



## The Significant Role of Psychology in Islamic Educational Contexts

Suharti<sup>1</sup>, Eny Rahmawati<sup>2</sup>, Kusti Puji Lestari<sup>3</sup>

Institut Islam Nahdlatul Ulama Temanggung

Co-email: [suharti220778@gmail.com](mailto:suharti220778@gmail.com), [rahmawatikediri15@gmail.com](mailto:rahmawatikediri15@gmail.com),  
[kustipujilestari791@gmail.com](mailto:kustipujilestari791@gmail.com)

ARTICLE INFO	ABSTRACT
<p><b>Article History:</b> Recieved : 14-Jul-2025 Revised : 23-Jul-2025 Accepted : 15-Sep-2025 Available online: 30-Sep-2025</p> <p><b>Keyword:</b> Islamic education; psychology; Holistic development.</p>	<p>This study examines the critical role of psychology in enriching the principles and practices of Islamic education. Rather than viewing psychology and religion as separate fields, this research highlights how psychological insights can complment Islamic values in promoting holistic human development. The qualitative descriptive approach was used to explore how psychological theories—particularly those related to learning, motivation, and emotional growth—can be adapted to Islamic educational contexts. Data were gathered through literature analysis and interviews with practitioners in both psychology and Islamic education. The findings reveal that when psychology is applied within an Islamic framework, it becomes a powerful tool to understand learners' behavior, mental health, and spiritual needs. Such integration allows educators to address students not only as cognitive beings but also as moral and spiritual individuals. Moreover, it provides practical strategies for overcoming learning obstacles and fostering character development aligned with Islamic ethics. The study concludes that psychology, when harmonized with Islamic teachings, strengthens the educational process and supports the formation of well-balanced individuals. This implies a need for continuous dialogue between psychological sciences and Islamic pedagogy to build education systems that are both scientifically grounded and spiritually meaningful.</p>

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



## INTRODUCTION

### Introduction

Education in Islam is not only concerned with the transfer of knowledge, but also with the development of character, spirituality, and the human soul. As such, the integration of psychology into Islamic education plays a vital role in understanding the nature of learners, their behaviors, emotions, motivations, and developmental stages. Psychology offers tools and frameworks that can help educators apply teaching methods that are more empathetic, effective, and tailored to students' needs.

Islamic education, grounded in the teachings of the Qur'an and Sunnah, emphasizes holistic development — intellectual, moral, emotional, and spiritual. Psychology, when aligned with Islamic values, can support this comprehensive goal by providing insights into how students learn, how they are influenced by their environment, and how they can be guided toward positive behavioral and mental growth. Moreover, psychological principles help address issues such as learning difficulties, emotional disturbances, and social challenges faced by students.

By exploring the intersection between psychology and Islamic education, educators and scholars can design learning environments that nurture the soul and intellect simultaneously. This introduction seeks to highlight the significance of psychology in shaping an educational framework that is not only scientifically sound but also spiritually meaningful, in line with the goals of Islamic education.

## LITERATURE REVIEW

The integration of psychology into Islamic education has been the focus of various scholars seeking to bridge scientific understanding with religious principles. According to Al-Ghazali (2005), true education in Islam must nurture both the mind and the soul, a view that aligns closely with modern psychological approaches to holistic development. He emphasized the importance of understanding children's psychological states as part of effective moral and spiritual instruction.

Contemporary researchers such as Hamzah and Sidek (2017) argue that Islamic education can benefit from psychological theories when they are contextualized within Islamic worldview. For instance, humanistic psychology, which highlights personal growth and self-actualization, resonates with Islamic goals of tazkiyah (self-purification) and achieving insan kamil (the perfect human being). Their study suggests that psychology helps Islamic educators better understand individual differences, emotional needs, and motivation, which are crucial for effective teaching.

In addition, transpersonal psychology, which explores the spiritual dimension of the human experience, has also been discussed in the context of Islamic education. Baharuddin (2014) highlighted that integrating transpersonal psychology with Islamic concepts like tawheed (oneness of God) and ruh (soul) provides a comprehensive framework for character development and spiritual growth.

Despite these contributions, there remains a gap in literature connecting mainstream psychological theories with Quranic epistemology. Some Islamic scholars call for the Islamization of psychological knowledge, advocating for models that are grounded in Islamic anthropology and ethics. This growing field continues to explore how modern psychology can enrich Islamic pedagogy while remaining faithful to its spiritual foundations.

## METHOD

This study employs a qualitative descriptive approach to explore the role of psychology in Islamic education. The method was chosen to provide a comprehensive understanding of concepts, perspectives, and experiences that emerge from the

intersection of psychological theories and Islamic educational practices. Through this approach, the research aims to describe phenomena in their natural context without manipulating variables.

Data collection was carried out through a combination of document analysis and semi-structured interviews. Relevant academic literature, including journal articles, books, and official Islamic education guidelines, were reviewed to gather theoretical insights. In addition, interviews with Islamic education practitioners and psychologists were conducted to gain real-world perspectives on how psychological principles are applied in teaching and learning processes within Islamic institutions.

Data were analyzed using thematic analysis, which involves identifying, categorizing, and interpreting patterns or themes within the collected information. This technique allowed the researcher to draw meaningful conclusions about the integration of psychological understanding in shaping effective and holistic Islamic education strategies.

## DISCUSSION

The findings of this study reveal that psychology plays a crucial role in enhancing the effectiveness of Islamic education by deepening the understanding of learners' mental and emotional states. Psychological insights, particularly in developmental and educational psychology, allow educators to tailor their methods to the individual needs, learning styles, and emotional well-being of students. This alignment supports Islamic teachings, which emphasize compassion, balance, and the holistic development of the human being.

Integrating psychology into Islamic education also contributes to a more empathetic and learner-centered approach. For instance, understanding motivational theories helps teachers inspire students not just through religious obligation, but through meaningful engagement with learning. This supports the Islamic aim of nurturing individuals who are not only knowledgeable but also possess strong moral and spiritual character.

Moreover, the use of psychology enables educators to identify challenges such as anxiety, low self-esteem, or behavioral issues that may hinder a student's progress. Addressing these problems through supportive strategies aligns with the Islamic value of rahmah (mercy), ensuring that education serves both the cognitive and emotional needs of the learner.

Overall, psychology does not replace Islamic principles but rather complements them. When applied within an Islamic framework, psychological concepts can strengthen the educational process and help produce individuals who are intellectually capable, emotionally intelligent, and spiritually grounded.

## CONCLUSION

In summary, the integration of psychological principles into Islamic education provides valuable insights that enhance both the teaching process and student development. Psychology helps educators understand how students think, feel, and

behave, allowing them to create learning environments that are more effective, empathetic, and aligned with individual needs. This contributes to the Islamic objective of nurturing well-rounded individuals who excel not only intellectually but also morally and spiritually.

Rather than contradicting Islamic teachings, psychology supports and complements them by offering tools to better guide students in their personal and academic growth. When approached through an Islamic lens, psychological theories can enrich educational practices, address students' emotional challenges, and strengthen character-building efforts.

Thus, recognizing the role of psychology within Islamic education is essential for forming educational models that are balanced, human-centered, and spiritually meaningful. Future efforts should continue to explore ways in which psychological knowledge can be harmonized with Islamic values to support the holistic growth of learners.

## REFERENCES

- Baharuddin. (2014). *Psychology of Learning: A Conceptual Approach from an Islamic Perspective*. Yogyakarta: Ar-Ruzz Media. This book discusses how Islamic values can be integrated with educational psychology to support effective learning and moral development.
- Hamzah, M. I., & Sidek, N. M. (2017). *Applying Humanistic Psychology in Islamic Education: A Theoretical Framework*. Journal of Islamic Educational Studies, 5(2), 85–97. The authors propose a model for merging Islamic educational goals with concepts like self-actualization and student-centered learning.
- Al-Ghazali, A. H. M. (2005). *Ihya' Ulum al-Din (Revival of the Religious Sciences)*. Translated by Nabih Amin Faris. Beirut: Dar al-Fikr. A classical Islamic text emphasizing the importance of understanding students' inner states and ethical formation as part of holistic education.
- Sulaiman, M., & Noor, M. A. (2020). *The Role of Educational Psychology in Enhancing Islamic Education Practices*. International Journal of Islamic Thought, 18(1), 34–42. This article explores how psychological theories can be adapted within Islamic schools to better support learners' emotional and cognitive needs.
- Nasr, S. H. (1993). *The Spiritual Psychology of Islam: Foundations and Implications*. In *The Need for a Sacred Science*. Albany: SUNY Press. Nasr explores the idea of the soul and human development from an Islamic metaphysical and psychological perspective.