

The Urgency of Educational Psychology in Learning Islamic Religious Education (PAI) at the Merdeka Campus

Cahaya¹, Agung Suharyanto²

¹Islamic Education Study Program, Faculty of Islamic Religion, Universitas Medan Area, Indonesia

²Public Administration Study Program, Faculty of Social and Political Sciences, Universitas Medan Area, Indonesia

Corresponding Author: Agung Suharyanto, Public Administration Study Program, Faculty of Social and Political Sciences, Universitas Medan Area, Indonesia

E-mail: agungsuharyanto@staff.uma.ac.id

Abstract

This study aims to determine the urgency of educational psychology in learning Islamic religious education (PAI) on an independent campus. The research method used is qualitative with a literature study approach. The results showed that educational psychology has an important role in PAI learning, namely to understand the characteristics, needs, motivations, interests, and potentials of students as learning subjects. Educational psychology can also assist PAI lecturers in designing, implementing, and evaluating effective, innovative, and meaningful PAI learning. PAI learning based on educational psychology is expected to improve the quality of PAI learning on an independent campus, as well as shape the Islamic character of students who are competent, creative, and have noble morals.

keywords: Educational Psychology; PAI Learning; Merdeka Campus

SDES- International Journal of Interdisciplinary Research is a journal of Open access. In this journal, we allow all types of articles to be distributed freely and accessible under the terms of the creative common attribution- non commercial-share. This allows the authors, readers and all scholars and general community to understand, use and to develop non-commercially work, as long as appropriate credit is given and the newly developed work are licensed with similar terms.

How to cite this article: Cahaya, SuharyantoA. The Urgency of Educational Psychology in Learning Islamic Religious Education (PAI) at the Merdeka Campus. SDES-IJIR; 2023; 5-1: 755-760

Submitted:25-February-2023; Accepted: 03-March-2023; Published: 3-March-2024

Introduction

Islamic religious education (PAI) is one of the courses that must be taken by students at an independent campus. PAI aims to develop understanding, appreciation, and practice of Islamic values in everyday life. PAI is also expected to shape the Islamic character of students who are competent, creative, and have noble morals

However, in reality, PAI learning on independent campuses still faces various challenges and problems, such as lack of interest, motivation, and student participation, low quality and variety of learning methods, and weak evaluation and measurement of learning outcomes.

To overcome these challenges and problems, an approach is needed that can pay attention to the psychological aspects of students as learning subjects. Educational psychology is a science that studies the learning and teaching process from a psychological point of view. Educational psychology can assist PAI lecturers in understanding the characteristics, needs, motivations, interests, and potentials of students, as well as designing, implementing, and evaluating effective, innovative, and meaningful PAI learning. Thus, educational psychology has a high urgency in learning PAI on an independent campus.

Psychology that discusses aspects of learning is called learning psychology. Psychology must be studied and mastered by every teacher / lecturer. Because every side of learning is always in contact with psychological science, the interaction between teachers and students is psychological in it. The important role of psychology is to understand students as students, including development, habits, abilities, intelligence,

motivation, interests, physical, experience, personality. The scope of learning psychology with Islamic religious education learning psychology is the same, it's just that Islamic religious psychology has an Islamic-based scope

In addition, it is also stated by that psychology has an important role in the PAI learning process, namely to understand the characteristics, needs, motivations, interests, and potentials of students as learning subjects, as well as to assist educators in designing, implementing, and evaluating effective, innovative, and meaningful PAI learning processes. Thus, psychology can improve the quality of the PAI learning process, as well as form the Islamic character of students who are competent, creative, and have noble morals.

From the background that has been described, the purpose of this study is to identify and understand in depth the urgency of educational psychology in the context of PAI learning on the Merdeka campus. Through this research, it is hoped that a better understanding of the importance of the role of educational psychology in increasing the effectiveness of PAI learning, as well as its implications for the welfare and spiritual development of students in the Merdeka campus environment.

Theoretical Studies

The Urgency of Educational Psychology

Educational psychology is a science that studies the process of learning and teaching from a psychological point of view. Educational psychology has a high urgency in the world of education, because it can help educators and students in understanding the characteristics, needs, motivations, interests, and potentials of each, as well as in designing, implementing, and evaluating effective, innovative, and meaningful learning

The importance of educational psychology is one branch of psychology that studies the application of psychological theories in learning. Together with students as the main object of education, where without students the teaching and learning process will not occur. Educational psychology has an important role in understanding the characteristics, needs, motivations, interests, and potentials of learners as learning subjects, as well as in assisting educators in carrying out their various roles. By diving into these various aspects, educational psychology makes a significant contribution in the development of tailored teaching strategies and interventions that meet the unique needs of each student.

By providing insight into the complexities of learning and human behavior, educational psychology empowers educators to fulfill their roles effectively, whether as facilitators of learning, mentors, counselors, or advocates of student well-being and success. Through diverse approaches, educational psychology plays an important role in shaping supportive and enriching learning environments for the holistic development of learners.

Furthermore, this is also reinforced by that humans, as subjects and objects of education, have dynamic spiritual and physical aspects, sometimes undergoing drastic changes. Education aims to develop intellectual, moral, spiritual, and social potential. This research is qualitative by collecting related books and journals, showing the role of psychology in Islamic education in understanding the problems of the human psyche. Before modern psychology, the concept of the soul had been discussed in classical Islamic scholarship with a focus on the science of nafs.

From these three statements, it can be interpreted that psychology is very important in education, especially for therapy for every individual who is always active in facing the existence of life in this world.

Scope of Islamic Education Learning

The scope of Islamic Religious Education written by in his writing "The Role of Islamic Religious Education Teachers in Implementing the Independent Learning Curriculum in the Digital Era" in detail in the teaching materials of Islamic Religious Education subjects can be described as follows: 1) the Qur'an, 2) Hadith as words, 3) Jurisprudence, 4) Akidah Akhlak, and 5) History of Islamic culture. The teaching material has also been applied and has been implemented at every level of Islamic education in various majors.

Islamic religious education learning aims to develop understanding and development of relevant, effective, and quality PAI learning in facing challenges and changing times. This is also explained (Omar Mohammad At-Toumy Asy-Syaibany as quoted by stated that "Islamic education is the process of changing the behavior

of individual students in their personal lives, society and the surrounding nature, by teaching as a basic activity and profession among various basic professions in society.

In addition, the Qur'an also explains that PAI learning in the Qur'an aims to form people who believe, knowledge, charity, and noble morals in accordance with the guidance of the Qur'an. It is written in: QS. Al-Anbiya' verse 24, which affirms the importance of reason and evidence in religion, and rejects ignorance and bigotry.

Meaning: "Or did they take gods other than Him? Say (Muhammad), "Put forward your reasons! It is a warning to those who are with me, and a warning to those before me." But most of them do not know the right, so they turn away."

Another verse also reads as follows: QS. Al-Baqarah verse 78, which criticizes those who are illiterate and do not understand the holy book, and only follow wishful thinking and conjecture.

It means: "And among them there are those who are illiterate, do not understand the Book (Torah), except only wishful thinking and they only conjecture".

We can already understand these two verses that the learning of Islamic religious education is very important to be applied in religious life as a guideline and it can also be interpreted as mercy for all nature. Until education is needed for all people in all corners of nature, not only Muslims, but for infidels have also recognized how important education is in life.

The Urgency of Educational Psychology at Merdeka Campus

The urgency of educational psychology at the Merdeka Campus is a study that connects psychological concepts with the Freedom of Learning policy launched by the Ministry of Education and Culture. This study aims to explore how educational psychology can contribute to improving the quality, relevance, and effectiveness of education in Indonesia, especially in the context of the Merdeka Campus.

NurussakinahDaulay, 2019 in Islamic education educational psychology is known as BK (Guidance Counseling). Overall, in the interest of guidance and counseling services and to understand and develop the behavior of individuals served (learners), BK teachers must also be able to understand and develop every motive and motivation behind the behavior of the individuals they serve (students) which is one of the foundations of psychology in the implementation of guidance and counseling. In addition, a BK teacher must also be able to identify aspects of innate potential and make it capital to obtain success and happiness in the lives of students

Similarly, as much as possible BK teachers are able to provide a conducive environment for the development of student learning, BK teachers are required to understand aspects of learning and various underlying learning theories. With regard to efforts to develop the personality of students, BK teachers need to understand the characteristics and uniqueness of their clients' personalities. In order for BK teachers to truly master the psychological foundation, there are at least four areas of psychology that must be mastered properly, namely general psychology, developmental psychology, learning psychology or educational psychology, and personality psychology.

The "Independent Campus" policy for universities which began in 2020 opens up new perspectives in the transformation of Indonesian higher education, always keeping up with the times. The "Kampus Merdeka" policy has a strategic program that places students in a central position in higher education with the main objective of involving students in real-world activities through various field projects. In addition, the main program in the "Kampus Merdeka" policy also focuses on students, offering eight main activities, namely: internships/work practices, student exchanges, teaching assistance, research, village development, independent projects, humanitarian projects, and entrepreneurial activities

Results & Discussion

Islamic Religious Education, as a subject presented from Primary to Higher Education level, must be carefully designed to suit the expectations and needs of learners. In its development, it is necessary to develop a competency-based curriculum, including understanding the basic concepts of Islam, worship practices, noble morals, and the application of Islamic values in everyday life. Learning materials must be relevant to the

context of the times and the actual needs of learners, with the use of active learning methods such as discussions, simulations, and practical projects. In addition, it is important to integrate learning resources that reflect cultural diversity and understanding of Islam from different traditions. Diverse evaluations, ongoing teacher training, and collaboration with relevant stakeholders are also key in developing effective and relevant Islamic Religious Education. Thus, it is expected that these subjects can make a significant contribution in the formation of character and morals of students, as well as help them become responsible and competitive citizens in the era of globalization'.

Educational psychology is a branch of science that studies the psyche of individuals in the context of education. The main focus is on the behavior of the individual when interacting with his environment. Thus, educational psychology can be interpreted as a scientific study that discusses individual behavior in interaction with their environment, especially in the context of education. This study systematically examines the learning process and the factors that influence it .

Education itself is a process of growth that occurs through a series of learning actions. In this context, educational psychology makes a significant contribution. First, in curriculum development, educational psychology helps design curricula that are appropriate to the cognitive, emotional, and social development of learners. Second, in learning systems, educational psychology provides insight into how to devise effective learning strategies according to individual learning characteristics. And third, in the assessment system, educational psychology helps to design fair and comprehensive assessment methods, which pay attention to different aspects of learner development. With these contributions, educational psychology not only understands individual behavior in an educational context, but also plays a role in improving the effectiveness of the overall educational process

In relation to Psychology with Islamic education stated by is the need for the role of psychology that examines mental problems, because the subjects of education are humans who have souls. The soul, long before psychology was developed, was discussed in the treasures of classical Islamic scholarship on the topic of *ilmnafs*. In the context of Islamic education, the role of psychology is very important because the subject of education is a human being who has a soul dimension. In the Islamic view, the soul or "science of *nafs*" has become an important topic that has been discussed in the treasures of classical Islamic scholarship. This knowledge of the psyche becomes the basis for understanding individual behavior, learning processes, and human development holistically.

In this perspective, psychology plays an important role in studying and understanding the problems of the individual psyche, as well as how these relate to the educational process. Thus, knowledge of the soul in the classical Islamic tradition provides a solid foundation for a psychological approach to Islamic education.

Through the combination of modern psychological views and Islamic scientific concepts about the soul, Islamic education can be more effective in understanding and guiding the development of students holistically, both in academic and spiritual terms. It includes an understanding of individual characteristics, effective ways of learning, as well as the development of moral and spiritual qualities that are the main objectives in Islamic education. Thus, collaboration between modern psychology and Islamic scientific traditions can bring great benefits in improving the overall quality of Islamic education.

According to Lira Husneti and Wahidah Fitriani (2023), the urgency of educational psychology in the context of Islamic Religious Education (PAI) education is very important. They show that psychology has a close relationship with the learning process, which in the context of PAI is referred to as the psychology of Islamic religious learning. The main difference is that the psychology of Islamic religious learning is based on Islamic principles .

Without an understanding of the psychology of Islamic religious learning, the PAI learning process can be ineffective and the learning objectives will not be achieved optimally. This is because the psychology of Islamic religious learning helps teachers in understanding the learning characteristics of students, as well as providing insight into how to design learning strategies that are in accordance with Islamic values and Islamic understanding.

By understanding the psychology of Islamic religious learning, teachers can develop a more relevant and

effective approach in teaching PAI, and are able to better adjust learning methods to the learning characteristics of students. Thus, the contribution of educational psychology in PAI education becomes very important to achieve the desired learning goals optimally.

The development of Islamic psychology has crossed the centuries, with the contributions of diverse Muslim figures and scholars. In the 20th century, efforts to integrate modern psychology with Islamic principles became increasingly significant. Figures such as Malik Badri, Abdul Hamid Abu Sulayman, and Fathi H. Malkawi are among those who have been instrumental in developing contemporary Islamic psychology.

Psychology in the Islamic context is not only a tool for understanding the psychological aspects of the individual, but also a foundation for providing specialized therapies, which utilize Islamic spiritual and ethical values. This therapeutic approach helps individuals overcome psychological issues by strengthening their spiritual bonds and applying Islamic principles in daily life.

This Islamic values-based therapy not only provides a deeper understanding of psychological issues, but also provides concrete strategies for coping with stress and mental health issues. By understanding the Islamic principles of calmness, patience, and tawakkal (relying on Allah), individuals can learn to manage stress more effectively and take better care of their mental health.

Thus, psychology in Islam not only contributes in the understanding of individual psychology, but also in improving the welfare of Muslims through therapeutic approaches that are in accordance with Islamic spiritual and ethical values.

Conclusion

The urgency of educational psychology in the context of Islamic religious education at the Merdeka campus is very important and relevant. The importance of understanding and managing human emotions, thoughts, and behaviors has been evident in achieving a balanced and harmonious life. Psychology education also emphasizes the importance of an individual's relationship with God, by teaching practices such as prayer, dhikr, and worship as a way to cope with stress and achieve spiritual well-being.

The role of psychology in Islam should be carried out through principles such as tawakkal (relying on Allah), patience, muhasabah (self-introspection), ihsan (doing good), amar ma'ruf nahi munkar (encouraging kindness and rejecting evil), as well as husnudzhan (prejudice) and repentance (forgiveness).

Thus, the integration between educational psychology and Islamic teachings provides a solid foundation for understanding and managing the relationship between the individual with himself, with Allah, and with other individuals. It helps in resolving conflicts, building strong relationships with others, and achieving higher spiritual well-being.

Financial Support and Sponsorship: Nil

Conflict of Interest: There are no conflicts of interest

References

01. Amin, A. R. (2015). Sistem pembelajaran pendidikan agama Islam pada perguruan tinggi umum. Deepublish.
02. Cahaya, C. (2022). PERAN GURU PENDIDIKAN AGAMA ISLAM DALAM MENERAPKAN KURIKULUM MERDEKA BELAJAR DI ERA DIGITAL. *Jurnal Bilqolam Pendidikan Islam*, 3(2), 1–20.
03. Christoper, G. (2018). Peranan psikologi dalam proses pembelajaran siswa di sekolah. *Warta Dharmawangsa*, 58.
04. Daulay, N. (2019). Psikologi pendidikan dan permasalahan umum peserta didik.
05. Durriyah, T. L., & Zuhdi, M. (2018). Digital Literacy with EFL Student Teachers: Exploring Indonesian Student Teachers' Initial Perception about Integrating Digital Technologies into a Teaching Unit. *International Journal of Education and Literacy Studies*, 6(3), 53–60.
06. Hakim, L. (2012). Model integrasi pendidikan anti korupsi dalam kurikulum pendidikan islam. *Ta'lim*:

Jurnal Pendidikan Agama Islam, 10(2), 141–156.

07. Hidayat, R., & Wijaya, C. (2016). Ilmu pendidikan Islam: menuntun arah pendidikan Islam di Indonesia. Lembaga Peduli Pengembangan Pendidikan Indonesia.
08. Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16, 235–266.
09. Huda, N. (2017). Manajemen Pengembangan Kurikulum. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(2), 52–75.
10. Husneti, L., & Fitriani, W. (2023a). The Significance of Educational Psychology in Islamic Religious Education Learning. *Significance*, 20(1).
11. Husneti, L., & Fitriani, W. (2023b). URGENSI PSIKOLOGI PENDIDIKAN DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM (PAI) DI SEKOLAH. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 6(4), 1034–1040.
12. Jahja, Y. (2011). Psikologi perkembangan. Kencana.
13. Panggabean, A. A., & Daulay, M. R. (2021). Urgensi Psikologi dalam Pendidikan Islam. *Studi Multidisipliner: Jurnal Kajian Keislaman*, 8(1), 19–32.
14. Rahman, M. T. (2021). Sosiologi Islam. Prodi S2 Studi Agama-Agama UIN Sunan Gunung Djati Bandung.
15. Uyun, M., & Warsah, I. (2021). Psikologi pendidikan. Deepublish.
16. Wibisono, E., & Umiyati, E. (2023). KAMPUS MERDEKA (INDEPENDENT CAMPUS) POLICY IN INDONESIA: AN EVIDENCE-BASED CRITICAL REVIEW. *Jurnal Teknologi Pendidikan*, 11, 1.