A REFLECTION OF A LOOK AHEAD TO

A REFLECTION OF 2022, A LOOK AHEAD TO 2023

UIN SUNAN AMPEL S U R A B A Y A

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

A REFLECTION OF 2022 A LOOK AHEAD TO 2023

Editor: Diah Karmiyati

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

Copyright ©2023, Bildung, Direktorat Program Pascasarjana UMM All rights reserved

A REFLECTION OF 2022, A LOOK AHEAD TO 2023

Diah Karmiyati [Editor]

Desain Sampul: Ruhtata Lay out/tata letak Isi: Tim Penerbit

Perpustakaan Nasional: Katalog Dalam Terbitan (KDT) A Reflection Of 2022, A Look Ahead To 2023/Diah Karmiyati, editor/Yogyakarta: CV. Bildung Nusantara, 2022

xii + 534 halaman; 15,5 x 23 cm ISBN: 978-623-8091-18-8

Cetakan Pertama: 2023

Penerbit: BILDUNG

Jl. Raya Pleret KM 2 Banguntapan Bantul Yogyakarta 55791 Telpn: +6281227475754 (HP/WA) Email: bildungpustakautama@gmail.com Website: www.penerbitbildung.com

Anggota IKAPI

Bekerja sama dengan Direktorat Program Pascasarjana Universitas Muhammadiyah Malang

Hak cipta dilindungi oleh undang-undang. Dilarang mengutip atau memperbanyak sebagian atau seluruh isi buku tanpa seizin tertulis dari Penerbit dan Penulis

Preferance

The year 2022 is the year we all bounce back from a pandemic. We've seen restrictions lifted all around the world and Indonesia so we are slowly back to life before the pandemic. A lot of events are happening globally such as natural disasters, wars that continue between Ukraine and Russia, G-20 meetings, and World Cup 2022. As I am writing this in December, it is only fitting to reflect on what we have accomplished since January 2022. As a nation, our president announced that he will stop our exports of raw nickel to the EU, and this is a bold move. As an academician, we have been working hard to do our research and get published, let's celebrate regardless of our number of publications. As a person, we have managed to keep our interpersonal and intrapersonal relationships in check, so we must be grateful. As an entity, our workplace has also achieved numerous accomplishments that we are proud of.

When we read or see tons of information on the internet, it is very difficult to digest and sorts the correct and useful information. If we are aware, there are many videos that talk about a recession in 2023, that state there will be an economic crisis, so we need to prepare for it or otherwise, we are doomed. Sometimes it is good to see such videos to prepare but sometimes it is also overwhelming.

As a country with five major religions, and our first Pancasila stated to "Believed in God", the construction of spirituality is very important. Spirituality comes from within us and we have a higher calling to do what's good, what's moral, and what's not from our belief system. For instance, if we are Muslims, we are obliged to do five times prayer and not eat pork as it is considered haram. By standing on these main principles of being a Muslim, we are keen on walking ahead to face whatever God has planned for us. it is necessary for us to have a strong principle at heart that is based on our belief system. When we possess a strong spirituality, we have a tendency to be kind to other people. Kindness is the basis of practicing humanity. When we are not judging why someone does what they do, but rather inquire why we value them as a human. Therefore, we practice humanity.

To face 2023, we do not need to be fully equipped with millions of savings, although that can be an advantage. As such knowledge is given to us, to help us, we are human and need to construct our

A Reflection of 2022, A Look Ahead to 2023 |

spirituality and humanity so that we won't be lost in the uncertainty. We stand by our principle to face a fast-changing and uncertain world. We will be far more ready to accept anything given by God by instilling what we had all along, our belief and our ability to be kind.

> Malang, December,2022 Diah Karmiyati



Editor: Diah Karmiyati

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

Table of Contents

Preferancev		
Table of Contents vii		
1.	Teacher's Directive Speech Actions in the Teaching and Learning Process at Mulya Jasa Kindergarten Gowa Distrits Abd. Rahman Rahim et al	
2.	Considering Children's Rights in the Constitutional Perspective Abustan	
3.	Plantation Industry Waste Back to Sustainable Agriculture Agus Sutanto et al	
4.	Potential of Paddy Straw as Poultry Feed Ali Mursyid Wahyu Mulyono27	
5.	Considerations To Exit Quantitative Easing In Indonesia Amanah Abdulkadir	
6.	Optimizing Women Leadership and the Role of Women in Coming to the Era of Society 5.0 in Indonesia Andiwi Mefilina	
7.	Ibn Sina's Thought on Human Being: An Account on Philosophy of Islamic Education Arba'iyah Yusuf & Muh. Tajab46	
8.	Civic Education the Context of Developing Digital Literacy for Global Citizens Ardhana Januar Mahardhani & Rudi Ruhardi53	
9.	Effective Public Relations Model Edward L. Bernays Perspektive Badrut Tamam	
10.	Virtual Museum in Communication Museum Perspective (National Sports Museum Study Case) Ciwuk Musiana Yudhawasthi	

A Reflection of 2022, A Look Ahead to 2023 |

11. Online Bipa Learning For Sepama Teachers (Musa Asiah Integrated School) Cambodia Dewi Kusumaningsih et al
12. Analysis of Mathematical Connection Ability Based on Spatial Visualization of Cartesian Coordinates at SMPN 21 Pontianak Dewi Risalah
13. The Effect of Leadership Style on Motivation and Employee Performance Dian Sudiantini et al
14. Islamic Corporate Governance Reduces Islamic Bank Fraud? Early Ridho Kismawadi
15. Study about the Reporting of Muslims through the International News Agency on the Waspada and Kompas Daily.
Effiati Juliana Hasibuan et al
16. Bibliometric Analysis and Curriculum Mapping Elihamid
17. The Analysis of Teacher Competency in the Era of Society 5.0 Emilda Sulasmi
18. Exposure of Infrared Rays to the Growth of <i>Escherichia Coli Causes Diarrhea</i> Emillia Devi Dwi Rianti et al
19. Some Issues on Value Chain Networks for Developing Sorghum Entrepreneurs Endang Noerhartati
20. The Analysis of Visual Learner Based Personalized of the Students' Reading Comprehension Eny Syatriana et al
21. Impact of Perceived Usefulness, Ease of Use, Enjoyment on Repurchase Interest in Industry 4.0 and Society 5.0 Erminati Pancaningrum

22. The Humanist Side In The Settlement Of Child Crime
Farhana
23. Language Shift among Madurese Speakers in Madura Island – Indonesia: A Case at a Village in Bangkalan
Fauzan
24. Counseling, Solution for Stunting Manifestations In Teeth
and Mouth Fitriyanti Fitriyanti199
25. Legal Protection of Women in the Distribution of Goni-Gin
Assets Hamdan Azhar Siregar & Otom Mustomi
26. Asian University Collaborative Learning in Credit Transfer
in Professional Teacher Education Program: A Solution of Asian Quality of Teacher Education
Hasanuddin Fatsah
27. Optimization of Gluten-Free Products Using Expert Design Methods in the Green Food Industry
Hasnelly et al
28. Child Witness in Indonesia Criminal Courts: Efforts To
Protect the Law in A Humanistic Way
Ika Dewi Sartika Saimima239
29. Managing Human Resources in a Digital Culture
Ika Nurul Qomari & Mohd Shamsuri Md Saad
30. City Branding as a Tourism Attraction Strategy
Indah Fatmawati
31. Case Studies in Islamic Religious Education Learning (Pendidikan Agama Islam/PAI) in Era 5.0: Gender, Disability
and Social Inclusion (GEDSI)
Islamiyatur Rokhmah

A Reflection of 2022, A Look Ahead to 2023

32. Disposition Of Prospective Elementary School Teachers In Mathematics Problem Solving Strategies, Critical Thinking Review
Kartinah & Fine Reffiane
33. The Role of Disclosure Language Towards Brand Awareness, Consumer Attitudes, and Purchase Intention on Advertising Posts in Instagram
Kristiningsih & Rica Sih Wuryaningrum
34. Challenges of 5.0 Era for Palm Oil Human Resources Lili Dahliani & Harries Marithasari
35. Product Testing of Android-based Artificial Intelligence Applications Using Standard ISO/IEC 25010
Liza Efriyanti
36. Modernization of the Food Sector Towards Sustainability Amongst Sabah's Community During Covid-19 Pandemic Mansoor Abdul Hamid
37. Project-Based Learning during the COVID-19 Pandemic towards the Learning Outcomes of Nutrition Science of Students of Biology Teacher Candidates Mia Nurkanti & Fitri Aryanti
38. Need for Achievement (<i>N</i> - <i>Ach</i>) & Creative Economic Performance of Coastal Communities of Bengkulu City Mochamad Ridwan
39. Tracking Disaster Mitigation Behavior Based on Local Wisdom in Menawan Village Mochamad Widjanarko et al
40. Driving the Youth's Idealism to Focus
on Social Entrepreneurship Muhamad Ahsan
41. Developing Critical Thinking Skills: An Analysis Study for
Science Learning Muhammad Minan Chusni

42. Cultural And Social Understanding In The Digital Literacy And Its Role In English Literature
Mutmainnah Mustofa
43. Assessment Strategy to Rectify Efl Students' Performance: A Need Analysis
Nirwanto Maruf & Adimawati Helingo
44. Challenges and Problems Adult Learning Community Paradigm in Era 5.0
Nur Ida
45. Transnational Coalition Building and Global Feminist Solidarity in Millennial Society 5.0 Era
Nurul Azizah
46. Sustainable Engineering of Food Industry Liquid Waste
Treatment Systems Containing High Organic Load Nyimas Yanqoritha
47. Strengthening Women's Role and Participation in Village and Community Development 5.0
Oktiva Anggraini
48. GIS As a Tool in Hydrometeorological Disaster Mitigation Policy in Society 5.0
Retno Nalarsih et al
49. Understanding the Character of Pancasila in Efforts to form a Drugs-free Young Generation
Ronggo Warsito et al
50. TPACK Model Based Instruction: Exploring Learning Needs for Writing Class Through the Lens of Lecturers
Salasiah Ammade & Khairil
51. Kyai's Interaction with the Digital World in the Era of Society 5.0
Sholahuddin Al Ayubi
52. Society Era 5.0 in The Perspevtive of Science Learning
Suciati

A Reflection of 2022, A Look Ahead to 2023 |

53.	(In)directness of Kindergarten Teachers' Directive Speech Acts in the Teaching Learning Process in Yogyakarta: A Classroom Parenting
	Surono
54.	The Principal's Role as Supervisor In Improving the Quality of Learning
	Tri Yuni Hendrowati
55.	Legal Aspects of Provision of Subsidies from the Government to the People Due to the Increase in Fuel Oil
	Try Widiyono
56.	Increase of Fuel Price in Perspective of Pancasila Law State Untoro
57.	The Needs of Toileting Instrumental for Post-Operative Hip Fracture Patients
	Wantonoro
58.	Achieve Marketing Strategies in Society 5.0 Era by Understanding Consumer Behavior Offline vs Online Wiwik Maryati
59.	The Benefit of Comparative Literature in BIPA Learning Yulianeta
60.	Marketing Mix in Toursim Zakiyah Zahara
61.	Parental Learning Strategies in Developing Children's Creativity during School Holidays due to the Covid-19 with Jakarta Walking Tour Activities. Zulfitria et al

Ibn Sina's Thought on Human Being: An Account on Philosophy of Islamic Education

Arba'iyah Yusuf¹,Muh. Tajab²

Introduction

Ibn Sina's notion of the human being must be discussed, because the notion of the human being provide an entry to discussion of the philosophy of Islamic Education. This article discusses two aspects: human existence and the elements of the human being. The former presents the idea of human existence in relation to the Creator, while the letter presents Ibn Sina's view on the human body and human soul.

Discussion Human existence

The concept of existence has always been very important for three groups: theologians [1], philosophers, and mystics or sufis. All three groups discuss both the existence of God and the existence of the universe. For understanding Ibn Sina's view on human existence, his views on God's existence cannot be neglected, for, to him as to other philosophers, al-Farabi for example, God is the giver of existence. According to Ibn Sina, as Fazlur Rahman explains "the sole principle of individual existence is God- the giver of existence; matter is the occasional cause of existence, supplying external attribute of multiplicity [2]." "God is unique in that he is the necessary being; everything else is contingent in itself and depends for its existence upon God" Ibn Sina posits God's existence as necessary, and explains that human existence is the proof of His existence.

This position or view is as pointed out by Netton, by no means unique to Ibn Sina but also deployed by al-Farabi who was, indeed, its instigator, it rested upon the firm distinction that Ibn Sina made between that which is necessary and that which is possible or contingent. This is perhaps Ibn Sina's most famous proof and the one that had the most wide-ranging influence in both the east and the

¹ English Education Study Program, Faculty of Teacher Training and Education, Sunan Ampel State Islamic University Surabaya, arba.gusti@gmail.com

² Islamic Religious Education Masters Study Program, University of Muhammadiyah Ponorogo, muh.tajab@umpo.ac.id

west. It runs as follows: every being which exists can be classified as either necessary (wajib) or possible/contingent (mumkin). Possible being is define as that whose non-existence does not produce an impossibility. In other words, it does not have hypothetical nonexistence would result in an impossibility: that is, it must exist. Now it is in the nature of possible being that it is dependent or contingent. In view of the impossibility for Ibn Sina of an infinite regress of possible beings, the series of possible beings therefore originates from some being who owes his existence to himself and in whom, uniquely, essence, and existence are merged.

That necessary being is, of course, God himself [3]. God, therefore, is the first cause. This idea is elucidated by Ibn Sina [4] in terms of his theory of emanation, which seeks to explain "how the many are brought forth from the one who is the same time transcendent with respect to all multiplicity [5]." Ibn Sina's [6] cosmology and cosmonogy aim at depicting the continuity that exists between the principle and its manifestation [7].

The Elements of Human Beings

It is clear from Ibn Sina's idea of emanation that human beings are part of the world of generation and corruption which emanates from the tenth Intellect. Thus, the human being is part of creation and a "possible'being. The human being consists, according to Ibn Sina, of two elements, the body and the soul. In the words of Fazlur Rahman, "the soul is to the body as the pilot is to the ship ." The discussion of the two elements of the human being in this part will be followed by a discussion of the power possessed by human being to reach a position of perfection.

A. Body

Ibn Sina's view on the body may be studied with reference to his Metaphysics where he talks at length about the body in general. He also discusses the body, specifically that of the human being, in his discussion of psychology. The latter discussion will form part of the section on the soul.

Ibn Sina's basic view of the body is the following:

Substance which is body [jism], is a composite [murakkab] of matter [madda] and form [sura]. Accordingly, body is that substance [jauhar] into which one can place [numudan] a first longitude [i.e., a straight line] and another longitude in the figure of a cross [khalipa] such that the second intersect with the first without being inclined in a horizontal direction [8].

Thus, a body is such an entity that, if one posits a longitude on it, another longitude will be found intersecting it at a right angle, and a third longitude of these two lengths will stand as a perpendicular on the point of the previous intersection. Whatever can be placed under these three magnitudes in the aforesaid manner and is also a substance is called a body [9].

This basic conception of the body holds for kinds of body without any differentiation, given that the difference of bodies is based on form, not matter, and body itself is matter. The human body, according to Ibn Sina, plays the role of matter for the soul [10]. Under the influebce of Aristotle, Ibn Sina is also attracted to Plato's notion of the body as the prison of the soul. Ibn Sina holds that the study of man belongs, first of all, to the science of nature, since man's body as a living being is a natural phenomenon which is the object of this science. To Ibn Sina, " the sole principle of individual existence is God—the Giver of existence: matter is the occasional cause of the existence, supplying external attributes of multiplicity."

B. The Soul

It is said by B.C. Law in his writing "Avicenna and His Theory of the Soul",

According to Avicenna the soul has come down upon human life. It is radiant in its beauty and liveness, although it is invisible. As it resides in human body, it is tormented by griefs. The soul formally dwelt freely in the high abode, till at last it is encaged in human body. It seems that its coming down was necessary woe. God brought it low with a wise purpose unknown to men. Although human body retarded its onward movement and entangled it in the narrow cage of the body, after all it was a lightning-flash that brightly glowed upon human beings for a moment and then it was hidden, leaving no trace behind [11].

The above quotation shows that there is a close relationship between the existence of the body and the existence of the soul. Further, the human being can be called 'alive' when the soul comes down to the world and resides in the body. The soul itself is defined by Ibn Sina as the "the entelechy of a natural body possesing organs."

He also states that "the soul is not a mere mixture or harmony of the elements but something over and above it." Ibn Sina further asserts: 1. That soul is form in relation to body, which is matter. 2. That soul is a substance in the sense that it is immortal. As form, the soul is the perfection of the body, whereas the latter pint signifies that there is no relation between the soul and the body.

In characterizing the soul as the perfection of the human body, Ibn Sina describes several kinds of soul:

1) First, the vegetative soul is the first perfection of the organic natural body insofar as it reproduces, grows, and is nourished; 2) Second, the animal soul, which is the first perfection of the organic natural body insofar as it perceives particular and moves into its body according to the will; 3) Third, the human soul which is the first perfection of the organic natural body insofar as it commits acts of rational choice, deduction through opinion, and insofar as it invents art (industry) and perceives universal rational ideas.

According to the Jamalpur, the third kind (i.e., "the human soul which is the first perfection of the organic natural body insofar as it commits acts of rational choice...") refers to what is meant by the soul as the substance. This is the human soul as the immaterial, intellectual, individual substance which is the first perfection of the human body, yet is independent of the body. Ibn Sina [12] asserts that each soul possesses several powers of faculties which become the basis of differentiation between the three kinds of soul, i.e., the vegetative soul, the animal soul, and the rational soul. The following divisions will explain these faculties of the soul.

1. The vegetative soul

The vegetative soul is the first perfection of the organic natural body insofar as it reproduces, grows, and is nourished. In the view of Ibn Sina, the vegetative soul possesses three faculties, i.e., the faculty of reproduction, the faculty of nutrition, and the faculty of growth. The faculty of nutrition transmits food and replaces what has been dissolved with it. The faculty of growth increases the substance of the main structural organs in length, breadth, and depth, not haphazardly but in such a way that they can reach the utmost perfection of growth. The faculty of reproduction or the reproductive faculty takes from the body in which it resides a part which is potentially similar to bodies as such, generating and mixing it so as to render that part actually similar to the body (to which actually it had been only potetially similar). 49

2. The animal soul

The animal soul is "the first entelecy of a natural body possessing organs in so far as it perceives individuals and moves by volition." The animal soul, Ibn Sina says, has two chief faculties: 1) The motive faculty; and 2) The cognitive faculty. The motive faculty is of two kinds : the stimulative faculty and the efficient faculty [13]. The stimulative faculty is motive in so far as it gives an impulse. This faculty has two subdivisions: the faculty of dsire and the faculty of anger. The faculty of desire provokes a movement (of the organ) that brings one near to things imagined to be necessary or useful in the search for pleasure.

The faculty of anger impels the subject to a movement of the limbs in order to repulse things imagined to be harmful or destructive, and thus to overcome them. The efficient faculty is motive in so far as it is active. It is a power which is distributed through the nerves and muscles, and its function is to contract the muscles and to pull the tendons and ligaments toward the startingpoint of the movement, or to relax them or stretch them so that they move away from the starting point.

The cognitive faculty (also called the perspective faculty), can be divided into the external sense and the internal sense [14]. The external senses, Ibn Sina says, are five or eight, though he lists only five. Nor do scholars writing on Ibn Sina explain what he might mean by eight senses. The five senses are, of course, sight, hearing, smell, taste, and touch.

3. The rational soul or the human rational soul

The human rational soul is "the first entechy of a natural body possessing organs insofar as it acts by rational choice and rational deduction and insofar as it perceives universas." The human rational soul is of two kinds: a practical faculty and a theoretical faculty in which both of these are equivocally called intelligence [15].

The practical faculty has a certain correspondence with faculties of stimulation, imagination, and estimation possessed by animals. The function of this faculty is "as the principle of movement of the human body, which urges it to individual actions characterized by deliberation and in accordance with the purposive consideration."

The relation of this faculty to the animal faculty of stimulation is that "certain states arise in it peculiar to man by which it is disposed to quick actions and passions such as shame, laughter, and weeping." Next, its relation to the animal faculty of imagination and estimation is that "it uses that faculty to deduce human arts [16]."

The preceding detailed discussion of the human soul gives a clear view of all the faculties of the soul. Those faculties are imporatnt in the life of the human beings, since every faculty contributes uniquely to the life experience. It is important to note that Ibn Sina's conception [12] of the soul [17] is parallel to al-Farabi's [18].

Finally, intellectus adeptus or acquisitus is the highest stage open to man, excluding the prophet who enjoy a special state because of the total perfection of their nature. Above these levels of the intellect stands the universal, or Active intellect, through whom all knowledge is received by illumination and with whom the human intellect at its most exalted level becomes united.

Conclusion

There is close connection among human existence, human body, and human soul. Since human being is existing because of two things: human body and human soul. In term of philosophy of Islamic education is more for human soul. However human soul soul must exist at its home called human body.

The Ibn Sina's conception of the soul is parallel to al-Farabi's. This similarity is quite easy to understand since al-Farabi was his second teacher after Aristotle. Ibn Sina's treatment of the rational soul shows the influence, besides al-Farabi, of al-Kindi, the first famous Muslim Philosopher.

References

- [1] Jami, Durrah al-Fakhirah fi Tahqiq Madhhab al-Sufiyah wa al-Mutakalimin wa al-Hukama al-Mutaqaddimin. Tehran: Danishga-I Tihran, 1980.
- [2] Fazlur Rahman, *"Ibn Sina", A History of Muslim Philosophy*. Karachi: Royal Book Company, 1963.
- [3] Ian Richard Netton, Allah Transcendent: Studies in the structure and semiotics of Islamic Philosophy, Theology, and Cosmology. London and New York: Routletge, 1989.
- [4] Ibn Sina, *Al-Isarat wa al-Tanbihat*. Cairo: Dar al-Maarif, 1947.
- [5] Seyyed Hossein Nasr, *Three Muslim Sages: Avicenna, Suhrawardi, Ibn 'Arabi*. New York: Caravan Book, 1964.
- [6] Ibn Sina, *Fi Ithbat al-Nubuwat*. Beirut: Dar al-Nahar, 1968.
- [7] Ibn Sina, *Kitab al-Najat*. Cairo, 1938.
- [8] Parviz Morewedge, The Metaphysica of Avicenna (Ibn Sīnā) A Critical Translation Commentary and Analysis of the Fundamental Arguments in Avicenna's Metaphysica in the 'Dānish Nāma-i "Alā'ī" ('The Book of Scientific Knowledge').

A Reflection of 2022, A Look Ahead to 202

London: Routledge, 1973.

- [9] A. B. I. Tufail, *Abu Bakr Ibn Tufail, The History of Hayy Ibn Yaqzan.* New York: Fraderik A. Stokes Company, 1929.
- [10] Bahran Jamalphur, "God and Man: A historical and Critical Comparison of Ibn Sina and Molavi within the Esoteric Iranian Tradition of Islamic Philosophy," University of Notre Dame, 1970.
- [11] B. C. Law, *Avicenna and His Theory of the Soul*. Calcuta: Avicenna Commemoration Volume, 1956.
- [12] S. Reza, "Konsep Nafs Menurut Ibnu Sina," *Kalimah*, vol. 12, no. 2, p. 263, 2014, doi: 10.21111/klm.v12i2.239.
- [13] M. Waliur-Rahman, *The Psychology of Ibn Sina*. Islamic Culture 9, 1935.
- [14] M. K. H. Irqsusi and H. M. Uthman, *Ibn Sina Wa-Al-Nafs Al-Insaniyah*. Mu Assasat Al-Risalah, 1982.
- [15] Henry Corbin, *Avicenna and the Visionary Recital*. Princeton, New Jersey: Princeton University Press, 1988.
- [16] William E. Gohlman, The Life of Ibn Sina: A Critical Edition and Annotated Translation (Studies in Islamic Philosophy Science). New York: State University of New York Press, 1974.
- [17] M. Miovic, "An Introduction to Spiritual Psychology: Overview of the Literature, East and West," *Harv. Rev. Psychiatry*, vol. 12, no. 2, pp. 105–115, 2004, doi: 10.1080/10673220490447209.
- [18] Fuad Said Haddad, *Alfarabi's theory of Communication*. Beirut: The American University of Beirut, 1989

uin sunan ampel s u r a b a y a