



Integration Interconnection of Psychology Essence in Basics of Education and Learning

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Article Information

Received : 08-02-2022

Accepted : 11-03-2022

Published : 26-04-2022

Keywords:

Integration Interconnection

Psychology

Basics of Education and Learning

Abstract

This study aims to explain the Integration Interconnection of Psychology Essence in Basics of Education and Learning in the Arabic Language Education Class 1 of UIN Sunan Kalijaga Yogyakarta. The purpose of this study was to determine the syllabus of the Basic Education and Learning and its essence to psychology. The research method used in this research is a descriptive analytic method, while the approach used in this study is qualitative. Data collection techniques include observation, and documentation. The results that learning patterns must be carried out in an integrated manner because, psychologically, the development of cognitive abilities, socio-emotional abilities, moral abilities, and physical of students occur in an integrated and interdependent manner. Educational psychology as a science that examines mental problems and a person's psychological activity in relation to education as a process is quite important in examining problems that interfere with or support students' souls in the learning process. Teachers can organize and try to find solutions to this problem. For this matter, a teacher should have a comprehensive knowledge of educational psychology so that learning can take place effectively and directed.

1. INTRODUCTION

One of the important aspects of the basics of education and learning is psychology. Integrated education is able to produce good human beings. The goals of higher education in Indonesia as stated in the law have been well formulated and appropriate, especially on the point that emphasizes that the goals of higher education are the development of the potential of students to become human beings who believe, fear God Almighty and have noble character (UU No. 12 of 2012). However, the reality is that this goal has not been realized properly. According to Muhaimin, Islamic education is facing challenges (Muhaimin, 2009) that are increasingly.

Meanwhile, the definition of education in formal and operational formulations, as stated in UU No. 20 of 2003 concerning the National Education System, namely, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills." himself, society, nation, and state." In the formulation, there is also an effort to shape and develop personality. Personality is one of the goals that must be realized.

Educational goals can be achieved if three important elements are met, namely: teachers/lecturers, curriculum, and learning methods. Many people have extraordinary intelligence and brilliant academic achievements but do not provide significant benefits to their society, even becoming very dangerous poisons to the existence of culture and human values because of their low faith and morality.

If psychology aims to be able to understand fellow human beings, then personality psychology actually has a central position, namely providing provisions for everyone in living their daily lives.

The research that the author did was about the process of lecturing the Basics of Education and Learning with psychological theory in the Arabic Language Education Class Semester 1 of UIN Sunan Kalijaga. The researcher saw that the syllabus used in this lecture was integrated and interconnected with psychology in the lecture process. Based on the results of the documentation of the syllabus that the researcher got from the lecturer in the Basics of Education and Learning course, namely: the lecturer teaches his students the theories in this course that are associated with psychological theories. The Basics of Education and Learning Lecture teaches students to understand the basics of education and learning, which is related to the psychology of students too.

2. METHOD

Lexy J. Moleong stated that "this qualitative research does not depart from hypotheses and theories to be tested, but researchers go directly to the field to collect relevant data." Data collection in this study was carried out through observation, interviews, and documentation studies. Meanwhile, to analyze the qualitative research data, interpreting and evaluating researchers guided by the data processing steps proposed by Miles and Huberman in Sugiyono, which include data reduction, displaying verification data, and drawing conclusions (2008).

This research was conducted in the First Semester Arabic Language Education class at UIN Sunan Kalijaga Yogyakarta. This research uses a qualitative method with a case study approach model. A case study is a model that focuses on exploring a "bounded system" or a special case, or in some cases, in detail with in-depth data mining. Various sources of information that are rich in context are used for data mining. Data collection methods include observation and documenting.

3. RESULTS AND DISCUSSION

A. Contents of Rencana Pembelajaran Semester (RPS) in Basics Education and Learning Lesson

The results of the Curriculum Documentation Study show that, in the structure of the curriculum content for the Basics of Education and Learning in the Arabic Language Education Study Program with a semester credit system weight of 2 credits, this is a leadership policy related to the structure and content of the curriculum that has been regulated by the curriculum development team. Faculty of Tarbiyah and Teacher Training.

The purpose of teaching the Basics of Education and Learning course is so that students know and understand the basics of education and learning that teachers must have as a provision to face their students in the future.

The learning method used in the Basics of Education and Learning course is a two-way interactive method: presentation and discussion. This learning method will assist students in improving the quality of learning, critical thinking, sharp analysis, and sensitivity to the development of science and the dynamics of society.

The learning process for the Basics of Education and Learning course uses various learning strategies that are tailored to the learning materials, learning objectives, and learning outputs. Among the learning strategies in the Basics of Education and Learning courses are lectures, question and answer sessions, focus group discussions, and student assignments. In the learning process at the Arabic Language Education Study Program, UIN Sunan Kalijaga has implemented an interconnection integration approach model, namely the connectivity of courses. where supporting courses are also taught, namely psychology.

According to Amin Abdullah, serious efforts are needed to build a scientific ethos that emphasizes interdisciplinary sensitivity and interconnectivity between disciplines. Amin continued, "At the implementation level in the field, each head of the study program or head of the department needs to rearrange which courses must be "regrouped" or changed or even abandoned altogether." Where in rearranging the curriculum, syllabus, and courses with the spirit of the work ethic and the breath of reintegration of scientific epistemology in the era of the *Universitas Islam Negeri* (UIN).

Therefore, the formulation and preparation of the contents of the syllabus for the Basics of Education and Learning courses must also be in harmony with these concepts so they can be integrated into the lecture process and be actualized in everyday life.

To obtain learning outcomes that are in accordance with competency standards and basic competencies in the Basics of Education and Learning, the main learning materials are divided into two domains (levels): theoretical and assignments (training and visualization), with the following themes as the contents of the eye syllabus course on the Basics of Education and Learning. The material for the

Basics of Education and Learning is divided into fourteen topics. The assumption is that during one semester there are sixteen meetings, where the first meeting of the college contract, *Ujian Tengah Semester* (UTS) dan *Ujian Akhir Semester* (UAS) So effectively, the lecture is only fourteen practical meetings with him, and they can only discuss fourteen topics.

Based on the study of the documentation of the syllabus for the Basics of Education and Learning in the Arabic Language Education Class Semester 1, UIN Sunan Kalijaga, it shows that the themes of the material taught in this course include:

No	Theme	Sub Theme
1.	Pengantar Dasar-Dasar Pendidikan dan Pembelajaran (pengertian, maksud dan Tujuan)	1. Pengertian dasar-dasar pendidikan dan pembelajaran 2. Fungsi dasar-dasar pendidikan dan pembelajaran 3. Ruang lingkup dasar-dasar pendidikan dan pembelajaran 4. Tujuan dasar-dasar pendidikan dan pembelajaran
2.	Hakekat Manusia	Hakekat manusia
3.	Pentingnya Pendidikan Bagi manusia	Pentingnya pendidikan bagi manusia
4.	Perkembangan individu dan faktor yang mempengaruhinya	Perkembangan individu dan faktor yang mempengaruhinya
5.	Tujuan Pendidikan dan Pembelajaran di Indonesia	1. Tujuan nasional 2. Tujuan institusional 3. Tujuan kurikuler 4. Tujuan instruksional
6.	Fase Perkembangan Anak dan Problematika yang terkait dengannya	1. Fase dan problematika perkembangan fisik anak 2. Fase dan problematika perkembangan mental anak 3. Fase dan problematika perkembangan sosial anak 4. Fase dan problematika perkembangan emosional anak
7.	Perkembangan Remaja dan Problematika yang di hadapi	1. Perkembangan Remaja dan Problematika yang di hadapi remaja awal. 2. Perkembangan Remaja dan Problematika yang di hadapi remaja akhir.
8.	Tugas Perkembangan dan Implikasinya terhadap Pendidikan	1. Tugas dan implikasi perkembangan masa bayi dan kanak-kanak kecil 2. Tugas dan implikasi perkembangan masa kanak-kanak 3. Tugas dan implikasi perkembangan masa remaja 4. Tugas dan implikasi perkembangan masa dewasa 5. Tugas dan implikasi perkembangan masa usia lanjut
9.	Metode pendidikan yang berpengaruh bagi anak dan Remaja	1. Metode Keteladanan 2. Metode Pembiasaan 3. Metode Nasehat 4. Metode Perhatian dan Kasih Sayang 5. Metode Bercerita 6. Metode Diskusi 7. Metode Demonstrasi 8. Metode Bermain 9. Metode Reward dan Punishment
10.	Sifat-sifat mendasar yang harus dimiliki seorang Pendidik	1. Ikhlas 2. Jujur 3. Walk the Talk 4. Adil dan Egaliter 5. Akhlak Mulia 6. Tawadhu' 7. Berani 8. Jiwa Humor yang sehat 9. Sabar dan menahan marah 10. Menjaga lisan 11. Sinergi dan musyawarah 12. Takwa 13. Ilmu 14. Rasa Tanggung Jawab

11.	Prinsip-prinsip dasar dalam Pendidikan Anak.	<ol style="list-style-type: none"> 1. Setiap anak adalah unik 2. Anak berkembang melalui beberapa tahapan 3. Setiap anak adalah pembelajar yang aktif 4. Beorientasi Pada Tujuan 5. Aktivitas 6. Perbedaan Individu 7. Integritas 8. Perhatian dan Motivasi 9. Keaktifan 10. Keterlibatan langsung/pengalaman 11. Pengulangan 12. Tantangan 13. Balikan dan Penguatan
12.	Prinsip-prinsip dasar dalam pendidikan Remaja	<ol style="list-style-type: none"> 1. Hukum belajar 2. Penetapan tujuan 3. Pemilihan materi pelajaran 4. Pengembangan sikap 5. Idealisme 6. Minat 7. Pengajaran pengetahuan
13.	Pendidikan Keluarga Pengaruhnya terhadap kepribadian Anak dan Remaja	<ol style="list-style-type: none"> 1. Kepentingan Kepribadian 2. Lingkungan keluarga 3. Pembinaan karakter anak yang dilakukan oleh keluarga 4. Peran orang tua dalam mendidik kepribadian anak 5. Pengaruh pola asuh orang tua terhadap kepribadian anak dalam lingkungan keluarga
14.	Model dan Pola pendidikan di Pesantren	<ol style="list-style-type: none"> 1. Pengertian pondok pesantren 2. Tujuan pendidikan pondok pesantren. 3. Tipologi atau model - model pendidikan di pondok pesantren. 4. Sistem pendidikan pondok pesantren 5. Pola Pendidikan Pesantren

From the explanation in the table above, it can be seen that there is an integrated integration of the essence of psychology into the basics of education and learning courses.

The curriculum and syllabus are structured based on the principles of knowledge integration. The most important goal is to produce alumni who have an integrative personality as well. So it is directed to developing competencies according to the level of education and is designed effectively to meet the needs of the development of science and technology, as well as support the integration of science according to the university's vision.

B. Basics of Education and Learning Lecturer Competence

Lecturers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. A professional is a job or activity carried out by a person that becomes a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and requires professional education. The Law on Teachers and Lecturers No. 14 of 2005 established that an educator must have academic qualifications as well as educator competencies as learning agents. The professional competence of educators includes pedagogical competence, personality competence, professional competence, and social competence.

1. Pedagogical Competence

Pedagogical competence is the ability of lecturers to manage students' lectures. This competency can be seen in the ability to plan lecture programs, the ability to carry out interactions or manage the teaching and learning process, and the ability to conduct assessments. In the implementation of the teaching and learning process regarding the management of lectures, the delivery of subject matter must be carried out in a planned and systematic manner so that the teaching objectives can be mastered by students effectively and efficiently. The ability that must be possessed by lecturers in carrying out teaching and learning activities is seen in identifying the

characteristics and initial abilities of students, then diagnosing, assessing, and responding to any changes in student behavior..

2. Personality Competence

Lecturers, as educators whose main task is to teach, have personality characteristics that greatly influence the success of human resource development. The strong personality of a lecturer will set a good example for students and the community, so that the lecturer will appear as a good figure “digugu” (obeyed the advice / words / orders) dan “ditiru” (in the example of attitude and behavior). The lecturer's personality is the most important factor for the success of students' learning. In this regard, it is the personality that will determine whether he becomes a good educator and coach for students, or whether he will be a destroyer or destroyer for the future of his students. Personality characteristics related to the success of lecturers in their profession include cognitive flexibility and psychological openness. Cognitive flexibility, or flexibility in the realm of creativity, is the ability to think followed by simultaneous and adequate action in certain situations. Flexible lecturers are generally characterized by their open-mindedness and adaptability. In addition, it has resistance or resistance to the premature closure of the creative realm in observation and recognition. In the Law on Teachers and Lecturers, it is stated that personality competence is "the ability of a strong personality, having noble character, wisdom, and authority, and being a role model for students." This personal competence includes personal abilities related to self-understanding, self-acceptance, self-direction, and self-realization.

3. Professional Competence

According to Law No. 14 of 2005 concerning Teachers and Lecturers, "professional competence" is "the ability to master subject matter and lectures broadly and deeply". Professional competence is the various abilities needed to be able to realize oneself as a professional lecturer. Professional competence includes expertise or expertise in their field, namely mastery of the lecture materials that must be taught and their methods, a sense of responsibility for their duties, and a sense of togetherness with colleagues, namely other lecturers. So personality psychology lecturers must also actively join the Islamic psychology association and continue to develop science. active in seminar activities on Islamic psychology and its development efforts.

4. Social Competence

Effective lecturers are those who are able to bring their students successfully to achieve their teaching goals. Teaching in front of a class is a manifestation of interaction in the communication process. According to the Law on Teachers and Lecturers, social competence is "the ability of lecturers to communicate and interact effectively and efficiently with students, fellow teachers and lecturers, parents or guardians of students, and the surrounding community." Social competence is the ability needed by a person to be successful in dealing with other people. This social competence includes skills in social interaction and carrying out social responsibility.

The quality of knowledge and the skills of teaching lecturers are the keys to the success of learning the basics of education and learning based on the interconnectivity paradigm. From the profile of the lecturer who teaches the basics of education and learning from his educational qualifications, namely *Strata satu (S1) Major Psikologi Universitas Gajah Mada, Strata 2 (S2) Major Bahasa Arab IAIN Sunan Kalijaga*.

C. Integration Interconnection of Psychology Essence in Basics of Education and Learning

The lecturers at UIN Sunan Kalijaga have applied the concepts of integration and interconnection and incorporated Islamic values and a multidisciplinary approach into the syllabus and lesson plans. That the scientific methodological approach to the interconnection integration paradigm must be novel. In the practical realm, the materials presented in *Rencana Pembelajaran Semester (RPS)*.

The paradigm of integration of interconnection with the explanation of the conceptual and paradigmatic plains above, it is also necessary to look at the empirical ground and its application in the learning process and curriculum enrichment at Sunan Kalijaga State Islamic University, especially in the areas of faculties and study programs. This is because integration-interconnection has become an icon of UIN Sunan Kalijaga as a consequence of the conceptual paradigm that has been socialized, especially in UIN Sunan Kalijaga Yogyakarta. Therefore, this study tries to look at the realm of integration-interconnection applications in the context of the Basics of Education and Learning with Psychology at the Arabic Language Education Study Program, UIN Sunan Kalijaga Yogyakarta..

The effort of teacher professionalism is one aspect that becomes the fulcrum of the development strategy of the national education development system in Indonesia. One way is that the teacher pays attention to the psychology of students.

Psychological principles in learning are used to understand various psychological aspects of learning, which include intellectual development. Learning is seen as a change in behavior, intelligence level, intellectual level, and motivation in learning.

Educational psychology as a science that examines mental problems and a person's psychological activity in relation to education as a process is quite important in examining problems that interfere with or support students' souls in the learning process. Teachers can organize and try to find solutions to this problem. For this matter, a teacher should have a comprehensive knowledge of educational psychology so that learning can take place effectively and directed.

Education and learning is a complex process because it is influenced by various factors. To understand and improve the way of learning, teachers must understand these factors, which include culture. History, practical barriers, student characteristics. Not only what material should be studied by students, but also how best students learn the material, and teachers really need to pay attention to student psychology as well.

The benefits and uses of educational psychology also help to understand the characteristics of students, whether they are slow learners or fast learners. By knowing these characteristics, the teacher can design a learning approach for these different students, so that learning can be carried out optimally according to the characteristics of the participants educated.

Therefore, a teacher needs to continuously strive to understand those he will lead in the educational process. Teachers need to learn the basic characteristics of students inherited from parents and the growth of students. And teachers also have to prepare the basics of what psychology will be used in shaping the character of students. A teacher needs to know why a student does certain things and also what activities are most important and helpful in the educational process. So it is a must for every educator who is responsible that he or she, in carrying out their duties, must act in a way that is in accordance with the circumstances of the students. Therefore, psychological knowledge about students in the educational process must be used as a necessity for educators to have knowledge about the mental state of students. Because education can only run effectively if it can answer and meet the psychological needs of students.

Whether we realize it or not, one of the pre-learning and learning activities is to identify the initial characteristics of students. The initial characteristics of students include various aspects such as language, academic background, age, level of maturity, and level of knowledge. Therefore, the individual characteristics of students can and should be identified. Likewise, the general characteristics of the group or class must be understood by the teacher before starting a learning and learning program.

Physical and psychological conditions must be considered in the management of learning and learning. From a psychological point of view, the level of difficulty of learning material in a given domain of knowledge must be designed, taking into account the intellectual development of students. Likewise, in learning and learning the psychomotor domain or skills, students' physical growth is one of the references in choosing practical activities given to subjects. All humans, including students, want to be appreciated and praised. Rewards and praise are intrinsic motivation for students.

Student learning styles are factors that influence learning. Every student has their own way of learning. For children's mental psychology, it is also still carried out for the sake of creating mental students who are ready to accept the learning process.

In the implementation of learning in educational units, it is based on the potential, development, and condition of students to master competencies that are useful for themselves and the atmosphere of the relationship between students and educators who accept and respect each other and are friendly, open, and warm.

Learning patterns must be carried out in an integrated manner because, psychologically, the development of cognitive abilities, socio-emotional abilities, moral development abilities, and students' physical development occur in an integrated and interdependent manner.

4. CONCLUSION

From the explanation in this article, it can be concluded that the application of integrated integration of learning patterns must be carried out in an integrated manner because, psychologically,

the development of cognitive abilities, socio-emotional abilities, moral development abilities, and physical development of students occurs in an integrated and interdependent manner.

Educational psychology as a science that examines mental problems and a person's psychological activity in relation to education as a process is quite important in examining problems that interfere with or support students' souls in the learning process, so that teachers can organize and try to find solutions to this problem. For this matter, a teacher should have a comprehensive knowledge of educational psychology so that learning can take place effectively and directed.

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