

# The Significance of Educational Psychology in Islamic Religious Education Learning

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## Abstract

During the process of Islamic religious education, there is a dynamic exchange of information and ideas between the teachers and pupils. In this contact, the teacher must comprehend the conduct of each pupil, who originates from diverse family backgrounds, cultures, and their own capabilities. Hence, there is a want for scientific disciplines that can comprehend the conduct and attributes of students. The subject under consideration is educational psychology. The research seeks to ascertain the significance or function of educational psychology in the acquisition of knowledge in Islamic religious education. This study employs a library-based research methodology, in which the data is gathered from a variety of literary sources, including books, papers, and pertinent records, that pertain to the stated subject. The research findings demonstrate the crucial importance of educational psychology in Islamic religious education. Proficiency in educational psychology enables educators to comprehend the individual circumstances of each student, hence equipping teachers with valuable insights.

## Abstrak

Dalam proses pembelajaran pendidikan agama Islam terjadi interaksi antara pendidik dan peserta didik. Dalam berinteraksi tersebut seorang guru dituntut untuk memahami perilaku masing-masing peserta didik, yang berasal dari latar belakang keluarga, budaya, serta potensi yang dimiliki mereka berbeda-beda. Oleh karena itu, diperlukan disiplin ilmu pengetahuan yang dapat memahami perilaku dan karakteristik dari peserta didik. Disiplin yang dimaksud adalah psikologi pendidikan. Penelitian bertujuan untuk mengetahui urgensi atau peranan psikologi pendidikan dalam pembelajaran pendidikan agama Islam. Penelitian ini merupakan penelitian kepustakaan atau library reseach di mana data yang dikumpulkan diambil dari beragam literatur: buku, artikel dan catatan-catatan lain yang relevan dengan masalah yang dibahas. Hasil penelitian menunjukkan bahwa psikologi pendidikan dalam pembelajaran pendidikan agama Islam memiliki peran yang sangat penting karena psikologi

pendidikan yang dikuasai pendidik akan membekali guru untuk memahami kondisi setiap peserta didik.

### **Keywords**

Educational psychology, Islamic religious education, learning process

### **INTRODUCTION**

Psychology and education are inherently interconnected, as they have a profound and interdependent bond. Education is a lengthy process aimed at realizing the full potential and abilities inherent in every individual, so transforming human potential into actuality. To fully develop one's human potential, it is necessary to possess knowledge on the existence of potential and the specific circumstances and environmental factors required for its realization. The study of human beings and their many issues is encompassed within the realm of psychology (Mubarak, 2017).

Psychology encompasses various scientific disciplines, and one such discipline is educational psychology. Educational psychology is an independent scientific discipline that encompasses its own set of ideas, objectives, empirical evidence, research methodologies, and assessment tools. Educational psychology is a methodical examination of the processes and elements associated with teaching and the learning activities of individuals.

The key areas of focus in educational psychology encompass the impact of genetics and surroundings, individual variances, the process of acquiring knowledge and the factors that shape it, theories of learning, intelligence, motivation to learn, challenges in transferring knowledge, assessment of learning, and mental well-being. When addressing subjects closely associated with learning difficulties, the aim is for educators to establish ideal learning environments and offer suitable support to students (Muhammad Uyun, 2021). Acquiring a thorough understanding of educational psychology is essential for teachers to effectively fulfill their responsibilities, particularly in the realm of instruction. In Islamic religious education, similar to other disciplines, teachers of Islamic religious education also have direct interaction with pupils. During the process of acquiring knowledge.

Teachers must possess a comprehensive understanding of the many psychological characteristics shown by students during the process of studying Islamic religious education. In order to comprehend diverse psychological facets of student learning behavior, teachers must possess a comprehensive understanding of the scientific tenets of psychology. This

knowledge becomes highly advantageous for educators in administering suitable and tailored interventions to students (Saidah, 2019).

There is a substantial body of literature on the science of educational psychology in the learning process. One example is the study by Refika (2019) which emphasizes the importance of psychology in the learning process of Islamic religious education. Furthermore, the significance of religious psychology is emphasized for teachers of Islamic religious education (Basyah, 2017). The significance of incorporating religious psychology into education, namely within the realms of family, school, and society, has been emphasized (Firdaus, 2014). Furthermore, the imperative nature of incorporating Islamic psychology into Islamic education is highlighted (Mubarak, 2017). Fifth, the urgency of psychology in building Islamic religious education learning towards students' motivation to pray (Habibah & Sa'diyah, 2020). The significance of educational psychology in studying Islamic religious education is discussed by Saidah (2019). The significance of educational psychology is emphasized in Al-Qur'an and social views (Fitriani, 2023). According to the author's research, there has been no discussion regarding the importance of incorporating psychological education into the teaching of Islamic religious education in schools. Hence, this study will examine the significance of educational psychology in the acquisition of Islamic religious education within educational institutions.

In this post, the author aims to emphasize the importance of educational psychology by examining various literature and scientific research. The author presents the following research inquiries: 1) What are the fundamental principles of educational psychology? 2) Why is educational psychology crucial in the context of teaching Islamic religious education in schools? This study seeks to investigate the necessity of educational psychology in learning activities, specifically in the context of Islamic religious education courses in schools, as a means of fostering creative and innovative learning processes and promoting critical thinking.

## **METHOD**

The research methodology employed is qualitative research, specifically library research, which involves seeking relevant theoretical references pertaining to the highlighted subject. Library research, also known as bibliographic research, involves gathering information and data by utilizing a variety of materials available in the library, such as reference books, articles, journals, and other relevant documents pertaining to the topic under investigation. In qualitative research, such as library research, it is essential to utilize valid sources of research data in order to gain reliable and accurate information. The researchers will utilize primary and secondary data sources for this study. The main sources of data consist of books pertaining to educational psychology. Secondary data sources refer

to additional data that complements primary data, such as scholarly publications, papers, and internet resources that are relevant to the research topic. The data gathering methodology employed in this research involves the process of reading and taking meticulous research notes. In this library research, the researchers employed the Miles and Huberman model for data analysis. With this paradigm, qualitative analysis tasks are conducted in an interactive and ongoing manner until they are deemed satisfactory.

## **RESULTS AND DISCUSSION**

Educational psychology is a scientific discipline that examines the psychological issues experienced by students during the process of education and learning. Here are multiple definitions of psychology provided by various specialists. Lester D. Crow and Alice Crow define educational psychology as a practical science that elucidates learning based on empirically known principles and facts about human behavior. According to Winkel, educational psychology is a scientific discipline that examines the factors necessary for pupils in school, as well as different forms of learning and the stages involved in all learning processes. Furthermore, Suryabrata elucidated that educational psychology is a scientific discipline that endeavors to comprehend fellow individuals with the objective of effectively addressing their needs. According to Santrock, educational psychology is a specialized field within psychology that focuses on comprehending the processes of teaching and learning in educational settings (Rahmadi, 2023).

According to the experts' opinions, educational psychology is a scientific discipline that investigates many aspects of students' learning activities. Educational psychology originated from the advancement of psychological study with the specific aim of applying it to education.

Educational psychology seeks to enhance comprehension of student behavior as they engage in their regular activities within an educational institution. Santrock (2011) asserted that the objective of educational psychology is to serve as a means for building efficient learning and teaching practices. The goal of successful learning is for pupils to assimilate and retain the knowledge acquired during their learning activities. This can manifest through comprehension of the subject matter, ingenuity, interpersonal abilities, and other similar attributes (Rahmadi, 2023).

Educational psychology, as an applied discipline, aims to elucidate learning difficulties based on empirically established principles and facts about human behavior (Nurliani, 2016). The domain of educational psychology encompasses the examination of how the environment impacts the process of learning. Furthermore, the attributes of the learning process. Furthermore, the correlation between the level of maturity and the state of being prepared to acquire knowledge. Furthermore, the importance of

education in relation to variations in individual learning pace and constraints. The fifth aspect pertains to the cognitive modifications that take place during the process of acquiring knowledge. The sixth aspect pertains to the correlation between instructional methodologies and educational achievements. Seventh, highly efficient methods for evaluating the advancement in learning. The eighth factor to consider is the comparative significance of formal education in relation to incidental and informal learning events for an individual. Furthermore, the ninth aspect pertains to the scientific ideals and attitudes that school workers hold towards education. The tenth factor pertains to the psychological repercussions and impacts resulting from the sociological circumstances on students' attitudes (Rahmadi, 2023).

The classroom learning process is an activity that facilitates the transformation of knowledge, attitudes, and abilities in pupils. Teachers are required to comprehensively cultivate the learning aptitude, fundamental skills, and untapped abilities of students. The learning conducted is primarily student-centered, allowing students to actively engage in the learning process, cultivate independent learning strategies, and contribute to the planning, execution, and evaluation of the learning process. Consequently, students' experiences are prioritized in determining the initial stages of activities.

It is crucial to incorporate educational psychology into learning activities, especially Islamic religious education, as it enables teachers or instructors to have a deeper understanding of how to implement more effective and purposeful learning methods. Implementing pedagogical strategies that enable teachers to comprehend students' cognitive states, behavioral patterns, and the determinants that foster their inclination to express themselves more freely, all of which align with the learning objectives at hand. Teachers or educational personnel must study educational psychology to gain multiple viewpoints and avoid relying entirely on assumptions while facing specific learning challenges (Jaenudin, 2021).

In Islam, education has far-reaching effects on individuals, impacting them in both objective and subjective dimensions. Islamic religious education entails the imparting, cultivating, and fortifying of religion beliefs that serve as the spiritual foundation. The core principles of an individual's faith encompass the entirety of their being, influencing every aspect of their attitudes and actions through the teachings of the Islamic religion. In addition, this individual manifests their thoughts and emotions through both physical and spiritual actions, serving as a crucial motivator for human conduct. The learning process brings about changes in conduct and knowledge, resulting in the development of well-rounded individuals who are both social beings and creations of Allah SWT.

Educational psychology plays a crucial role in the process of learning. Islamic religious education operates under the premise that students

possess varying psychological and socio-cultural backgrounds. The purpose of psychology is to facilitate the fulfillment of individual students' needs in order to attain educational objectives, specifically the transmission of knowledge, ethics, and values to them. The utilization of educational psychology in the process of learning Islamic religious education is inherently intertwined with three fundamental dimensions that contribute to the formation of the human self: the physical dimension, the nafsiah dimension, and the spiritual dimension (Mahdhar & Nazarullah, 2022).

The learning process comprises two distinct activities: teaching activities, carried out by teachers, and learning activities, undertaken by students. The learning process involves the dynamic exchange of information and ideas between educators and learners, known as the interaction process. The learning process is a cognitive process, characterized by psychological factors that influence the acquisition of knowledge.

Similarly, within the context of Islamic religious education, there is a dynamic exchange between educators and learners. These interactions encompass psychological occurrences and mechanisms. Teachers should thoroughly analyze and utilize this incident as a valuable reference for effectively interacting with kids. Every teacher, particularly those who teach Islamic religious education, must possess a comprehensive understanding of learning psychology. Put simply, every Islamic religious education instructor is required to have a comprehensive understanding of educational psychology in order to acquire knowledge about many components that serve as the fundamental base, particularly for facilitating the learning process.

## **CONCLUSION**

Based on the given description, it can be inferred that educational psychology plays a crucial role in the acquisition of Islamic religious education. This is due to the presence of an interactive dynamic between instructors and students during the learning process. Educators must identify and adhere to the behavioral patterns seen in this interaction as recommendations for correctly addressing children. Furthermore, Islamic religious education involves the imparting, cultivation, and reinforcement of faith principles, which serve as the spiritual foundation. The entirety of a person's being is shaped by the teachings of the Islamic religion, with every attitude and conduct influenced by their beliefs.

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