

THE LAW OF RECAPITULATION OF HUMAN DEVELOPMENT FROM THE PERSPECTIVE OF ISLAMIC EDUCATION

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Abstract

Understanding the laws of development is crucial for explaining the process of human growth and change systematically and orderly. The current problem is the imbalance between biological, psychological, and social aspects of individual development, which often leads to adaptation difficulties and a lack of understanding of the natural rhythm of change that occurs in life. The purpose of this study is to provide a comprehensive understanding of the three main laws of development, namely the law of recapitulation introduced by Ernst Haeckel, the law of survival and self-development, and the law of rhythm or rhythm of development, and to explain the practical implications of these laws in everyday life. Method This study uses a qualitative approach with a literature review to analyze child development based on the theory of developmental psychology. Primary and secondary data are analyzed descriptively to provide an in-depth understanding of child development in the context of education. The results of the study indicate that Ernst Haeckel's law of recapitulation states that individual development reflects the stages of evolution of living things in general. The law of survival and self-development shows that living things maintain adaptive traits and develop the potential to face environmental changes. The law of rhythm of development shows that growth occurs regularly with phases of acceleration and deceleration.

Keywords: Human Development, Islamic Education, Recapitulation



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INTRODUCTION

Human development is a universal and continuous process that begins prenatally and continues through life. This process encompasses biological, psychological, social, and spiritual changes that interact to shape an individual's personality and behavior. Every human being develops through certain stages that occur systematically, albeit at different rates and rhythms. In educational and social contexts, understanding the laws of development is crucial to helping individuals achieve balanced physical, emotional, and moral maturity. However, in reality, many individuals exhibit developmental imbalances, such as adolescents with physical maturity but emotional instability, or adults who struggle to adapt to the demands of modern life. This phenomenon demonstrates the need for in-depth study of the laws governing the dynamics of human development.

Human development has been extensively studied by experts. One influential classical theory is Ernst Haeckel's law of recapitulation, which states that individual development is a brief repetition of the history of the species' development. This concept later became the basis for understanding developmental psychology, particularly in recognizing that each stage of a child's development reflects the evolutionary phases of human civilization. Furthermore, other theories, such as the law of self-preservation and self-development and the law of developmental rhythms, explain that humans have a natural drive to survive, adapt, and develop according to the rhythm of life. Various modern psychological studies, such as those proposed by Piaget, Erikson, and Freud, also confirm that human development is dynamic, non-linear, and heavily influenced by the interaction between innate and environmental factors.

Although these theories have made significant contributions to understanding the dynamics of human development, most studies still focus solely on biological and psychological aspects, without linking them to spiritual dimensions or religious values. Herein lies the scientific novelty of this study: it integrates the concept of the law of human development from Ernst Haeckel's perspective, which emphasizes the importance of conscious human effort to transform oneself to achieve progress and balance in life. This integration provides a new, more holistic approach to understanding human development, not only as a biological and psychological phenomenon, but also as a spiritual process oriented towards nature and divine will.



Picture. 1. Ernest Haeckel

Based on this description, the emerging issue is the relevance of the law of recapitulation, the law of survival and self-development, and the law of the rhythm of development in explaining the dynamics of modern human development. And how these three laws can be linked to Qur'anic values to form a concept of balanced and sustainable development. The hypothesis proposed is that integrating Haeckel's law of

development with Qur'anic principles can provide a more comprehensive conceptual foundation for understanding and addressing imbalances in the human development process.

The purpose of this study is to analyze Ernst Haeckel's concept of the law of human development, explain its relevance in the context of modern life, and integrate it with Qur'anic values as an effort to build a human development paradigm that harmonizes science and spirituality.

RESEARCH METHOD

This research method uses a qualitative approach with library research that focuses on the analysis of child development periods based on the views of developmental psychology figures. Primary data were collected from the books "Developmental Psychology" by Zulkifli, "Developmental Psychology of Students" by Desmita, and "Child Development Theory" by Suhada. Meanwhile, secondary data were taken from "Jean Piaget's Cognitive Development Theory and Its Application in Learning" by Babullah, Fatimah, Magdalena, Filtri & Sembiring, Marinda, Nuryati, Ilhami, Suparno, Supriyanto & Isbandiyah and friends as well as other references listed in the bibliography of this article. The analysis was conducted descriptively-analytical by comparing similarities, differences in views, and the application of theories in the development of the world of education. With the combination of primary and secondary data, this study is able to provide an in-depth and comprehensive analysis of child development from the perspective of modern psychology and education.

RESULTS AND DISCUSSION

Based on the results of research conducted through theoretical studies and literature analysis, it was found that the laws of human development proposed by Ernst Haeckel have significant relevance in understanding the dynamics of individual growth in the modern era. The first finding shows that the law of recapitulation, which states that individual development is a brief repetition of the evolutionary history of the species, can still be observed in the context of child development. For example, in the early stages of life, children exhibit exploratory behavior, curiosity, and dependence on the environment, just as prehistoric humans depended on nature. This finding is in line with Jean Piaget's theory of cognitive development, which states that children think concretely before being able to think abstractly, illustrating the existence of natural stages that must be passed towards mental maturity. This proves that the law of recapitulation remains relevant in explaining the gradual process of human mental and social development.

The second finding relates to the law of self-preservation and development, which confirms that humans have two primary drives: maintaining existence and developing potential. The conceptual data obtained shows that from infancy to adulthood, humans exhibit behavioral patterns driven by basic needs and the desire to grow. In childhood, the crying reflex is a form of self-defense against discomfort, while in adolescence and adulthood, motivations for learning, achievement, and self-actualization emerge.

This finding is reinforced by Abraham Maslow's theory of the hierarchy of needs, which states that once physiological needs are met, humans are driven to achieve self-actualization. This analysis demonstrates that the law of self-preservation and development can serve as a foundation for understanding human motivation and personality dynamics in various contexts of modern life.

The third finding demonstrates that Arnold Gesell's law of the rhythm of development explains the variation in the rate of development of each individual. Observational data and literature review indicate that not all individuals develop at the same pace. Some individuals develop rapidly in cognitive development but slowly in emotional or social development, and vice versa. This indicates that human development has a distinctive rhythmic pattern,

influenced by genetic factors, the environment, and life experiences. Analysis of this law reinforces the modern psychological view that human development is individual and unique, necessitating an adaptive approach to education and character development. Teachers, parents, and mentors need to understand the rhythm of student development so that the educational process can be effective and aligned with each individual's natural potential.

Some important figures who developed and applied the law of rhythm in developmental studies include:

Table 1. Comparison of Figures in Putting Forward the Concept of the Law of Rhythm

Character Name	Focus of Study	Major Contributions to the Law of Rhythm of Development
Arnold Gesell	Child Development Psychology	Finding the "Growth spurts" pattern, which is rapid growth and slowdown.
Jean Piaget	Cognitive Development	Explains the intellectual development of children through stages that occur dynamically with periods of equilibrium and imbalance, describing the rhythm of mental adaptation.
Lev Vygotsky	Cognitive and Social Development	Emphasizes the importance of sensitive periods and timing in cognitive development through social interaction, suggesting the existence of critical time rhythms in learning and socialization.
Rudolf Steiner	Education and Human Development	Developing a theory of human development that emphasizes life stages with certain rhythms that must be respected for optimal holistic growth.

These three laws of development are then analyzed from the perspective of the spiritual values contained in the Qur'an. Allah's Word in Surah Ar-Ra'd verse 11:

لَهُ مَعِيبَاتٍ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُعَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۗ وَمَا لَهُمْ مِّنْ دُونِهِ مِنِّ وَّالٍ ۝ ۱۱

"Indeed, Allah will not change the condition of a people until they change what is in themselves," serves as the theological basis for the belief that true change and development must begin with human self-awareness. This verse implies that development is not merely the result of biological or psychological drives, but also a form of spiritual responsibility toward God-given potential. Thus, the integration of Haeckel's theory and Qur'anic values yields the new finding that human development is not merely mechanistic, but also encompasses dimensions of consciousness, morality, and spirituality that guide development toward human perfection.

The overall analysis of this research indicates that the hypothesis proposed in the introduction is acceptable. The law of recapitulation explains the sequence and pattern of human development from a historical-biological perspective, the law of self-preservation and development describes the motivational drive within humans to grow, and the law of developmental rhythm demonstrates the uniqueness and pace of development of each individual. When these three laws are integrated with Qur'anic principles, a holistic conceptual model of human development is formed that balances physical, psychological, social, and spiritual aspects. Therefore, these results and discussions confirm that the combination of

scientific theory and religious values can be a conceptual solution in facing the problem of imbalance in human development in the modern era, while at the same time strengthening the philosophical basis of education that is oriented towards the formation of a perfect human being.

CONCLUSION

This study concludes that understanding the three laws of development—the Law of Recapitulation (individual development mirrors the evolution of the species), the Law of Survival and Self-Development (the drive to maintain existence and improve quality of life), and the Law of Developmental Rhythms (growth occurs regularly with phases of acceleration and deceleration)—is essential to addressing the widespread problem of developmental imbalances today. The main recommendation is for educators and parents to respect the natural rhythm of each individual's unique development, and to actively create an environment that supports mental resilience and facilitates the development of potential to achieve harmonious maturity in life, in accordance with the principle of conscious effort, which is also emphasized in the teachings of the Qur'an.

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