

# BERFIKIR SEBAGAI KEGIATAN SEORANG MUSLIM

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# Perry's and Syech Utsaimin's developmental model

- Dualism
- Multiplicity
- Contextual relativism
- Commitment to relativism

# Dualism

- World is viewed in absolute either/or terms
- Truth is assumed to be known
- Information is processed into one of two categories (right/wrong; god/bad, etc)
- Authorities hold truth, so rely on experts instead of one's own ideas (just accept everything without asking)
- Tasks that require thinking about options or many points of view are confusing

# Multiplicity

- More tolerance for diverse viewpoints but temporary in areas where authority hasn't found the answer yet
- Questions can legitimately have multiple answers
- Those that hold different beliefs are no longer seen as simply wrong
- Unable to adequately evaluate points of view and question the legitimacy of doing so

# Contextual Relativism

- Knowledge is relative
- Uncertainty replaces absolutism
- Begin to have more faith in own experiences and ideas
- Begin to differentiate between an unconsidered belief and a considered judgment
- Authorities are no longer resisted, but can be valued for their expertise
- Differing expertise or not merely acknowledged, but even sees as pieces of larger whole

# Commitment within Relativism

- Knowledge and authorities are viewed in much the same way, but students have deliberately-through critical reflection - chosen a particular viewpoint, value or belief as their own
- Committed relativism recognizes that other perspectives may have validity; differing viewpoints are tolerated as long as such positions are supported with evidence and sound reasoning.

# Perry's development as a model

- In relation to Perry's model
  - Where do you stand in general?

# Best Way to Do the Personal Philosophy

- Relate it to all key areas in medical education
  - Where one stands in terms of teaching and learning, or assessment, or curriculum, etc
  - Might have to acknowledge that in some areas one has come further than in some other areas
  - It's all about the 'pilgrimage of the journey' in medical education
- Address each key area, and then have overview in general (inter-relationship) or use one key area as an entry to other key areas
- Where you stand and why you stand there
- Bearing own soul on the development of paper