

KNITTING EFFICIENT LEARNING BEHAVIOR: AN ISLAMIC EDUCATIONAL PSYCHOLOGY PERSPECTIVE

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ABSTRACT

This study aims to comprehensively examine the concept of learning behavior from the perspective of Islamic educational psychology through the implementation of library research methods with a qualitative approach. Relevant data were analyzed using content analysis techniques on various literature sources, including scientific journal articles, theses, dissertations, and books related to the research topic. The data collection process involved a systematic search of leading electronic databases. This descriptive analytical study seeks to deeply explore and synthesize existing understandings of learning behavior within the framework of Islamic educational psychology. The findings of the analysis reveal that learning behavior in this perspective is not limited to cognitive aspects alone, but integrally includes spiritual, moral, and social dimensions that are in line with Islamic values. Efficiency in learning is influenced by internal factors (such as sincere intentions, spiritual intelligence, and intrinsic motivation) and external factors (including the learning environment, teaching methods applied, and social support). In addition, effective time management is also considered a crucial element in improving learning efficiency. Various learning approaches and methods in Islamic psychology are designed to achieve a holistic understanding of Islamic teachings and stimulate the development of critical thinking skills and spiritual dimensions in students.

Keywords: Behavior, Efficient Learning, Islamic Educational Psychology

INTRODUCTION

Education in Islam plays a central role in character building, morality, and the development of individual potential as a whole (holistic). Islamic educational psychology, as a discipline that integrates psychological principles with Islamic values, aims to comprehensively understand the dynamics of teaching and learning. In this context, learning behavior, efficiency in the process, as well as the learning approaches and methods applied become crucial elements in efforts to improve the quality of education, covering the cognitive, affective, and even spiritual dimensions of students. (Mukhlis)

However, the reality of modern education is often faced with complex challenges, including digital distraction and demands for effectiveness in the use of learning

resources. Meanwhile, an in-depth understanding of how Islamic values can concretely influence and improve the efficiency of learning behavior still requires further study. The fundamental question that arises is how the concept of learning efficiency can be understood and implemented within the framework of Islamic educational psychology based on transcendental values. In addition, the identification of factors that support or hinder learning efficiency from an Islamic perspective, as well as learning approaches and methods that are most in line with these principles, still require more systematic elaboration.

This research stems from the insight that Islamic education views humans as a whole unit between physical and spiritual aspects. (Gimri et al.) Therefore, an efficient learning process in this perspective does not only focus on the acquisition of knowledge, but also on the development of the soul and mind in a balanced manner, as emphasized in the concept of *tarbiyah*. Learning efficiency rooted in Islamic values is believed to produce more meaningful learning and contribute significantly in shaping students' Islamic character.

The problem-solving plan in this research is through in-depth analysis of the concept of learning behavior and efficiency from the perspective of Islamic educational psychology. This research will identify psychological factors and Islamic values that interact with each other and influence learning efficiency. Furthermore, the research will explore various learning approaches and methods that are aligned with Islamic principles and have the potential to improve learners' learning efficiency. Thus, this research is expected to provide conceptual and practical contributions for educators and Islamic education institutions in designing and implementing a more effective, efficient and religiously grounded learning process.

In general, this research aims to analyze and understand the concept of efficient learning behavior in the perspective of Islamic educational psychology based on religious values. This research is based on Islamic Educational Psychology as the main framework, which integrates psychological principles and Islamic values to understand the learning process, including human nature and spiritual dimensions. This research will analyze the concept of learning behavior through the lens of Islamic educational psychology, emphasizing intrinsic motivation based on religious values. (Rusli and Kholik) Learning efficiency will be studied not only from the use of resources, but also from the meaningfulness of the results and their impact on holistic development according to Islamic values. Next, the research summarizes the factors that influence learning, both internal (motivation, interest, spirituality) and external (environment, methods), in the context of Islamic education. Finally, the research explores Learning Approaches and Methods in Islam (contextual, reflective, collaborative, discussion, case studies, Islamic stories) that are effective and efficient in instilling values and enhancing understanding, with *tarbiyah* as the holistic foundation.

This study has important theoretical and practical significance. Theoretically, this study is expected to enrich the treasures of Islamic educational psychology by providing a deeper and more comprehensive understanding of the concept of efficient learning behavior based on Islamic values. This research also has the potential to integrate modern psychological perspectives with the principles of Islamic teachings in the context of education.

Practically, the results of this study are expected to make a significant contribution to educators, managers of Islamic education institutions, and policy makers in designing and implementing more effective and efficient learning strategies. A better understanding of the factors that influence learning efficiency from an Islamic perspective can help educators in creating a conducive learning environment, choosing appropriate teaching methods, and ultimately improving the overall quality of Islamic education. In addition, this research is expected to strengthen the character of Islamic education amidst the challenges of the times by offering a learning approach that is not only cognitively effective, but also rich in spiritual and moral values.

RESEARCH METHOD

This research applies the library research method with a qualitative approach (Hikmawati) . The data were analyzed using content analysis techniques to understand and unify various literatures on diagnostic tests in education. This research is descriptive analytical, which aims to gain in-depth understanding through a systematic review of diverse sources, including relevant journal articles, theses, dissertations and books. The data collection process involved structured searches on electronic databases such as Google Scholar, ERIC and ProQuest with specific keywords and predetermined inclusion and exclusion criteria. Data analysis was conducted in stages, starting from data reduction (selection and sorting), data presentation, content analysis and interpretation, comparison and synthesis of findings, and finally conclusion drawing.

RESULTS AND DISCUSSION

The Concept of Learning Behavior in the Perspective of Islamic Educational Psychology

Learning behavior is a process carried out by individuals to achieve significant behavioral changes through their experiences in interacting with the environment. In addition, learning behavior can also be understood as the attitude that arises from students in responding to various teaching-learning activities. This attitude reflects their level of enthusiasm and responsibility for the learning opportunities provided (D and Ruyani) . Thus, learning behavior can be understood as a series of mental, emotional, and physical activities carried out by individuals to obtain knowledge, skills, or changes in attitudes that are relatively permanent. The manifestation of learning behavior is often seen through changes in habits, skills, observational abilities, memory, rational thinking, attitudes, appreciation, and effective behavior.

In Islamic educational psychology, learning behavior consists not only of cognitive aspects, but also includes spiritual, moral, and social dimensions. Islamic educational psychology integrates the principles of modern psychology with Islamic values rooted in the Qur'an, hadith, and the thoughts of scholars. In this context, the concept of learning in Islam includes (Muslim) :

a. Holistic learning process

It is a learning process that integrates the mind (cognitive), heart (affective), and charity (psychomotor).

b. Motivation because of faith

Someone learns because they have an urge for the purpose of worship. This is in Q.S. Al-Zumar: 9 which reads (RI) :

أَمْ مَنْ هُوَ قَانِتٌ أَنْاءَ اللَّيْلِ سَاجِدًا وَقَابِمًا يُحْذِرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ ۙ ٩ .

Translation:

"(Is the polytheist more fortunate) or the one who worships at night prostrate, standing, fearing the Hereafter, and expecting the mercy of his Lord? Say (Prophet Muhammad), "Are those who know (the rights of Allah) equal to those who do not know (the rights of Allah)?" Verily, only those who are of sound mind can learn."

Based on the verse above, it is explained that only those who are reasonable and clear-minded (ululalbab) are able to receive and sort out lessons, and distinguish between truth and falsehood.

c. The role of teachers and students

The teacher as a guide (murabbi) and the student as an active seeker of knowledge. This is in accordance with the word of Allah in Surah Al-Alaq verses 1-5 which reads (RI) :

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Translation:

"Recite in the name of your Lord who created! He created man from a clot of blood. Read; your Lord is the Most Noble, who teaches (man) with a pen. He teaches man what he does not know."

Through this verse, Allah SWT gives insight to humans as servants of Allah to always be diligent in reading and learning. The activity of studying should begin with the awareness to remember Allah (*bismirabbika*). In addition, Q. S. Alaq also reminds us of the origins of human creation, which aims to encourage a sense of humility (*tawadhu'*) and motivate us to always learn, remembering that humans were created without knowledge. In this verse, Allah confirms that He is the source of all knowledge, who bestows reason and the ability to learn.

Factors that influence learning behavior and support efficiency in learning from the perspective of Islamic Educational Psychology studies

Factors that influence learning behavior in the study of Islamic education are as follows (Khoirunnisaa') :

a. Internal factors

In internal factors, there are several important things that must be considered, namely first, intention, namely sincere intention and based on Allah. This is in accordance with Q.S. Al-Bayyinah: 5 which reads (RI) :

وَمَا أُمِرُوا إِلَّا لِيَعْبُدُوا اللَّهَ مُخْلِصِينَ لَهُ الدِّينَ ۚ حُنَفَاءَ وَيُقِيمُوا الصَّلَاةَ وَيُؤْتُوا الزَّكَاةَ وَذَلِكَ دِينُ الْقَيِّمَةِ ۝

Translation:

"They have not been commanded except to worship Allah in sincere obedience to Him with steadfastness, to perform the prayer, and to pay the alms. That is the straight (true) religion."

As the verse explains, sincerity in worship is very important. This means that we must purify our intentions solely to seek the pleasure of Allah and keep away from all forms of polytheism.

Second, spiritual intelligence is a person's ability to combine learning with divine values. This is found in Q.S. Al-Baqarah verse 269 below:

Third, learning motivation triggered by deep curiosity and awareness of the responsibility to pursue knowledge. Some traditions that emphasize this obligation for every Muslim include: "The pursuit of knowledge is obligatory upon every Muslim" (Ibn Majah). Another hadith emphasizes the importance of continuing to study throughout life, from the cradle to the grave, namely "Seek knowledge from the mother's cradle (birth) to the grave (death) (HR. Ahmad).

b. External Factors

In external factors, there are several things that influence, first, the school environment as the most typical learning environment (Jioniza et al.) . A supportive atmosphere, such as the presence of mosques and knowledge assemblies, contributes positively to the learning behavior of students. Second, teaching methods show how learning objectives can be achieved. Methods have a very important role in learning activities, serving as a facilitator for learning approaches and models that aim to achieve optimal results and improve the quality of the learning experience. Therefore, the success of learning is significantly influenced by the teaching methods used. Third, social support, namely the role of family and society is very important in efforts to motivate the learning process.

Learning efficiency in the learning process is supported by three main factors that interact with each other: internal factors, external factors, and the subject matter and learning approach applied. Internal factors refer to the physical and spiritual conditions of learners, which are divided into physiological (physical health and body functions, especially the five senses) and psychological (intelligence, motivation, interest, attitude, and talent) aspects. External factors include the environmental conditions around learners, which consist of the social environment (interactions in schools, communities and families) and the non-social environment (natural conditions and instrumental factors such as learning facilities). Based on this explanation, a conducive *learning environment (optimal learning environment)* has a significant influence on learning efficiency, in line with the principle contained in Q.S Al-Baqarah (2: 197). In addition to these two factors, learning efficiency is also influenced by how the subject matter is presented and the learning approach used in the learning process (RI) .

The above verse can be related to psychological theory, especially regarding the principle of learning efficiency which emphasizes the importance of clear time management. In the pilgrimage, there are certain times that have been determined, so a Muslim needs to prepare well. This concept can be applied in the learning process by setting a regular study schedule, utilizing productive time, and avoiding procrastination. In the practice of Hajj, all things that are in vain are avoided. This is also relevant in the context of learning, where learners should find a quiet place free from distractions, such as cell phones, and start each study session with prayer. Studies in educational psychology confirm that learning efficiency is not simply categorized as learning fast, but rather learning intelligently. This means using techniques that suit individual characteristics to maximize understanding and memory.

The Concept of Learning Efficiency from the Perspective of Islamic Educational Psychology

Learning efficiency refers to an individual's ability to achieve maximum learning outcomes with minimal use of resources (time, effort, and cognition) (Santaila et al.) . The importance of time management is found in Q.S. Al-Asr (103): 1-3 below (RI) :

وَالْعَصْرِ ١ إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ ٢ إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصَوْا بِالْحَقِّ ٣ وَتَوَّصَوْا بِالْبِرِّ ٤

Ministry of Religious Affairs 2019 Translation

"By time, indeed, mankind is truly in loss, except those who believe and do righteous deeds and advise one another to truth and patience."

The verse is in line with the Pomodoro technique in learning psychology, with a 25-minute study cycle followed by a 5-minute break (Berliyndi et al.) . According to Staffan, the Pomodoro learning method is an effective time management process because it is adaptive and can be applied by anyone. With its flexibility, this method increases learning productivity through organizing study sessions and pausing for rest or worship.

In educational psychology, this concept goes beyond mere academic achievement. It also includes mental processes, cognitive strategies and motivational factors that play an important role in how students manage their learning effectively. Efficiency is, essentially, a concept that describes the optimal ratio between effort expended and results obtained. Efficiency includes the execution of any activity in a correct, precise and accurate manner, as well as the ability to effectively compare inputs and outputs. In the context of learning, efficiency means improving the quality of the learning process and mastery of material, shortening learning time, and improving the competence of teachers while reducing costs without compromising the quality of teaching. For educational institutions, this efficiency focuses on developing teachers' skills in the teaching and learning process. This is important, because in the interaction between learners and teachers, the active role of the teacher determines the success of the process.

Concept of Learning Approach from Islamic Psychology Perspective

The learning approach is a perspective or point of view on the teaching and learning process, is general in nature and becomes the theoretical basis for the selection of strategies and methods (Ramdani et al.) . There are two main approaches: learner-centered and educator-centered. Some learning approaches include: individual (focusing on learning outcomes and student potential), group (fostering social attitudes), varied (encouraging teacher and student creativity), educative (educational value in every teacher action), experiential (learning through practice and reflection), habituation (training behavior through repetition, relevant in religious education), emotional (arousing feelings for religious understanding), rational (using reason to understand the material), functional (linking knowledge to daily life), and conceptual (can be direct or through discovery by students).

Learning Methods from the Perspective of Islamic Educational Psychology

In language, "method" means way or technique, in Arabic it is called "thoriqoh" which means strategic steps. The term "method" refers to an appropriate, effective, and efficient way of accomplishing a task, so the learning process involves the use of various methods.

Some forms of Islamic education methodology in teaching Islamic teachings include: Diachronic (sociohistorical) method, emphasizing the historical and comparative aspects of the development of science for a holistic understanding of Islamic teachings through causality analysis and integral unity. This method focuses on cognitive aspects with an integrative perspective in a spatiotemporal and sociocultural context (Dewi) . The Synchronic-Analytical Method emphasizes the development of theoretical analysis to enhance faith as well as cognitive and spiritual growth through a comprehensive pedagogical approach and active learning strategies such as discussions, workshops, and group work. The Problem Solving Method (Hill al-Musykilat) focuses on problem solving through intensive training and techniques such as simulations and case studies, but needs to be balanced with the development of mental and intellectual aspects. Empirical Method (Tajribiyah) facilitates the internalization of Islamic teachings through practical and interactive realization and actualization of norms, encouraging descriptive innovation in social life. Inductive Method (al-Istiqraiyah) uses an inductive approach to understand general concepts through analysis of specific cases, aiming to equip critical and analytical thinking skills through the stages of explanation, connecting problems, and identifying elements.

CONCLUSION

Learning behavior in the perspective of Islamic educational psychology involves not only cognitive aspects, but also spiritual, moral, and social dimensions that are integrated with Islamic values. The learning process is emphasized as a holistic activity that involves reason, heart, and charity, with the main motivation being worship. The teacher acts as a guide (murabbi) and students as active seekers of knowledge.

Learning efficiency in this perspective is influenced by internal factors (sincere intention, spiritual intelligence, motivation), external factors (school environment, teaching methods, social support), as well as subject matter and learning approaches.

Good time management, as reflected in the concept of Hajj and the Pomodoro technique, is also considered important for learning efficiency. Learning efficiency is not just about speed, but also intelligence in using appropriate techniques for maximum comprehension and recall.

Learning approaches in Islamic psychology are diverse, centered on both students and educators, and include individual, group, varied, educative, experiential, habituation, emotional, rational, functional, and conceptual aspects. The learning methods used are also diverse, including diachronic, synchronic-analytical, problem solving, empirical, and inductive methods, all of which aim for a holistic understanding of Islamic teachings and the development of students' critical thinking and spiritual abilities.

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