

## **THE NATURE OF PSYCHOLOGY AS A BASIS FOR LEARNING ISLAMIC RELIGIOUS EDUCATION**

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### **Abstract**

Psychology helps teachers to understand how students learn, interact with subject matter, and internalize religious values better. This article aims to dig deeper into the nature of psychology in Islamic Religious Education learning and highlight its benefits in forming a generation that has a deeper and more applicable understanding of religion. This research uses qualitative methods, focusing on the form of library research, using book sources that are directly or indirectly related. The results of this research discuss the nature of psychology in Islamic Religious Education learning. Islamic Religious Education learning psychology can also be concluded as a science that studies students' behavior as a manifestation of the psychological conditions they experience during the learning process and is related to cognitive, affective and psychomotor aspects as well as Islamic morals which are implemented in their daily lives. The benefits of psychology in Islamic Religious Education learning can provide a positive learning experience, an in-depth understanding of student behavior, and the development of attitudes and character such as honesty, compassion and caring for others. Integrating psychological principles with Islamic teachings, giving teachers a high interest in learning psychology, and a willingness to take part in training related to psychological principles and student behavior are some of the challenges faced by the use of psychology in islamic religious education learning.

**Keywords:** Psychology, Islamic Religious education

### **INTRODUCTION**

Islamic religious education is an important part of the education system in many countries, especially in communities where the majority of the population is

Muslim. The learning process for Islamic religious education involves interaction between teachers and students. In this interaction there are psychological events and processes. Psychological events and processes really need to be understood and used as guidance by teachers in treating students appropriately. Teachers, including religious teachers in every educational institution, are highly expected to have and are even required to master science, and are highly expected to have and even be required to master educational psychology. (Ahmad Yusuf, 2019). Humans are a very complex environmental factor that can affect the entire human body, including the situations and conditions that determine a person's external living environment. world beyond human life(Novita Loka & Eko Purnomo, 2023).

Psychology, as a science that covers human behavior and cognitive processes, contributes to understanding how individuals best learn, interact, and respond to religious education material. Children's psychological factors that influence the learning process, such as intelligence, talent, motivation, attention and memory, must always receive assistance, so that children's enthusiasm for learning remains under control. According to Desatura, he provides several supplements for parents to continue to accompany and encourage their children in learning(Khoiriyah & Murni, 2021). This article will explain the nature of psychology as a basis for learning. "Islamic Religious Education" this article examines various psychological concepts and principles that can be applied in this context and highlights the benefits of this approach in improving the quality of learning. In this way, readers will gain a deeper understanding of how the use of psychological principles can make a positive contribution in forming better understanding, attitudes and religious practices in Islamic Religious Education students.

Psychology helps teachers to understand how students learn, interact with subject matter, and internalize religious values better. Often Islamic Religious Education learning still relies on traditional methods which may no longer be relevant or effective in facing today's educational challenges. Therefore, there is a need for a more in-depth study of the nature of psychology as a basis for learning Islamic Religious Education, as well as how its application can provide significant benefits in increasing understanding, motivation and application of religious values in everyday life. students' daily life. In this context, this article will dig deeper into the nature of psychology in Islamic Religious Education learning, identifying relevant psychological concepts, and highlighting its benefits in forming a generation that has a deeper and more applicable understanding of religion. By increasingly understanding the importance of psychology in learning Islamic Religious Education, it is hoped that readers can see how the integration of religious knowledge and psychology can enrich the educational process and help students become individuals with stronger faith and morals.

## **METHOD**

The study employs a qualitative approach, specifically adopting a literature review format that centers on book sources directly or indirectly connected to the

research subject. The researcher will gather various data, encompassing both primary and secondary sources, to contribute to the investigation. This research will focus on examining the nature of psychology as a basis for learning Islamic Religious Education, so that we can be sure that the author will examine in depth matters related to the nature of psychology as a basis for learning Islamic Religious Education itself, what, how, why and why to express that concept. . To find out more, the first thing the author will do is collect several book sources, and journals related to the nature of psychology as a basis for learning Islamic Religious Education which were then researched and dissected using book research techniques until a hypothesis was found which became the researcher's goal, namely until the discovery of the nature of psychology as a basis for learning Islamic Religious Education.

## RESULTS AND DISCUSSION

### 1. Definition of Learning Psychology

Derived from the Greek terms 'Psyche,' meaning soul, and 'Logos,' signifying science, psychology is essentially defined as the science of the soul. In the context of this psychological concept, attention should be directed toward the manifestation of the self—specifically, an individual's behavior when engaging with the surrounding environment. Consequently, psychology can be construed as a scientific discipline dedicated to the examination of individual behavior within the context of environmental interactions. (Arman Maulana, et al, 2020). Among the experts who put forward definitions of psychology include:

Psychology, as articulated by various scholars, encompasses the scientific study of individual activities, responses exhibited by living creatures to their environment, and the behavior of both humans and other creatures. According to Robert S. Woodworth and Donald G. Marquis, psychology delves into the actions of individuals as a scientific pursuit. Golden Murphy defines psychology as a science investigating reactions displayed by living beings in response to their surroundings. Ernest Hilgert characterizes psychology as a scientific inquiry into the behavior of both humans and other creatures. Sarlito Wirawan Sawono emphasizes the scientific exploration of human behavior within its environmental context. Ngalim Purwanto concurs, stating that psychology is the scientific examination of human behavioral patterns. Collectively, these perspectives contribute to a comprehensive understanding of psychology as a scientific discipline exploring various aspects of behavior in diverse contexts (Saidah, 2019).

According to Crow and Crow, educational psychology is a science that tries to explain the learning difficulties faced by humans from birth to old age, which affect physical, social, intellectual interests, attitudes, personality, etc.(Ulwiyah, 2015).

According to Mohammad Asrori, behavior is all activities that can be observed, recorded and measured. Behavior can also be observed when someone says or writes something. This is, for example, an assessment of someone's fears or behavior. Processes include all processes related to thinking, memory, learning, attitudes, emotions, etc.

Learning is a vital activity in the educational process, because without learning there is no such thing as education (Yahdinil Firda Nadirah, 2019). According to Sugihartono and friends, action learning is a conscious effort by teachers or educators to transfer knowledge by arranging the learning environment system and various methods in such a way that students can learn optimally. This concept of understanding learning emphasizes the learning process as an activity that is planned, implemented and evaluated by the teacher. Learning is carried out deliberately to change and guide students in learning something from the environment through science, with the aim of developing students' cognitive, affective and psychomotor abilities towards maturity. Learning has certain goals that will be achieved by utilizing the environment as a medium and learning tool for students (Haryati, 2023).

Learning is facilitated by the five senses sight (visual), hearing (auditory), smell (olfactory), taste (gustatory), and touch (tactile). It is fundamentally a transformative process of behavioral change driven by an individual's experiences. This process extends beyond the acquisition of facts or concepts within a particular field of study, encompassing emotions like love, hate, jealousy, and spirituality. Learning transcends intentional design, incorporating experiences that may occur beyond our full awareness, such as unforeseen events or instances of love at first sight (Mohammad Asrori, 2019).

Psychology as a science that studies human behavior and cognitive processes has an important role in PAI learning. In this context, psychology helps PAI teachers to understand how students learn, think, interact and respond to religious material. This requires insight into the child's cognitive, emotional and social development, which is important when designing individualized teaching methods.

Based on some of the definitions above, it can be concluded that learning psychology means that psychology as a scientific discipline also studies psychological problems related to learning and human psychological functions, because interaction is a very important scientific discipline in studying these problems. interfere or support. learning. Students' thoughts in the learning process. , so that teachers can organize these problems by understanding the students' state of mind and trying to find solutions. PAI learning psychology can also be concluded as a science that studies student behavior as a manifestation of the psychological conditions they experience during the learning process and is related to cognitive, affective and emotional aspects. (Hamdan & Juwita, 2020).

## 2. Application of Psychological Principles in Islamic Religious Education Learning

A. Learning Theories: Psychology presents various learning theories that can be used in learning Islamic Religious Education. For example, constructivism theory emphasizes the active role of students in constructing their own knowledge. Islamic Religious Education Teachers can apply this approach by encouraging discussion, reflection, and giving assignments that develop critical thinking.

- B. Motivation: In learning Islamic Religious Education, it is important to motivate students to be more enthusiastic in understanding and implementing religious teachings. This involves the use of motivational techniques such as the use of relevant examples and the relevance of religious values to everyday life.
- C. Measurement and Evaluation: Psychology also provides insight into how to effectively measure students' understanding and progress in Islamic Religious Education. The use of formative and summative evaluations in accordance with psychological principles helps teachers to identify student weaknesses and design more effective learning.

### 3. Benefits of Using Psychology in Learning Islamic Religious Education

According to Sumadi Suryabrata, the study and application of psychological knowledge in learning is very important for teachers, because psychological knowledge can be used as a reference for solving learning problems for students and teachers.(Muhammad Irham & Novan Andi Wiyani, 2014). Psychology used in learning is very important to study, because this knowledge can be the basis for developing curriculum, learning modules, learning strategies, media and learning evaluation.(Fadhilah Suralaga, 2021)Below are the benefits of psychology in learning:

- a. Formulate learning objectives appropriately. By understanding educational psychology, it is hoped that teachers can more precisely determine the desired form of behavior change as an educational goal. For example, he tried to apply Bloom's ideas about the classification of individual behavior and combined them with the theory of individual development.
- b. Choose appropriate teaching strategies or methods. With an understanding of educational psychology, it is hoped that teachers will be able to identify appropriate and appropriate learning strategies or styles and relate them to individual characteristics and uniqueness, types and styles of learning, as well as the level of development of their students. .
- c. Provide guidance. The duties and roles are expected from teachers who, apart from learning, also know how to guide their students. By understanding educational psychology, it is hoped that teachers can provide psychological care appropriately and correctly through interpersonal relationships that involve warmth and familiarity. Facilitate and motivate student learning. Facilitating means trying to develop all the potential that students have, such as talent, intelligence and interests. Meanwhile, motivating can be interpreted as an effort to provide encouragement to students to carry out certain actions, especially learning actions. Without an adequate understanding of educational psychology, it seems that teachers will have difficulty realizing themselves as facilitators and motivators of their students' learning.
- d. Creating a conducive learning climate. Effective learning requires a conducive learning climate. Teachers with adequate understanding of educational psychology enable the creation of a conducive socio-emotional climate in the classroom, so that students can learn comfortably and happily.

- e. Interact appropriately with students. Teachers' understanding of educational psychology makes it possible to interact with students more wisely, with empathy and to be a pleasant figure in front of their students.
- f. Assessing fair learning outcomes. Teachers' understanding of educational psychology can help teachers develop more fair and technical assessments of student learning. (Siti Rosmayati & Ella Dewi Latifah, 2020)

Then specifically the benefits of psychology in learning Islamic Religious Education are as follows:

- A. Deeper Understanding: By utilizing psychological principles, students can understand religious teachings more deeply. They can relate religious concepts to their own experiences and context.
  - B. Positive Learning Experience: Psychology helps create a positive and inclusive learning environment. Learners feel more engaged and actively engaged in learning, which can enhance their experience.
  - C. Attitude and Character Development: With the right psychological approach, learning Islamic Religious Education can also help students develop attitudes and character that are in accordance with religious values, such as honesty, compassion and concern for others.
4. Challenges of Using Psychology in Islamic Religious Education Learning
- a. Proper Integration  
One of the challenges is how to integrate psychological principles with religious teachings without reducing authentic religious values.
  - b. Interested in studying psychology  
With interest that arises in a teacher, his desire to learn better will appear by itself. By arousing interest in studying psychology in a teacher, it is hoped that the teacher will gain a lot of new knowledge regarding how to treat students well and be able to apply it in the learning process.
  - c. Resources and Training  
Islamic Religious Education Teachers need to have an understanding of psychology and the ability to apply its principles. Adequate training and resources are needed to support this (Dodi Nofri, 2016).
5. The role of psychology in learning Islamic religious education

The values of Islamic religious education can be more widely applied among students if they are applied with the knowledge of psychology. (Musriaparto, 2022). In formal educational settings, the key figure responsible for children's success is typically the teacher, as their competence plays a crucial role. A teacher's role extends to soulful engagement, and this openness forms the foundation of their professional competence encompassing the capacity and authority to fulfill educational tasks. Psychologically open teachers exhibit a heightened inclination to engage with external factors such as students,

colleagues, and the educational environment. They transparently address criticism and possess empathy, effectively responding to various emotional experiences and feelings toward others. For instance, if a student encounters an accident, a teacher with empathy actively participates, demonstrates compassion, and seeks constructive solutions (Hadi, 2017).

In the Islamic learning process there is interaction between teachers and students. This interaction is a psychological event and process. This incident really needs to be understood and used as a guide by teachers in treating students well. Every teacher, including religious teachers, is required to master the psychology of learning, including the psychology of Islamic religious education in order to carry out their duties optimally. Psychological knowledge is not only needed by teachers who work in formal and non-formal institutions, but lecturers and instructors also need psychological knowledge. Religion teachers in the Islamic learning process are expected to be able to organize the psychological environment of the learning space so that an appropriate atmosphere (feeling) is created so that students can participate in the learning process calmly and enthusiastically. It is important for every prospective Islamic religious teacher to study the psychology of Islamic religious education learning, because by studying the psychology of Islamic religious education learning, teachers can complete their tasks more simply, simply and modernly. Learning psychology in Islamic religious education not only provides insight into various learning theories, school systems, and students' psychological problems, but also includes studies of the growth and development phases of children and adolescents. The obligation to master psychology for every teacher is absolute. Psychology must be studied by Islamic Religious Education teachers in a fundamental way, with the aim of gaining knowledge about various aspects as a basic basis, especially for carrying out the learning process. Apart from the role of psychology, The formation of spiritual attitudes and social attitudes in the learning process is also very necessary, especially from the students' perspective. Mulyasa stated that in the learning process according to the current curriculum, spiritual and social attitude development aims to produce graduate participants who are productive, creative, innovative and affective or have character, through strengthening attitudes, skills and knowledge in an integrative manner. especially from a student's perspective. Mulyasa stated that in the learning process according to the current curriculum, spiritual and social attitude development aims to produce graduate participants who are productive, creative, innovative and affective or have character, through strengthening attitudes, skills and knowledge in an integrative manner. especially from a student's perspective.(Refika, 2019)

## CONCLUSION

In learning Islamic Religious Education, psychology is an important foundation that can increase the effectiveness of teaching and understanding of religion. The integration of religious knowledge and psychology allows for better

learning, more positive experiences, and character development in accordance with religious values. However, ongoing efforts are needed to ensure that psychological principles are applied wisely and relevantly, so that they can provide maximum benefits for students. Psychology is one of the basic references for teachers in educating their students. With psychology, teachers are expected to be able to understand what students need, including their needs in religious or spiritual aspects.

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