Chatib gives the characteristics of human schools that are divided into three, which are inputs, processes, and outputs (result/production). If the learning process



Picture 1 .

aligns with the child's learning style, the lesson points will easily be stored for a long time. Having classroom maps based on learning styles will help teachers with greater thanksgiving in finding and developing appropriate learning strategies according to children's learning patterns. The human school in operation includes four components: brain, strategy, product, and utility (Picture 1).

3.3 The Importance of the Humanistic Theory of Munif Shatib in Educational Psychology

The ideas of Munif Shatib are related to this humanist theory and educational psychology. The Athenian theory confirms Munif Shetib's realization that every child has potential and intelligence. Education is important in developing children's intelligence by paying attention to the wealth of these multiple intelligences. This view is closely related to the theory in educational psychology. Educational psychology focuses on psycho-human development as it relates to education.

In addition, some of Munif Chatayeb's Avensian theories relevant to educational psychology are:

Theory of Human Nature. In this theory, Munif Shatib saw that every child is born by nature with intelligence given by Allah the Almighty as a perfect being. A child's intelligence becomes an important asset that must be developed. To develop intelligence, parents need a supportive environment, including education. Thus, education plays an important role in the development of children's intelligence. Education is based on the awareness that children are born armed with goodness and intelligence so that education can be done humanely.

The ideas of Munif Shatib are related to educational psychology. In educational psychology, instinct is seen as a physical and spiritual potential that man can develop. Developing this education is a means of improving ability, potential, and intelligence.

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