



Implementation of Integrative-Based Islamic Educational Psychology Module Development (Cognitive and Transcendental Studies)

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ABSTRACT

This study aims to analyze the implementation of the development of an integrative-based Islamic educational psychology module based on cognitive and transcendental studies. This research employed a qualitative method with a literature review approach, collecting data from various sources such as books, articles, journals, and so on. The results of this study indicate that the development of an integrative-based Islamic Educational Psychology module, which combines cognitive and transcendental studies, has proven effective in improving the quality of holistic and meaningful learning. This module is designed not only to strengthen students' understanding of cognitive concepts in educational psychology but also to instill the spiritual and transcendental values that characterize Islamic education. The integrative approach used in this module bridges scientific aspects and faith values, enabling students to develop not only intellectually but also morally and spiritually. The use of this module has also shown an increase in active student engagement, in-depth understanding of the material, and positive attitudes toward Islamic values in the learning process. Therefore, this module is highly relevant for implementation in Islamic educational environments to shape the character of students who are well-rounded, knowledgeable, and possess noble character.

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INTRODUCTION

Islamic education can be defined as a learning process aimed at developing individuals with a balance between their spiritual, intellectual, and social dimensions, based on the values of the Quran and Hadith. This education emphasizes the importance of developing noble morals and obedience to Allah as its primary essence. Educational psychology is a branch of psychology that focuses on the study of how individuals learn, develop emotionally, and are motivated in an educational context. Educational psychology seeks to

understand the interactions between cognitive, emotional, and social aspects that influence the learning process (Ramadanti et al., 2022).

Several studies have shown that Islamic values-based education can improve students' moral character, while psychological research emphasizes the importance of understanding emotional needs for successful learning. However, research explicitly combining these two approaches is still very limited. This research is unique because it uses a rarely used interdisciplinary approach. By exploring how educational psychology can support the goals of Islamic education, it offers innovative solutions to educational challenges in the era of globalization (Herdian, 2024).

Although the integration of Islamic education and educational psychology offers much potential, some skeptics doubt the relevance of the Islamic approach to addressing the challenges of modern education. This controversy underscores the importance of research that builds a conceptual and empirical foundation for an integrated approach. In the ever-evolving world of education, the need for a holistic approach is increasingly pressing. The integration of Islamic Education and Educational Psychology is not only conceptually relevant but also practically relevant, particularly for building an education system that is adaptive and responsive to the needs of students. Based on the background presented, this research aims to make a tangible contribution to the development of education in Indonesia. This research presents not only a theoretical framework but also practical guidance for integrating Islamic values and psychological principles to create a holistic and meaningful education (Esther et al., 2020).

Cognitive psychology is a branch of psychology that encompasses the scientific study of mental phenomena related to how humans think, acquire knowledge, process images received through the senses, solve problems, and explore memory, knowledge, and work procedures needed in everyday life. Mental life encompasses cognitive, affective (the interpretation and considerations that accompany emotional reactions), and cognitive (volitional decisions) phenomena, all at a psychomatic level that cannot be clearly separated. Therefore, cognitive psychology explores not only the basis of typical cognitive phenomena but also all three. Cognitive science explains the field of psychological research in terms of cognitive processes (feeling, remembering, reasoning, deciding, and problem-solving), while avoiding overlapping scientific disciplines related to these processes (Research & Indonesia, 2025).

The development of a transcendental-based Islamic educational psychology module is crucial as an effort to reconstruct educational psychology approaches to better align with Islamic values. This module will not only

present theories of student development, learning motivation, and learning dynamics from a scientific perspective, but also integrate the values of monotheism, worship, and morals in the educational process. In other words, the development of this module aims to build an educational psychology approach that is not only oriented to the world (mundane), but also to the hereafter (ukhrawi). The development of a transcendental-based Islamic educational psychology module is a strategic step in strengthening the character of students and making the educational process a means of forming humans who are physically, intellectually and spiritually balanced. It is hoped that this module can be used by educators, students and practitioners of Islamic education as a learning reference that is contextual, applicable and in line with the main goals of education in Islam (Aldi & Khairanis, 2020).

In the world of Islamic education, especially in the study of educational psychology, there is still a gap between cognitive learning approaches and the transcendental dimensions that should be the hallmark of Islamic education. To date, Islamic Educational Psychology teaching has tended to emphasize only theoretical and intellectual aspects, while spiritual values derived from Islamic teachings, such as faith, monotheism, and moral awareness, are often marginalized in the learning process. This results in a weak integration between cognitive aspects and transcendental values in shaping students' holistic personalities. On the other hand, the need for teaching materials or modules that can combine these two aspects is increasingly pressing, given the complexity of modern educational challenges that require students to be not only intellectually intelligent but also to possess noble character and spiritual awareness. Therefore, it is necessary to develop an integrative-based Islamic Educational Psychology module that not only develops students' thinking and academic abilities but also shapes their spiritual dimension. This problem underlies the importance of conducting research on the development of integrative-based modules through a scientific approach, in order to obtain teaching materials that are appropriate, practical, and effective for use in the Islamic education process in the contemporary era.

RESEARCH METHOD

This study uses qualitative research with a library approach, namely a series of studies related to library data collection methods, or research whose research objects are traced through various library information (books, encyclopedias, scientific journals, newspapers, magazines, and documents). Furthermore, the data collection technique used is a library study. A library study is a data collection technique used to collect data and research sources

through books, journals, magazines, newspapers, and so on. Next, the data analysis is reviewed qualitatively using content analysis. Content analysis is a research method that involves a comprehensive discussion of the content of written or printed information in the media.

RESULT AND DISCUSSION

Integration of Islamic Educational Values in Educational Psychology

According to Milfayetty (2018), Islamic education emphasizes the formation of noble character as one of its primary goals, which is also relevant to the concept of educational psychology. Educational psychology addresses aspects of student personality development, motivation, and behavior, which aligns with Islamic educational principles. Islamic values, such as honesty, discipline, and responsibility, can be integrated to build students' overall character. The integration of Islamic education and educational psychology is an inevitability that cannot be ignored, especially in this modern era.

Educational psychology provides a scientific framework for understanding how humans learn and develop, while Islamic education adds spiritual and moral dimensions. The combination of the two creates a holistic approach that encompasses the cognitive, emotional, social, and spiritual aspects of students. In practice, this integration can be realized through an Islamic character-based approach. For example, teachers can link psychological concepts such as motivation and reinforcement with Islamic teachings, such as reinforcing good behavior through prayer or reminders of rewards in the afterlife. Furthermore, teachers can serve as good moral role models, so that students learn not only theoretically but also see real-life examples. One major obstacle is teachers' lack of understanding of Educational Psychology. Many teachers still focus on conventional methods without considering students' psychological needs. Furthermore, there are challenges from the social environment, which sometimes conflict with Islamic values. The main solution is teacher training and capacity building. Teachers need to be trained to understand and apply psychological approaches within an Islamic context. We can conclude that the integration of Islamic educational values and Educational Psychology has great potential to create a holistic educational approach. This approach not only helps students develop cognitively, but also emotionally, socially, and spiritually, making them mature and well-rounded individuals. Although there are some obstacles, such as a lack of teacher understanding or challenges from the social environment, integrated teacher training and curriculum design can be an effective solution. With proper implementation,

this approach is expected to produce a generation that is intellectually intelligent and possesses strong Islamic morality.

Previous research has shown that students guided by an Islamic values-based approach have better academic and social success rates. This proves that the integration of religious values with psychology has a positive impact on character development and emotional intelligence. However, the challenge lies in the lack of training for educators in integrating these two approaches. Most educators still focus on conventional methods, without considering elements of educational psychology relevant to Islamic values. To overcome this obstacle, intensive training for educators in implementing integrative methods is needed. The use of educational technology, such as Islamic-based learning applications, can also enrich students' learning experiences. The integration of Islamic educational values and educational psychology not only shapes individuals with noble character but also creates a harmonious society. Education based on religious and psychological values is a solution to address various social challenges, such as moral crises and dehumanization.

The Impact of Islamic Educational Psychology on Student Character Development

One of the main goals of Islamic education is the formation of noble morals, which aligns with Educational Psychology's focus on character development. The combination of the two creates a holistic approach that addresses the spiritual, emotional, and social aspects of students. Islamic Educational Psychology helps students develop emotional skills, such as empathy, self-control, and conflict resolution. The Islamic values taught are integrated into this concept, so students understand the importance of good behavior in everyday life.

Research shows that students who receive Islamic values-based education tend to have higher emotional intelligence. This is evident in their ability to understand and manage emotions, and build healthy social relationships. One challenge in character development is a social environment that often does not support Islamic values. Islamic Educational Psychology provides strategies to help students cope with social pressures and remain steadfast in religious principles.

Teaching methods based on Islamic Educational Psychology, such as collaborative learning, can be used to improve students' social skills. In this method, students are taught to cooperate, respect each other, and solve problems collectively, in accordance with Islamic values. Teachers play a crucial role as facilitators in character development. By understanding the principles of Educational Psychology, teachers can help students explore their potential and

build strong character. Character development through an Islamic Educational Psychology approach impacts not only individuals but also society. Students with good character will become agents of change, bringing positive values to their communities. By integrating Educational Psychology and Islamic Education, the learning process becomes more meaningful and relevant. Students are equipped not only with knowledge but also with moral values that guide their lives (Fadriati et al., 2024).

The basic concept of Islamic educational psychology is based on transcendence.

As a dual-nature being, Islamic educational psychology views humans as possessing potential that needs to be developed in a balanced manner, encompassing physical, intellectual, spiritual, and natural potential. The goal of Islamic education is to shape individuals with strong faith, noble morals, and the ability to actualize themselves as God's vicegerents on earth. The transcendental approach in Islamic educational psychology emphasizes the vertical relationship between humans and God. Transcendental awareness refers to spiritual awareness that directs one to recognize their existence as servants of God, weak creatures yet possessing the potential for spiritual growth. Islamic educational psychology prioritizes deep self-awareness, strong self-control, and a noble and noble learning ethos. This is evident in the words of Allah in Surah Al-Baqarah[2]: 2, which reads, "This is the Book (the Quran), whereof there is no doubt; it is a guidance for those who fear Allah."

The concept of the development of Islamic educational psychology based on cognitive learning

The term cognitive comes from the English word *cognitif* (to know). In a broad sense, cognition means the process of acquiring, organizing, and utilizing knowledge. Jean Piaget (1896-1980), a renowned Swiss psychologist, stated that children can actively construct their own cognitive worlds. He believed that children adapt their thinking to master new ideas because additional information enriches their understanding of the world. According to him, organization and adjustment are processes underlying the development of an individual's world. To make sense of the world, we organize our past experiences. Piaget believed that individuals adapt in two ways: assimilation and accommodation. Assimilation occurs when a person incorporates new information into their existing knowledge, while accommodation occurs when a person adjusts to new information. For example, a 7-year-old child is given a hammer and nails to hang a picture on the wall. Based on his observations, he learns that a hammer is an object that must be held and swung to hammer the nails. By recognizing these two objects, he adjusted his thinking to fit existing

ideas, or assimilation. However, the hammer was too heavy and bent the nail when he hit it too hard. He then adjusted the pressure of his blow. This ability to adjust to slightly alter concepts is called accommodation.

Piaget stated that children experience four developmental stages in understanding the world, related to their age and consisting of different ways of thinking (Azizah, 2019).

1. Sensorimotor Stage (birth-2 years)

In the sensorimotor stage, a baby's mental development is marked by rapid progress in their ability to organize and coordinate sensory experiences (e.g., sight and hearing) through physical movements and actions.

2. Preoperational Stage (2-7 years)

At this stage, children begin to represent the world with images and words. They begin to develop intuitive thinking, animism, and egocentrism (the inability to distinguish one's own perspective from another's). In other words, children see things solely from their own perspective. According to Piaget, children are not yet capable of transforming previously physical actions into mental operations.

3. Concrete operational stage (7-11 years)

At this stage, children can reason logically to replace intuitive thinking, as long as the thinking can be applied to concrete or specific examples.

4. Formal operational stage (11-15 years)

In this final stage, individuals transcend the real world and concrete experiences and can think more logically and abstractly. As part of this more abstract thinking, adolescents develop idealized images. They can think about ideal parents and compare their own parents to these ideal standards. They begin to wonder about what they can do and plan for future possibilities.

Developing Cognitive Skills

According to Handika (2022), developing cognitive functions has a positive impact not only on the cognitive domain itself, but also on the affective and psychomotor domains. There are at least two types of student cognitive skills that are essential for development, especially by teachers: strategies for understanding the content of the lesson, strategies for believing in the importance and application of the lesson content, and ways to absorb the moral messages from the lesson material. Without developing these two types of cognitive skills, students will struggle to develop their affective and psychomotor domains.

CONCLUSION

Based on the research results, it can be concluded that the development of an integrative-based Islamic Educational Psychology module that combines cognitive and transcendental studies has proven effective in improving the quality of holistic and meaningful learning. This module is designed not only to strengthen students' understanding of cognitive concepts in educational psychology but also to instill spiritual and transcendental values that are characteristic of Islamic education. The integrative approach used in this module is able to bridge the gap between scientific aspects and faith values, so that students develop not only intellectually, but also morally and spiritually. The use of this module also shows an increase in active student engagement, in-depth understanding of the material, and positive attitudes towards Islamic values in the learning process. Therefore, this module is highly relevant for implementation in Islamic educational environments to shape the character of students who are holistic, knowledgeable, and have noble character.

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