

The Naturalism and Historical Biographical Reconstruction

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Abstract: According to naturalism, only natural laws and forces apply in the universe, not supernatural forces. The aim of this article is to see how Abu Bakar Alrazi's theistic naturalistic reasoning developed using the method of historical biographical reconstruction. This allows us to understand and explore a person's personality through a sociocultural and intellectual lens. This study produces several conclusions. First, as a scientist, Alrazi used theistic naturalistic reasoning because the social and religious conditions of his time manipulated truth and limited the potential of reason. In addition, religious communities are prohibited from rational speculation about religion because religion is considered sacred and well-established. This is the reason why truth is secretive and secretive in nature, according to Alrazi. Second, Alrazi, who believes in pure rationalism, considers reason as proof of the existence of God, because through reason humans can understand problems.

Keywords: Educational Philosophy, Naturalism Theory, Knowledge

A. Introduction

The theory of naturalism is a study of God most frequently discussed by Jean Jacques Rousseau, closely related to metaphysical theology. God, as the subject of metaphysical inquiry, possesses characteristics that distinguish it from two other metaphysical objects. While the senses can comprehend the outward manifestations of the universe and the soul, the same does not apply to the reality of divinity. No senses can comprehend God absolutely. Philosophy of divinity (natural theology) is a branch of metaphysics that explores the concept of God. Revealed theology begins the discussion of God from the starting point, while the philosophy of divinity views God as the endpoint of their entire investigation.

To prove the existence of God, the philosophy of divinity focuses on human reasoning. Natural theology, or the philosophy of divinity, does not question the existence of God; it merely underscores that there is a first cause if not for anything else.

B. Methods

The research was conducted using a literature review method, which collected a range of documents related to the issues discussed by philosophy regarding matters of divinity. The data collection method involved literature research in journals. Relevant sources, such as books and national journal articles, were used as references and citations to further explore the relationship between naturalistic philosophy and science, knowledge, and education.

C. Results and Discussion

Naturalism is essentially a monistic philosophical stance that regards reality or the universe as a singular existing fact. In philosophical terms, naturalism is defined as a viewpoint that rejects the idea that objects or events cannot be scientifically or rationally explained. Johan Amos Comenius was the philosopher who first observed and gave consideration to the philosophical orientation of Naturalism regarding the importance of education to align with the natural developmental processes. A characteristic feature of naturalism is that the students' development processes occur naturally. Naturalism believes that the best way to acquire empirical and mental knowledge is through spontaneity.

Sharif (2021) states that the term "naturalism" originates from the word "natura," meaning "natural," and "ism," meaning "doctrine." J.J. Rousseau supported this movement by asserting that internal education is the best because everything natural (innate) tends to be good, while external education has a detrimental impact on a child's development. Naturalism recognizes the existence of innate characteristics and the environment. Despite this, there are two significantly positive perspectives on this issue. First articulated by Rousseau, he argued that humans are fundamentally good but influenced negatively by their surroundings.

The existence of innate characteristics and the milieu (environment) is acknowledged by naturalism. The theory of naturalism states that when a child's environmental conditions are poor, their creator makes them good. School is the most important place for developing the learning process of each student to discover and develop their personality by paying attention to their inherent characteristics and natural development, according to the educational implications of the naturalistic philosophical movement. The Islamic viewpoint asserts that humans are created to learn and think to return to their Creator, indicating that the education process is conducted in relation to the principle of divinity.

According to Mesiono (2018), naturalism is an educational discipline that regards "nature" or the universe as the entire world. In philosophy, the word "nature" can mean various things, such as the physical world observable by humans and the

complete system of spatial and temporal phenomena. Natural Science provides an overview of the external world. In the philosophy of education, naturalism is the opposite of "supernaturalism," which considers there to be forces above or beyond nature. According to naturalists, a child's education begins long before birth, namely, when both parents choose the child's spouse, ontologically speaking, according to various educational philosophy streams mentioned above.

Putriani (2019) states that naturalism theory regards "nature," or the natural world, as a general concept that can be used. "Natura" in philosophy has many meanings, ranging from the observable physical world to a system. Artistic naturalism emphasizes the similarity and accuracy of objects to appear realistic and natural like their natural reference. To achieve golden hour lighting, artists sometimes choose more dramatic light before sunrise or sunset, which is a characteristic of Romanticism that rebels against the Naturalism movement.

Naturalist intelligence, according to Ulfah & Khoerunnisa (2018), is defined as a person's ability to recognize and classify various species in their environment, including flora and fauna. Indeed, Carvin says that naturalist intelligence is a person's ability to identify and classify patterns in nature. Eco-study activities that cultivate children's concern for the environment, such as discussing events happening in the surroundings, taking children for walks in open nature, inviting them to plant and learn gardening.

Zuhdi (2015) states that the signals from the Quran regarding environmental intelligence are remarkable. The Quran states that those considered to have natural intelligence can lead people to observe, investigate, understand, and love nature. They can also inform people that there is a God who perfectly creates and organizes everything within it. This indicates that natural intelligence not only enables humans to interact with nature with awareness and affirmation of the divinity but also allows them to interact with Allah for worship purposes. Thus, someone with natural intelligence is guaranteed not to do anything deviant or prohibited by religious teachings in both their interactions with nature and themselves. This is because intelligent people will do things with a certain understanding.

According to Citizenship (2023), legal naturalism argues that the principles of law originate from the universe or the inherent nature of humans, not from human will. According to this perspective, universal laws are better discovered than created. In contrast, legal positivism argues that laws originate from institutional decisions and human commands, without a connection to universal principles or objective morality. When examining the differences between these two perspectives, one will observe variations in their views on the foundation of law, its techniques, and its outcomes. Naturalism offers a moral foundation for law, while positivism provides a more pragmatic and practical perspective on the sources and functions of law in society. Both perspectives have influenced legal thought and practice for centuries.

According to Alika K (2023) however, this is not the same as, or any doctrine within this theory, that children have abilities, talents, interests, traits, behaviors, or character since birth. This education significantly influences child development because their innate qualities will develop according to their natural environment. To begin, naturalism philosophy is a theory that accepts "nature" as the entirety of reality, ranging from the physical world observable by humans to the complete system of spatial and temporal phenomena. "Naturalism" is the opposite of "supernaturalism."

Yusuf (2017) states that naturalism forms the basis of naturalists' thinking about metaphysical concepts such as religion, the existence of God, and more, based entirely on the observable world and human reasoning ability. Contemporary naturalistic theology is shaped by four philosophical elements. Firstly, it relates to the development of human thought and knowledge as well as modern naturalistic theology; secondly, it is associated with Western thinkers' desire to align religious issues with knowledge consistent with human reason; and thirdly, it is linked to the belief that the content of the Christian scriptures cannot solve all the problems faced by humanity. According to Sebastian (2015), naturalism is an idea that encompasses discussions of epistemology, metaphysics, and various fields of philosophy of science. We will discuss ideas within naturalism, especially in epistemology and metaphysics, as well as some of its branches.

This analysis can provide a better understanding of the background of conflicts in the naturalism project, especially in the legal philosophy debate. Consequently, ideas related to these three philosophical fields will be discussed in this section. Furthermore, we will examine the benefits and drawbacks of naturalism. Among other things, naturalism makes a significant, if not promising, contribution to the development of the philosophy of science concept and science as a whole, including determining scientific methods, validating theories, and shaping perspectives on the real world. According to Isfaroh (2019), the word "natural" in English means "about nature" and "natural," which is the origin of the naturalism theory. The philosophical theory known as naturalism considers nature as everything. In philosophy, this term has been used in various senses, ranging from the real-world observable by humans to the complete system of.

According to Fahruzy Nasution & Sibuea (2022), according to naturalists, something only has value when visible. This theory is also known as materialism. According to naturalism theory, physical education.

According to Taufiq (2016), naturalism philosophy argues that only nature is real and that everything within it, including God, is not real. "Nature" or "natural" here means everything in nature, both material and spiritual. According to Ratna Sinta Dewi & Sultan Abdurraman (2021) state that naturalism is a philosophical approach

that prioritizes nature. This nature does not originate from anything and does not depend on occult or supernatural forces; it stands alone, perfect, circulating, and moves naturally according to the laws of natural causality. Naturalism theory emerged as a result of the development of natural science, arguing that nature evolves and operates according to its mechanisms. Followers of this movement have discovered and studied the laws of nature, making nature no longer mysterious. Asy-Syahrastani exemplifies the naturalism movement, which includes worship of paintings and natural objects. According to El-Yunusi (2023) states that naturalism, a philosophical branch, argues that the universe and all accompanying phenomena can be explained naturally and orderly without the presence or influence of supernatural entities such as God or gods. A naturalist believes that extraordinary things do not require explanations because everything can be explained through natural processes. According to Susastra (2007) Naturalism and materialism are often associated because both emphasize the importance of natural processes in explaining the world and life. However, natural processes and natural evolution are two approaches that can be used to explain natural phenomena such as life and humans. According to Kluger (2016), naturalism, which is the third-world worldview, denigrates the figure of God and considers Him non-existent. Due to its absolute nature, there is no relationship whatsoever between the cosmos and its creator. The existence of the universe is determined by the diversity of space, time, and matter in a closed system. Adherents of naturalism believe that there is no God, spirit, or life after death. The complexity of humans consists of a combination of chemical and physical traits that are not fully understood. All components that make up the human body will disappear when someone dies.

According to Fauzana (2021), in legal philosophy, "naturalism" differs from "naturalism" in "natural law," which means natural law, and "naturalism" in "natural law," which means natural law. In naturalistic legal philosophy, "naturalism" refers to the belief that nature is the only original and fundamental reality, and everything must be explained within the framework of reality that does not include this. As a result, every field of nature must be explained using a scientific approach, also known as natural science. "Naturalistic jurisprudence" is simply defined as an understanding that views and studies law as a phenomenon or natural phenomenon. Hoiron (2023) states that naturalism is a doctrine that does not recognize external forces other than nature. Naturalism contradicts supernaturalism, considering that there is dualism towards nature, so creation can be seen from nature and beyond nature. However, naturalism distinguishes the two, considering that the material and spiritual worlds are different from each other. Tjokroaminoto (2014) states that naturalistic philosophy mostly focuses on the objective and technical perspectives of reality. Materialism is the most extreme branch of naturalism, "nature" or the "natural" is reality, and reality definitely has natural characteristics. Therefore, the center of reality is events, i.e., events in space and time, which are units that form existing reality and can always be experienced by humans.

As Alfian and Mada (2022) stated, the characteristics of naturalistic thinking cannot be separated from the stream or style of naturalistic philosophy. The term "naturalism" or "naturalistic" refers to an attitude or perspective based on natural desires and instincts. In other words, an action or attitude faithful to natural and real things. The term "naturalism" is more related to the situation in this case. Here are some examples of characteristics of naturalistic thinking: Making nature (nature) the only original and fundamental source of everything is 1) the first characteristic of those who think naturalistically. It is a fact that naturalistic thought (characterized by naturalism) places everything on the basis of nature. So, all their thinking relies on the phenomena of natural positivism. 2) The second characteristic is rejecting the existence of God as a transcendent or divine source, which is the first source of everything. This doctrine states that the laws governing the activities and development of life, whether rational or irrational, are never interrelated. Moreover, this belief opposes the reality and possibility of divine or transcendental intervention in human life. Another characteristic of naturalistic thinking is always examining natural phenomena with empirical theory. 3) Use empirical theory to investigate natural phenomena. The naturalistic view argues that reality, or this universe, is the only existing fact. They believe that this universe consists of all natural existence. Nature has been arranged to flow freely according to its own will. 4) Naturalism can be defined in modern theology as a belief that opposes the idea that things or events are beyond the limits of rational or scientific explanation, such as fate or God's will. As a result, reason can be used to examine everything.

We found that the characteristics of naturalistic thinking bear similarities to other types of thinking within naturalism that lead to the creation of deistic theological theories. Deism believes that only God created nature, and God will not intervene if there is damage because nature already has its own way of regulating itself. Speaking of the theory of divinity and key figures from this naturalistic thinking tradition, including Newton, who built the theory, and Thomas Paine, who developed it. Paine thought he believed in the One God. He said that God is not limited by reason and that reason is the only way God can be expressed. According to Paine, humans must go through a process first to know God. Evolution, revelation, existence, and sectarianism are some processes included in this category. These four processes differ in terms of distribution. Characteristics of naturalistic thinking like this eventually gave rise to the pattern of deistic theology divided into several different views of divinity, namely:

1. God is not involved in events that occur in nature. God created nature, but He does not care about what has happened or will happen afterward.
2. God is involved in events that occur in nature, but He does not care about human moral actions. People have the freedom to act, whether good or bad, honest or lying, and so on.

3. Because God governs nature and oversees human moral actions. In fact, God wants to force humans to obey the moral laws created by nature because humans will not live anymore.
4. God governs nature and expects humans to obey the moral laws created by nature.

Nursikin (2016) states that philosophy of education shapes the implementation of educational theories. The naturalistic approach means critically investigating all phenomena of the world as well as human thoughts from fundamental concepts. From a semantic point of view, the word "philosophy" comes from the Greek word "philos," meaning "love, like," and "sophia," meaning "knowledge, wisdom." Therefore, philosophy is about loving wisdom or truth. Conversely, the word "philosophy" means "state of mind" and "thinking." Philosophy is about thinking, but not all thinking is philosophy; philosophers need to consider every problem carefully. Philosophy of education refers to how philosophy is used in education.

According to Yasa (2023), human rights are basically rights given by God to humans. These rights are given only to humans without considering their ethnicity, tribe, race, religion, gender, or logical thinking. In this context, human rights should not be reduced or even eliminated, and no party in any situation. In such situations, the state's duty is only to provide protection in various ways to protect human rights. The naturalism theory aligns with the writer's definition. They include Thommas Aquinnas, who is very religious, and De Groot, John Locke, Jj Rousseau, and Immanuel Kant, who embrace the idea that broad freedom is a natural right of humans. In Aquinnas' view, according to Locke, Rousseau, and Immanuel Kant, reason is the highest divine gift, as depicted by Aquinnas in. Hugo de Groot believed that human reason is unique because of its rationality. They are viewed from Thomas Hobbes from the perspective of human power, John Locke from the perspective of human freedom, JJ Rousseau from the perspective of human togetherness, and Immanuel Kant from the perspective of human dignity. Someone with intelligence has the ability to regulate their will so that they can live without a relationship with others. Although there are differences in concepts, the legitimacy of human nature still exists.

According to Firdausyi and Marlisa (2022) defines naturalistic intelligence as a person's ability to recognize and categorize various types of flora and fauna in their environment. This intelligence is also associated with a person's love for natural objects, such as animals and plants. Naturalistic intelligence is also marked by sensitivity to the forms of flora and fauna present in the environment.

Naturalism In the context of human rights, oppression and discrimination against minority groups or individuals who feel their voices are unheard can occur. Human rights actually align with naturalism that the rights owned by everyone cannot be

interfered with by anyone at any time. They are entitled to freedom because it is the destiny of humans. Someone who embraces positivism will be alienated from a system that will automatically destroy freedom. John Locke emphatically states that the state forms naturally and contains various freedoms.

As stated by Akbar, Hasanah, N. Z., Nudin, B., Lathifah, I. N., and Syarifah, I. (2021), naturalistic intelligence includes the ability to recognize forms in the natural environment. Children have the ability to differentiate in nature. In fact, the first step is to become smarter. Because thinking will produce accurate perceptions or understanding of things or objects being thought about. For example, children will not know that Allah SWT created plants and animals. However, once they know that plants are creatures, they will realize that it is the creation of Allah. Naturalist intelligence is the process of strengthening and developing a person's ability to observe, recognize, understand and interact deeply with nature and its environment. In all, developing naturalist intelligence has many benefits, such as improving their observational abilities, increasing their understanding of nature, increasing their sensitivity to their environment, and making contributions to the natural sciences.

D. Conclusion

The discussion on the issue of God is very extensive. In the end, the fact that God can be proven through philosophical arguments also gives humans the opportunity to choose and select which beliefs they will hold and apply in their lives. Compared to all creatures created by God, humans have a greater intellectual capacity. Therefore, humans should be able to perceive the signs of God's existence and power. The author suggests revisiting the obtained references and making an effort to search for and gather journals or other relevant sources related to materialism in the study of philosophy.

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