

# Holistic Educational Practices: Merging Educational Psychology with Islamic Educational Perspectives

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## ABSTRACT

This systematic literature review examines the intersection of educational psychology and Islamic education, aiming to explore how psychological principles can be effectively integrated into Islamic pedagogical practices. The study synthesizes research from various electronic databases, including Scopus, Web of Science, ERIC, and ProQuest, utilizing keywords such as "educational psychology," "Islamic education," "Islamic pedagogy," "learning theories," "motivation," "cognitive development," and "character development." A rigorous methodology was employed to ensure the inclusion of high-quality, relevant studies that address the application of educational psychology within the Islamic educational context. Data were extracted and analyzed using thematic analysis to identify recurring themes and patterns. The results highlight the importance of aligning educational practices with Islamic values, integrating cognitive learning theories, fostering motivation, and addressing diverse learning needs. The findings suggest that incorporating educational psychology into Islamic education can enhance teaching effectiveness, promote character development, and support holistic student growth. This review provides insights for educators, researchers, and policymakers to develop more effective and contextually relevant educational practices that align with both psychological principles and Islamic values.

**Keywords:** educational psychology, islamic education, islamic pedagogy, cognitive development, character development

## INTRODUCTION

Educational psychology, as a distinct field of study, seeks to understand and improve the processes of teaching and learning by applying psychological principles and theories in educational settings (Hidayatullah, 2023). It encompasses a wide range of topics, including learning theories, motivation, cognitive development, individual differences, and assessment, all of which are crucial for creating effective learning environments and fostering student success. Islamic education, on the other hand, is rooted in the teachings of the Quran and Sunnah, aiming to cultivate individuals who are not only knowledgeable but also possess strong moral character and a deep understanding of their role in society (Febriansyah et al., 2024). Integrating educational psychology with Islamic education requires a nuanced approach that respects both the scientific rigor of psychology and the spiritual and ethical foundations of Islam (Jumahir, 2020). This integration seeks to create a holistic educational framework that addresses the cognitive, emotional, and spiritual needs of learners, fostering their intellectual growth while instilling Islamic values and principles (Arif, 2022). Ultimately, the goal is to nurture well-rounded individuals who are equipped to contribute positively to both their communities and the wider world, guided by their faith and a commitment to lifelong learning.

The relationship between educational psychology and Islamic education is multifaceted, offering a framework for understanding how psychological principles can enhance the effectiveness of Islamic teaching methods and curriculum development (Saptri et al., 2021). Islamic education emphasizes the importance of knowledge acquisition, character development, and spiritual growth, which aligns with educational psychology's focus on

understanding how individuals learn, develop, and are motivated (Herni et al., 2021). Educational psychology provides insights into effective teaching strategies, student motivation, and classroom management, which can be adapted to suit the unique context of Islamic education (Wahyudin et al., 2021). By understanding the psychological factors that influence learning, educators in Islamic schools can create more engaging and effective learning environments that cater to the diverse needs of their students. Moreover, educational psychology can inform the development of Islamic curricula that are both academically rigorous and spiritually enriching, ensuring that students receive a well-rounded education that prepares them for success in this world and the hereafter (Mutiarra et al., 2021).

### **Educational Psychology from an Islamic Perspective**

Islamic psychology presents a unique perspective by integrating spiritual, psychological, and pharmacological aspects to address mental health issues (Nulhakim, 2023). Islamic tradition offers a comprehensive vision related to learning, human potential, and motivation (Arif, 2022). This viewpoint acknowledges the human being as a complex entity comprising intellect, spirit, and body, all of which influence the learning process. Islamic education emphasizes character development, moral values, and the cultivation of a sense of responsibility towards society, which are essential components of a holistic education system (Nufus, 2021). This holistic approach emphasizes the importance of nurturing not only the intellectual capabilities of students but also their moral and spiritual dimensions, aligning with the Islamic emphasis on character development and ethical conduct. Educational psychology from an Islamic perspective is a field that seeks to integrate the principles and theories of psychology with the teachings and values of Islam.

It aims to understand human behavior, learning, and development within an Islamic framework, taking into account the spiritual, moral, and ethical dimensions of the individual. This approach recognizes that human beings are complex beings with intellectual, emotional, and spiritual needs, and that education should address all these aspects in a balanced way. By integrating psychology and Islamic teachings, educators can create learning environments that foster both academic excellence and spiritual growth. Furthermore, an Islamic perspective on educational psychology emphasizes the importance of creating a supportive and inclusive learning environment that promotes positive relationships, empathy, and mutual respect, as these qualities are highly valued in Islamic teachings and are essential for fostering a sense of community and belonging among students (Mustahiqurrahman et al., 2023).

Educational psychology provides a valuable framework for understanding how students learn, develop, and are motivated, which can be applied to enhance the effectiveness of Islamic teaching methods and curriculum development. By understanding the psychological factors that influence learning, educators in Islamic schools can create more engaging and effective learning environments that cater to the diverse needs of their students (Huda & Fattah, 2021). Moreover, educational psychology can inform the development of Islamic curricula that are both academically rigorous and spiritually enriching, ensuring that students receive a well-rounded education that prepares them for success in this world and the hereafter. Islamic education emphasizes the importance of knowledge acquisition, character development, and spiritual growth, which aligns with educational psychology's focus on understanding how individuals learn, develop, and are motivated (Mukhtar et al., 2020). Therefore, learning in Islamic religious education in schools is not only provided in the form of materials but also conducts practices such as prayer, recitation, and other things related to deeds (Apriani et al., 2021).

Education is a conscious effort by individuals or groups through teaching or training, occurring throughout life in various learning environments to prepare humans for their roles (Gunawan & Lestari, 2021). Basic education begins at home, school, and within the environment (Rahman et al., 2020). Education and teaching from an Islamic perspective are viewed as a process of cultivating individuals who are not only knowledgeable but also possess strong moral character and a deep understanding of their responsibilities to God, themselves, and society. This perspective emphasizes the importance of integrating faith and knowledge, nurturing the spiritual, intellectual, and emotional dimensions of the individual. This integration prepares students to live a life guided by Islamic values and principles, contributing positively to their communities and the wider world

(Ningsih & Fitria, 2023). Teachers in Islamic education play a crucial role in developing students' potential through various strategies that foster effective communication, including respect, empathy, clear meaning, and humility (Huda & Fattah, 2021).

### **Relationship between Educational Psychology and Islamic Education**

Educational psychology offers valuable insights into student learning, motivation, and development, which can inform and enhance Islamic educational practices (Haidir et al., 2021). Islamic education, with its rich history and emphasis on character development, can benefit from the application of psychological principles to create more effective and engaging learning environments (Asmanto et al., 2023). Integrating the mode of education in families and communities within the school environment is crucial, alongside integrating cognitive, affective, and psychomotor domains (Apriani et al., 2021). This integration provides a thorough education that considers the student's intellectual, emotional, and physical development, in line with Islamic values. The relationship between Islamic education and educational psychology is intricate, requiring consideration due to the increasing challenges faced by students in the modern era (Taufik & Heriansah, 2021).

The integration of educational psychology and Islamic education involves aligning psychological principles with Islamic values and teachings to create a holistic and effective educational approach. This integration recognizes that human beings are complex beings with intellectual, emotional, and spiritual dimensions, and that education should address all these aspects in a balanced way. This approach ensures that students receive an education that nurtures their minds, bodies, and souls, preparing them to become well-rounded individuals who contribute positively to society. Islamic education can adopt teaching strategies and methods from educational psychology that are consistent with Islamic values. For instance, collaborative learning, which encourages students to support each other and share knowledge, aligns with the Islamic values of mutual assistance and cooperation (Anwar et al., 2024).

Furthermore, educational psychology emphasizes the importance of understanding individual differences and learning styles, which can inform how Islamic educators tailor their teaching methods to meet the diverse needs of their students. This individualized approach ensures that all students have the opportunity to succeed and reach their full potential, regardless of their learning styles or abilities. By understanding the psychological factors that influence learning, Islamic educators can create more effective and engaging learning environments that cater to the diverse needs of their students (Jasmi et al., 2022). Blended learning, combining traditional and digital methods, offers a relevant approach to developing Islamic Education laboratories, integrating conventional media with digital platforms (Habibi et al., 2022). Such integration supports the development of Islamic education by making it easier to deliver materials to students in the digital era (Habibi et al., 2022).

Teachers are encouraged to activate students' prior knowledge to aid in the comprehension of new concepts, providing meaningful experiences that assist them in understanding various text genres (Razak, 2023). By recognizing the significance of prior knowledge, educators can create meaningful and relevant learning experiences that build upon what students already know, enhancing their understanding and retention of new information. Furthermore, the emphasis on inquiry learning is imperative as it allows students to discover knowledge, making them more participative and proactive in the classroom (Hussien et al., 2021). Moreover, Islamic schools integrate Islamic values and teachings into their curriculum to promote character and student competitions (Nugroho & Kristiawan, 2021).

The integration of social-cultural values within Islamic education is essential, enabling it to adapt to local cultural values that do not conflict with Islamic teachings, thus ensuring its acceptance and grounding in society (Prajā & Muslih, 2021). Such integration helps Islamic education remain relevant and responsive to the needs of the community while upholding its core principles and values. Traditionally, Islamic knowledge learning often occurs through face-to-face interactions in mosques or madrasahs (Ishak et al., 2022). Pesantren have historically served as centers of religious learning and knowledge, significantly shaping Indonesia's religious and cultural identity (Febriansyah et al., 2024). Madrasahs play a crucial role in fostering Muslims,

focusing on optimization, efficiency, and effectiveness to produce quality individuals without neglecting the characteristics of Islamic educational institutions (Santosa & Jazuli, 2022). Moreover, the blended learning approach is particularly well-suited to Islamic Studies, which involves activities such as reading, memorization, and practical application, offering a flexible and effective learning pattern for students (Manan & Hanafi, 2020).

The rise of globalization and rapidly advancing technology have increased the demand for quality education, requiring schools to enhance their professional standards (Hidayah & Humaidi, 2022). Islamic educational institutions have evolved to meet the challenges of the modern era, with many adding secular subjects to their curriculum (Jajuli et al., 2022). Islamic schools aim to provide a well-rounded education that prepares students for both this world and the hereafter (Devi & Husein, 2021). In Indonesia, Islamic education has a long history, predating the introduction of modern education by the Dutch in the 19th century (Miftahusyai'an et al., 2021). Islamic boarding schools, or *\*pesantren\**, have developed by adapting to the changing times and incorporating advances in science and technology, leading to the emergence of "Modern Islamic Boarding Schools" (Khusumadewi, 2021). These institutions not only teach religious knowledge but also formal education and other sciences (Khusumadewi, 2021).

These modern *\*pesantren\** equip students with diverse skills, including life skills training tailored to their interests, to empower them and prepare them to compete in the modern world (Khoirurroji'in et al., 2021). However, some *\*pesantren\** face internal and external challenges in their management and planning, highlighting the need for strong leadership to produce prominent scholars (Zakaria & Yusmaliana, 2023). Principals in these institutions are tasked with transforming old paradigms into new ones to achieve educational goals (Suharsono & Efendi, 2020). Islamic educational institutions also play a crucial role in shaping students' character and behavior by instilling Islamic values and ethics. The integration of Islamic teachings with subjects like science and social studies can help students understand the ethical dimensions of these fields, promoting responsible citizenship and moral decision-making. Islamic education's effectiveness is closely linked to the quality of educators, who should possess deep knowledge of Islamic subjects, pedagogical skills, and a commitment to nurturing students' spiritual and intellectual growth.

Educational psychology, as a discipline, can be viewed through the prism of Islamic teachings, enriching and deepening its understanding. By integrating Islamic values and principles, educational psychology gains a more holistic dimension, considering not only cognitive and behavioral aspects but also the spiritual and moral development of learners. Islamic perspectives emphasize the importance of *\*tarbiyah\**, which encompasses holistic education aimed at nurturing individuals morally, spiritually, and intellectually. *\*Tarbiyah\** goes beyond mere knowledge acquisition; it aims to cultivate virtuous character, social responsibility, and a lifelong pursuit of knowledge and wisdom. The curriculum in modern *\*pesantren\** typically includes religious education, character development, vocational skills training, and general education (Khusumadewi, 2021). The unique characteristic of *\*pesantren\** is its boarding system, which allows educators to guide and monitor students closely, fostering intimacy and promoting active learning (Arif et al., 2020). This holistic approach is in line with the Islamic view of human development, which recognizes the interconnectedness of the mind, body, and soul.

The cultivation of moderate religious values is crucial in Islamic education to prevent intolerance, conflict, separation, and extremism in religious practices (Rusmiati et al., 2022). In light of contemporary challenges such as religious extremism and intolerance, integrating moderate Islamic values in education is essential for promoting social harmony and global citizenship. Educational psychology, when informed by Islamic principles, can contribute to developing educational strategies that promote critical thinking, empathy, and respect for diversity, thus countering radical ideologies and fostering a more inclusive and peaceful society. Ultimately, this comprehensive approach aligns with the broader goals of Islamic education, which seeks to produce well-rounded individuals who contribute positively to society while adhering to Islamic ethics and values (Muslim & Firdausia, 2021). The integration of Islamic values, such as moderation, equality, and continuous self-improvement, into education can address the limitations of contemporary educational philosophies (Rahman, 2021) (Sholeh et al., 2022) (Suddahazai, 2023).



Several challenges exist in implementing an integrated approach to educational psychology within Islamic education. These challenges range from the interpretation of Islamic texts to the practical application of psychological theories in diverse cultural contexts. Some scholars and educators may face difficulties in reconciling traditional Islamic teachings with modern psychological concepts, leading to debates and differing interpretations (Khusumadewi, 2021).

The dynamic nature of \*pesantren\* and other Islamic educational institutions in Indonesia reflects the ongoing need to adapt to modernization while preserving traditional values (Arif et al., 2020). Some Islamic schools may struggle to provide adequate resources and training for teachers to effectively integrate Islamic perspectives into their teaching practices. Overcoming these challenges requires collaborative efforts from scholars, educators, policymakers, and community stakeholders to develop a comprehensive framework that supports the effective integration of educational psychology and Islamic education. Islamic education should reflect a balanced approach that emphasizes both religious and worldly knowledge to prepare students for success in all aspects of life. The integration of religious moderation values is crucial in addressing radical religious understanding, emphasizing the role of education in internalizing moderate Islamic values not only in religious subjects but also in other subjects such as English (Sholeh et al., 2022).

The concept of sustainable development within Islamic education underscores the importance of balancing human development with environmental stewardship, echoing the Islamic principles of justice, compassion, and responsibility towards future generations (Qatawneh & Al-Naimat, 2022). To achieve this, Islamic education curricula can be designed to include environmental ethics, resource management, and sustainable living practices, thereby cultivating a sense of environmental consciousness among students. By instilling such values, Islamic education can promote a more sustainable and equitable future for all. However, policies related to Islamic education in Indonesia have shifted from a domestication approach to an accommodation approach since the country's independence in 1945 (Kosim et al., 2023). Currently, the implementation of Islamic education faces difficulties due to broad and complex policy indicators, leading to superficial interpretations rather than substantive changes (Nurhafni et al., 2021). Therefore, understanding these dynamics is crucial for successfully integrating educational psychology with Islamic education.

In conclusion, the intersection of educational psychology and Islamic education presents a rich field of inquiry with the potential to transform educational practices and outcomes. By drawing upon the strengths of both disciplines, educators can create more holistic, effective, and culturally relevant learning experiences for students (Sultan, 2022). Integrating Islamic values into education addresses limitations in contemporary educational philosophies by providing a comprehensive framework for human development (Khatoon et al., 2020; Latif et al., 2023; Nurhafni et al., 2021). As Indonesia navigates the complexities of modernization and globalization, Islamic education continues to play a vital role in shaping the nation's identity and future. The integration of religious moderation in education helps prevent intolerance and extremism, while promoting critical thinking, empathy, and respect for diversity (Latif et al., 2023).

### **Educational Psychology in the Islamic Education Perspective**

The systematic exploration of educational psychology within the framework of Islamic education necessitates a comprehensive understanding of both disciplines and their potential synergies. Educational psychology, as a scientific field, investigates the processes of learning, teaching, and human development, often drawing upon empirical research and psychological theories to inform educational practices (Idris et al., 2020). Islamic education, on the other hand, is rooted in the teachings of the Quran, Sunnah, and the rich intellectual heritage of Muslim scholars, emphasizing the holistic development of individuals in accordance with Islamic values and principles (Nurhafni et al., 2021).

A critical review of existing literature reveals that the integration of educational psychology and Islamic education is not merely a confluence of two distinct fields but a dynamic interplay that can enhance both. The key is to identify and address the challenges involved in integrating educational psychology with Islamic education (Dini, 2020). The process of learning and action involves critical dialogue, which is central to

Islamic education (Lahmar, 2020). This approach to integration seeks to create a more holistic and meaningful educational experience for students, fostering their intellectual, emotional, social, and spiritual growth.

The Western perspective often limits learning theories to empirical-rational-quantitative phenomena, whereas Islamic education seeks to integrate spiritual and ethical dimensions into the learning process (Munib, 2020). This holistic approach aligns with Islamic teachings, which emphasize the importance of nurturing the whole person. Incorporating psychology into Islamic education can lead to the development of contextually relevant educational strategies, addressing the specific needs and aspirations of Muslim students.

The main objective of Islamic education is to shape individuals who are not only knowledgeable but also morally upright, compassionate, and responsible members of society (Mahmudi et al., 2022). The integration of science and Islam is an important aspect of Islamic education, which requires educators to address differing views and promote a balanced understanding (Zainuri et al., 2022). This integration requires a careful consideration of the underlying philosophical and epistemological foundations of both disciplines, ensuring that the resulting educational practices are both scientifically sound and faithful to Islamic teachings (Rahman, 2021).

Furthermore, it is important to create learning environments that promote critical thinking, creativity, and collaboration, empowering students to become active participants in their own learning and contribute positively to their communities. Education in Islam involves various aspects such as intellectual, spiritual, emotional, and social development, which must be addressed comprehensively in curriculum design. By identifying overlaps and potential conflicts, researchers can develop strategies for reconciling the scientific rigor of educational psychology with the ethical and spiritual values of Islamic education.

The essence of Islamic education lies in its holistic approach to human development, encompassing intellectual, spiritual, moral, and social dimensions (Shafwan & Zakariya, 2020). This aligns with the principles of educational psychology, which emphasize the importance of creating learning environments that foster cognitive, emotional, and social growth. Islamic education also emphasizes the importance of moral and faith development, aiming to cultivate individuals with strong ethical values and a deep sense of spirituality (Shafwan & Zakariya, 2020). This involves a commitment to justice, compassion, and the pursuit of knowledge for the betterment of humanity.

This integration requires a nuanced understanding of the historical, cultural, and social contexts in which Islamic education takes place, as well as the diverse needs and aspirations of Muslim students around the world. Educational psychology offers valuable insights into how people learn, remember, and apply knowledge, providing educators with evidence-based strategies for improving teaching and learning outcomes. Islamic education emphasizes the importance of character development, moral reasoning, and the cultivation of virtues such as honesty, integrity, and compassion (Gholampour et al., 2020).

By integrating character education with a Sufism approach, educational institutions can educate students to become Muslim scholars who are lovers and guardians of Allah, contextualizing their faith in everyday life (Anwar et al., 2021). Islamic education also strives to create a learning environment that is conducive to both intellectual and spiritual growth. This involves fostering a sense of community, mutual respect, and shared responsibility among students and educators.

Moreover, Islamic education encourages critical thinking and reflection, empowering students to question assumptions, analyze information, and form their own informed opinions based on Islamic principles. This encourages students to think critically and creatively within an Islamic framework (Setiawan & Jatmikowati, 2020). Islamic educational institutions should strive to provide students with a well-rounded education that prepares them to be successful in both worldly and spiritual pursuits.

For instance, Islamic education places great emphasis on the development of moral character, the cultivation of virtues, and the acquisition of ethical values (Khalid et al., 2022). Values such as justice, honesty, politeness,

patience, and generosity are taught to form good character (Romlah & Rusdi, 2023). Islamic education also emphasizes the importance of social responsibility, encouraging students to be active members of their communities, contributing to the well-being of others, and working towards the common good. Character education in higher education is very important because it creates a young generation that is honest, polite and ethical (Gusliana & Nurlela, 2022; Sirait, 2023). The ultimate goal of Islamic education is to prepare individuals for success in this world and the hereafter, equipping them with the knowledge, skills, and values necessary to lead fulfilling and meaningful lives in accordance with Islamic principles.

In essence, educational psychology from an Islamic perspective seeks to integrate the best practices of modern educational theory with the timeless wisdom of Islamic teachings, creating a holistic and transformative learning experience for students.

Teachers play a key role in shaping students' moral development by integrating religious values into their teaching and serving as role models for ethical behavior (Aulia et al., 2022). Schools enhance non-academic quality through programs supporting character building to address moral degradation, and boarding schools equally emphasize education and the application of religious values by inculcating practices such as memorizing hadith, Qur'anic verses, and strengthening Islamic material (Rauf, 2021; Yanti et al., 2021). The integration of curriculum and Islamic character aims to provide students with comprehensive learning outcomes, creating an *Ulul Albab* generation, enabling students to recognize, understand, reflect, have faith, fear, and possess noble character in carrying out religious teachings correctly (Kuncoro, 2022).

The success of character education depends on the collaborative efforts of teachers, parents, and the community, creating a supportive environment that reinforces positive values and behaviors. Education that aims to instill noble character values that are increasingly eroded by the times, by implementing habituation activities that are integrated with scouting activities to shape students' character and personality, where scouting activities can be used as a vehicle in instilling character values such as discipline, mutual cooperation, leadership, and caring for others.

The integration of Islamic values in education extends beyond the classroom, influencing all aspects of school life, from extracurricular activities to the overall ethos of the institution (Restiana & Ulfa, 2021; Usman et al., 2021). This holistic approach ensures that students are constantly immersed in an environment that promotes ethical behavior, social responsibility, and a commitment to lifelong learning. Ultimately, the goal of educational psychology from an Islamic perspective is to cultivate individuals who are not only knowledgeable and skilled but also virtuous, compassionate, and dedicated to serving the greater good (Ningsih et al., 2021) (Egistiani et al., 2023). Schools play an important role in influencing students' thinking and feeling and in guiding students to make decisions on right and wrong (Singh et al., 2020). Spiritual leadership management offers ethical leadership, employee well-being, sustainability, development of motivation social responsibility, and organizational commitment (Usman et al., 2021).

The cultivation of religious attitudes is achieved through the boarding cultural process, emphasizing the embodiment of religious values in daily life (Ihsan et al., 2021). Spiritual strength and noble character are the main focus of national education (Bassar & Hasanah, 2020). Educators should embody and personify spiritual values and high ethics, consolidating spiritual, emotional, physical, and intellectual dimensions in alignment with educational goals (Ayub et al., 2020; Muti'ah & Triatna, 2021). Educational psychology in the Islamic education perspective aims to develop individuals who are not only intellectually capable but also spiritually grounded, morally upright, and socially responsible (Damayanti & Irniasari, 2020). This approach recognizes that true success in life encompasses both worldly achievements and spiritual fulfillment, guiding students towards a path of balanced and meaningful existence (Herni et al., 2021).

The curriculum in Islamic education emphasizes religious and moral purposes, using broad, unlimited methods that consider child development, personality, and spiritual balance (Mutiarah et al., 2021). Islamic education is a process of transferring and internalizing Islamic knowledge and values to students through teaching, habituation, guidance, nurturing, monitoring, and developing their potential to achieve intelligence and

perfection in this world and the hereafter (Wahyudin et al., 2021). Learning activities in Islamic Education subject for preschoolers are implemented through various methods, focusing on introducing Allah SWT and Islam, the pillars of Islam and faith, and instilling pure values and noble morals (Saptri et al., 2021). Islamic education, therefore, is not merely about imparting knowledge but also about cultivating the heart and soul, nurturing a deep connection with the Divine, and fostering a sense of purpose and meaning in life (Nufus, 2021).

Islamic education also stresses the importance of critical thinking and reflection, encouraging students to engage with the material in a meaningful way and to develop their own understanding of the teachings (Jumahir, 2020). Educational psychology from an Islamic perspective recognizes the importance of understanding the learner's individual differences, strengths, and weaknesses, tailoring the educational approach to meet their specific needs and learning styles. Islamic education emphasizes the importance of creating a positive and supportive learning environment that fosters intellectual curiosity, creativity, and a love of learning. This includes creating a safe space for students to ask questions, express their opinions, and engage in open dialogue and discussion (Mustahiqurrahman et al., 2023).

Islamic education is constantly evolving to meet the needs of the times while maintaining the core values of Islam (Febriansyah et al., 2024). Educational psychology from an Islamic perspective provides a framework for understanding the psychological principles that underpin effective teaching and learning in an Islamic context (Mukhtar et al., 2020). The effective implementation of PAI learning management is a collaborative effort between teachers and school principals, that Islamic education in Indonesia is facing challenges such as globalization in culture, ethics, and morals due to technology, low social capital, low education quality, and national macro problems. Educational psychology in Islamic education, uses behavioristic theories in the study of Islamic Religious Education by giving them stimuli that will elicit positive responses (Ani et al., 2023; Apriani et al., 2021). Islamic education faces problems in Muslim minority schools, requiring teachers, students, and principals to solve existing issues, with Islamic schools seen as a resistance to racism and power relations (Huda & Fattah, 2021). Islamic education must be adapted to the demands of the times and be able to answer every existing problem (Haidir et al., 2021). The aims of Islamic education are to produce good Muslims with an understanding of Islamic rules and a strong commitment to the faith (Asmanto et al., 2023).

Educational psychology, viewed through the lens of Islamic principles, provides a comprehensive framework for understanding human learning and development (Hidayatullah, 2023). It delves into the intricacies of the human psyche, aligning psychological principles with Islamic teachings to create a holistic approach to education (Nulhakim, 2023). This perspective acknowledges the significance of both cognitive and spiritual dimensions in shaping an individual's overall growth and understanding (Apriani et al., 2021). One aspect in Islamic Religious Education learning is implementing strategies that allow students to support each other, share knowledge, and solve problems together, in accordance with the values of mutual assistance contained in Islamic teachings (Anwar et al., 2024). The integration of psychology and Islamic education emphasizes the importance of creating a nurturing and stimulating learning environment that caters to the intellectual, emotional, and spiritual needs of the learners. By understanding the psychological principles that influence learning, educators can design effective teaching methods and strategies that resonate with students and promote their overall development.

**The Problem of Islamic Religious Education Learning Against Muslim Minority Students.** By understanding the learner's individual differences, strengths, and weaknesses, educators can tailor their approach to meet the specific needs and learning styles of each student (Huda & Fattah, 2021). Educational psychology within Islamic education is rooted in the belief that every individual possesses unique potential and capabilities that need to be nurtured and developed. The integration of psychology and Islamic education emphasizes the importance of creating a nurturing and stimulating learning environment that caters to the intellectual, emotional, and spiritual needs of the learners. Islamic education curriculum developers need to consider these factors when designing programs that promote holistic development and well-being. This approach is crucial for creating a balanced and harmonious learning experience that fosters both intellectual and spiritual growth. Effective learning is learning that is able to manage components related to learning well (Habibi et al., 2022).



Components related to learning consist of learning objectives, teaching materials, learning resources, learning strategies and evaluation.

Teachers have a strategic position in developing students' potential, requiring them to be professional educators oriented towards students' creativity in Islamic religious education learning (Huda & Fattah, 2021). Teachers should encourage the use of varied learning methods to increase student motivation (Suyudi, 2022). It is also important to ensure that Islamic education is inclusive and accessible to all students, regardless of their background or circumstances. Islamic teachings emphasize the importance of seeking knowledge and understanding as a means of drawing closer to Allah and fulfilling one's potential as a human being. Educational psychology provides insights into how individuals learn, process information, and develop their cognitive abilities, which can inform the design of effective teaching methods and curricula (Arif, 2022). Islamic values and ethical principles emphasize the importance of respect, compassion, and social responsibility, which can guide the development of character education programs and promote positive social behavior among students. The student-centered approach in Islamic education enhances students' understanding, skills, and values through communication, collaboration, critical thinking, and creativity (Jasmi et al., 2022).

Education in Islam is viewed as a conscious effort by individuals or groups through teaching and training activities, throughout life in various learning environments to prepare humans to play their roles appropriately (Gunawan & Lestari, 2021). Science in Islamic education must have formal objects, research methods, and systematics, where the material object is human beings (Mirnawati et al., 2022). The hadiths of the Prophet about education generally encourage humans to always increase their knowledge. They also raise awareness to always learn and teach. In the context of Islamic education, educational psychology offers valuable insights into the nature of learning, the factors that influence it, and the strategies that can be employed to enhance it. It explores the cognitive, emotional, and social processes involved in learning, providing educators with a deeper understanding of how students acquire knowledge, develop skills, and form attitudes. Educational psychology is essential for understanding the characteristics of students, learning styles, and effective teaching methods, as well as improving the quality of Islamic Religious Education (Ningsih & Fitria, 2023).

The ultimate goal of Islamic education is to cultivate individuals who are not only knowledgeable but also possess strong moral character, a deep sense of social responsibility, and a commitment to lifelong learning and personal growth. Islamic education must adapt and adopt local cultural values that do not conflict with Islamic teachings, ensuring it is easily accepted and grounded in society (Praja & Muslih, 2021). The Covid 19 PandemicHealth (Taufik & Heriansah, 2021). During the COVID-19 pandemic, challenges in online Islamic Religious Education learning included reduced interaction between teachers and students, decreased student motivation, and limited internet access. Educational psychology is particularly relevant in today's rapidly changing world, where technology and globalization are transforming the educational landscape. It can help educators understand how to leverage technology to enhance learning, promote digital literacy, and address the challenges of online education (Fauzi & Arifin, 2023). Educational psychology helps teachers teach more effectively by understanding different teaching strategies.

Educational psychology and Islamic education share a common goal of fostering holistic development and well-being in learners (Rahman et al., 2020). Islamic educational psychology acknowledges the weaknesses of behaviorist theory, which sometimes equates human psychology with that of animals (Arif, 2022). The emphasis on understanding the individual differences among learners is a key aspect of both educational psychology and Islamic education. Understanding these differences allows educators to tailor their teaching methods and create a more personalized and effective learning experience for each student (Ningsih & Fitria, 2023). Islamic education prioritizes values, ethics, and character development alongside academic knowledge and skills. Psychology in Islamic education is an important study in the formation of individual character and morals. The integration of educational psychology principles into Islamic education can enhance teaching methods, curriculum development, and assessment practices, leading to improved learning outcomes and a more positive educational experience for students. In the dynamic landscape of modern education, the

integration of educational psychology within the framework of Islamic education presents a unique and multifaceted approach to fostering holistic development (Febriansyah et al., 2024).

In the digital era, Islamic education faces the challenge of effectively using technology to enhance learning outcomes (Habibi et al., 2022). It is essential to develop students' critical thinking and reasoning abilities to navigate the virtual world ethically (Hussien et al., 2021). Teachers in the digital age need to use information and communication technology to make learning easier for students (Eraku et al., 2021). Digital transformation in education provides access to vast resources beyond traditional textbooks, enabling interactive simulations and multimedia content (-, 2023; Habibi et al., 2022; Yuberti et al., 2022). Digital tools facilitate personalized learning paths, adapting to individual student needs and paces (Hidayah & Humaidi, 2022; Suwahyu, 2024). Online platforms offer flexibility, allowing students to learn at their convenience and promoting self-directed learning skills. The integration of digital technologies into Islamic education requires careful consideration of pedagogical principles and ethical considerations (Ibrahim et al., 2023).

The integration of computer media in Islamic Religious Education is crucial in keeping up with the times (Hidayah & Humaidi, 2022). The use of computer media can support increasing students' interest and motivation in learning Islamic Religious Education, as well as expand access to learning resources. It is crucial to acknowledge the impact of technology and digital advancements on education (Kaabi & Qawasmeh, 2020). Different digital learning approaches, such as synchronous, asynchronous, and blended learning, can be selected in digital learning (Santosa & Jazuli, 2022).

In conclusion, this chapter has explored the multifaceted ways in which the integration of educational psychology and technology can enhance Islamic education. By understanding the cognitive, emotional, and social aspects of learning, educators can create more effective and engaging learning environments that cater to the individual needs of students. Furthermore, by embracing technology and digital advancements, Islamic education can equip students with the skills and knowledge necessary to navigate the challenges of the 21st century while upholding ethical values and principles. As we move forward, it is imperative that Islamic education continues to adapt and innovate, ensuring that it remains relevant, accessible, and transformative for generations to come.

## **DISCUSSION**

The systematic literature review revealed several key themes and findings regarding the integration of educational psychology in Islamic education.

Firstly, studies highlighted the importance of aligning educational practices with Islamic values and principles (Tuna, 2020). This involves creating a learning environment that promotes moral development, ethical reasoning, and social responsibility among students. Islamic education emphasizes character development and moral reasoning in curricula (Chen et al., 2023). The integration of Islamic values such as compassion, justice, and respect for others is seen as essential in shaping students' attitudes and behaviors (Tambak et al., 2023).

Secondly, the review identified the relevance of cognitive learning theories in Islamic education.

Constructivism, social constructivism, and other cognitive learning theories are employed to facilitate deep understanding and critical thinking among students.

Active learning strategies, such as problem-based learning, collaborative projects, and inquiry-based activities, are promoted to enhance students' engagement and knowledge retention. Inquiry learning strategies have been found to improve the learning outcomes of Islamic Education students (Mukti et al., 2020).

Thirdly, the role of motivation and engagement in Islamic learning environments emerged as a significant theme.

Intrinsic motivation, which stems from genuine interest and enjoyment of learning, is considered particularly important in Islamic education.

Strategies to foster intrinsic motivation include providing students with autonomy, choice, and opportunities for self-expression. Additionally, the review highlighted the importance of creating a supportive and inclusive learning environment that caters to the diverse needs and backgrounds of students (Ningsih & Fitria, 2023).

Culturally responsive teaching strategies, which acknowledge and value students' cultural identities, are seen as essential in promoting positive academic outcomes and a sense of belonging.

The review underscored the significance of continuous professional development for teachers in Islamic education. Teachers need professional development to stay abreast of the latest research and best practices in both educational psychology and Islamic pedagogy.

This includes training on effective teaching strategies, assessment techniques, and classroom management skills.

Furthermore, the importance of understanding diverse learning styles and needs within the Islamic education context is highlighted.

Acknowledging and addressing the unique challenges and opportunities faced by students with different learning preferences and abilities is crucial for promoting inclusive and equitable educational practices.

Differentiation strategies, which involve tailoring instruction to meet the individual needs of learners, are seen as effective in maximizing student learning outcomes (Liou et al., 2023).

The literature review also sheds light on the potential benefits of incorporating technology into Islamic education. The use of digital tools and resources can enhance student engagement, facilitate access to information, and promote collaborative learning experiences.

However, it is important to carefully consider the ethical and pedagogical implications of technology integration to ensure that it aligns with Islamic values and principles (Rudianti et al., 2024).

The dialectical approach emphasizes the importance of learning from divergent opinions and acknowledges the constant need for assessing and reformulating theory and practice (Suddahazai, 2023). Integrating knowledge and ideas necessitates activating prior knowledge to aid in the comprehension of presented concepts (Razak, 2023).

In addition, the role of intercultural competence in teaching is essential, particularly in increasingly interconnected societies (Jiang et al., 2021). Teachers must understand their students' cultures and know what technology is available to differentiate activities and support them (Shonfeld et al., 2021). Teachers' intercultural awareness and competence are therefore crucial (Mirawati et al., 2022).

Furthermore, Islamic education emphasizes the importance of creating a learning environment that is conducive to spiritual and personal growth.

This involves fostering a sense of connection to Allah, promoting ethical behavior, and cultivating a love for learning and knowledge.

Creating Islamic schools lacks curriculum because the subject contents are not prepared in a well manner (Khatoon et al., 2020). Rather the contents are derived from different books with no specific curriculum (Lahmar, 2020).

In conclusion, this systematic literature review provides a comprehensive overview of the intersection between educational psychology and Islamic education.

The findings underscore the importance of aligning educational practices with Islamic values, promoting cognitive engagement and motivation, addressing diverse learning needs, and providing ongoing professional development for teachers (Zainuri et al., 2022) (Munib, 2020).

By integrating evidence-based principles of educational psychology with the rich tradition of Islamic pedagogy, educators can create transformative learning experiences that empower students to become knowledgeable, ethical, and compassionate members of society (Ishak et al., 2022; Qatawneh & Al-Naimat, 2022).

## CONCLUSION AND FUTURE DIRECTIONS

Based on the data available, the integration of educational psychology with Islamic education is a multifaceted and evolving field with significant potential to enhance teaching and learning practices. There is a need for a comprehensive understanding of educational leadership from both philosophical and Islamic perspectives, especially for those involved in Islamic institutions (Dini, 2020).

The current discussion revolves around achieving high-quality instruction by ensuring teachers are skilled and capable of effectively delivering educational content at the higher education level (Iram, 2021).

The synthesis of findings from various studies reveals several key themes and insights that warrant further attention and exploration.

One prominent theme is the importance of aligning educational goals and practices with the values and principles of Islam (Gholampour et al., 2020). This involves creating a learning environment that fosters spiritual growth, ethical behavior, and a sense of social responsibility (Idris et al., 2020).

Another significant theme is the need to promote cognitive engagement and motivation among students. Effective teaching strategies should encourage critical thinking, problem-solving, and creativity, while also nurturing a love for learning and knowledge.

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