



INTEGRATION OF THE CONCEPTS OF GROWTH AND DEVELOPMENT OF STUDENTS IN THE ISLAMIC PSYCHOPEDAGOGICAL PERSPECTIVE

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Abstract :

The growth and development of students encompass biological, cognitive, socio emotional, and motor aspects that interact to influence learning abilities. Disparities in these developmental processes have become more evident due to external factors such as the pandemic, nutritional status, physical activity, and socioeconomic conditions. The impact of post pandemic learning loss remains a major challenge in education, particularly in developing countries like Indonesia. Meanwhile, the Merdeka Curriculum provides flexibility for schools to adapt learning to students' needs, yet its implementation is often not fully grounded in scientific understanding of child development. Therefore, a more developmentally responsive classroom model is needed one that integrates students' biological, cognitive, and social aspects to create a more inclusive, adaptive, and effective learning process.

Keywords: *Islamic Psychopedagogy, Learners' Growth, Learners' Development, Islamic Education, Literature Review.*

INTRODUCTION

The growth and development of students is a multidimensional process that encompasses biological, cognitive, social-emotional, motor, and spiritual aspects. Each of these aspects develops gradually and influences one another in shaping a person's personality and learning abilities. In the context of modern education, understanding the stages of child development is an important foundation for teachers in designing effective learning that is tailored to the needs of students. Research in the field of educational neuroscience shows that the ability to regulate attention, working memory, and emotional control plays an important role in increasing the effectiveness of the learning process. By understanding these neurocognitive mechanisms, educators can adjust their teaching strategies to align with the learning readiness of students at each stage of their development (Goldberg, 2022).

However, conditions on the ground show disparities in student development, especially after the COVID-19 pandemic. Various external factors such as health conditions, nutritional intake, physical activity levels, and socio-economic disparities have contributed to significant differences in student learning outcomes. The impact of learning loss after the pandemic is still being felt today, especially in developing countries, including Indonesia. Therefore, a



learning approach is needed that not only focuses on academic recovery but also pays attention to the overall developmental needs of students (Zhang et al., 2024).

From an Islamic perspective, the concept of human growth and development is not only understood from a biological and psychological dimension, but also includes spiritual aspects that originate from human nature. In Islam, every child is born with basic potential (fitrah) that must be guided through the educational process in order to develop towards moral perfection and personality balance. Prophet Muhammad ﷺ explained that every human being is born in a state of fitrah, while it is the environment that shapes the direction of their life to become Jewish, Christian, or Magian. The message of this hadith shows the importance of education in nurturing human potential so that it develops comprehensively physically, intellectually, and spiritually.

The Islamic psychopedagogical approach seeks to integrate the principles of human development with Islamic values. Islamic psychopedagogy does not only focus on intellectual development, but also emphasises character building and emotional management, accompanied by the internalisation of moral and spiritual values derived from the Qur'an and Sunnah. In this context, educators function as mentors (murabbi) who help students achieve a balance between intellectual ability, emotional strength, and physical health.

Thus, the application of the concept of student growth and development within the framework of Islamic psychopedagogy is highly relevant in responding to the dynamics and challenges of education today. This integrative approach is expected to create a learning model that is adaptive to student development and based on spiritual values, in harmony with their cognitive, social, and moral aspects. Thus, this study focuses on examining how the concept of student growth and development can be understood and implemented within the framework of Islamic psychopedagogy to produce a holistic, adaptive, and transcendental learning process. This article aims to examine how the theory of student growth and development can be integrated with the principles of Islamic psychopedagogy to form a holistic educational model.

RESEARCH METHOD

This study uses a qualitative-descriptive approach with library research. Data was collected from various relevant literature, including educational psychology books, scientific journals, works by classical and contemporary Muslim scholars, as well as Islamic educational sources that examine the growth and development of students. The analysis was conducted through a process of collecting, understanding, and interpreting theories of growth and development, then relating them to the principles of Islamic psychopedagogy.

This approach was chosen to explore the conceptual integration between modern developmental theories and Islamic educational values without collecting field data, thereby producing a comprehensive understanding of the relevance of developmental theory in the context of Islamic education.

FINDINGS AND DISCUSSION

Integration of Growth and Development Concepts in Education

Growth focuses on quantitative changes that are physically and biologically visible, while development relates to qualitative changes that encompass psychological, social, and spiritual aspects. The two cannot be separated because healthy physical growth is the foundation for optimal mental and emotional development, while mature psychological development strengthens children's motivation and self-balance in the learning process.

In the context of Islamic education, the integration of both is realised through a holistic approach to students, who are viewed as physical and spiritual beings. The Prophet Muhammad (peace be upon him) emphasised the importance of balance between body and soul, as stated in the hadith about the importance of maintaining health while strengthening faith. Therefore, the physical growth of students is not only viewed from a biological perspective, but also as a means to carry out their spiritual mandate and social responsibilities as caliphs on earth.

Various factors influence the growth and development process of students, ranging from genetic aspects, nutritional intake, social environment, education, to physical condition and technological advances. In Islam, all these factors do not stand alone, but are part of God's destiny, which must be balanced with human effort. Genetic factors determined by Allah are seen as basic potential that needs to be developed optimally through good education, nutritional fulfilment, and an environment conducive to child growth and development.

The family plays an important role in shaping children's personalities and instilling spiritual values. As explained in the Qur'an in Surah At-Tahrim verse 6, Allah commands parents to protect themselves and their families from various forms of evil and moral deviance.

This means that the family must be the first environment to provide positive moral and emotional stimulation. Meanwhile, educational institutions serve to broaden children's intellectual and social horizons through learning that is appropriate to their stage of development.

Physical and technological environmental factors also need attention. In the digital age, exposure to technology can be an effective learning tool, but it also has the potential to disrupt children's psychological balance if used excessively. Therefore, supervision and digital literacy based on Islamic values are essential so that students can use technology wisely and responsibly.

Principles and Laws of Development in the Islamic Psychopedagogical Perspective

In Islamic psychopedagogical studies, the principles of human development are comprehensive and integrated. Islamic education views humans as individuals who undergo a gradual (tadarruj) and continuous growth process, as described in the Qur'an in Surah Al-Mu'minun verses 12-14 regarding the stages of human creation. Each stage of development has a different orientation of guidance, but all of them lead to the perfection of the natural potential that Allah has bestowed upon humans.

The concept of fitrah forms the basis for understanding child development. Every child is born with an innate potential to recognise and worship Allah, as stated by the Prophet Muhammad SAW: 'Every child is born in a state of fitrah, then it is their parents who make them Jewish, Christian, or Magian.' (HR. al-Bukhari and Muslim). This principle is in line with modern developmental theory, which emphasises the importance of interaction between hereditary (innate) and environmental factors. Thus, the task of educators in the Islamic perspective is to nurture this fitrah through stimulation appropriate to the child's stage of development, without forcing the learning process beyond their physical and mental readiness.

Problems and Solutions in the Growth and Development Process of Students

Problems such as malnutrition, dysfunctional family environments, inequality in access to education, and the negative influence of digital media pose serious challenges to the growth and development of students. From an Islamic perspective, the solution to these problems is not only technical, but also moral and spiritual.

For example, in addressing nutritional issues, Islam emphasises the importance of balance and simplicity in food consumption, as stated in QS. Al-A'raf: 31, "Eat and drink, but do not be excessive." This value can be implemented in nutrition literacy and health education programmes in schools. Similarly, to address the challenges of digital media, character building and strengthening of self-control (mujahadah al-nafs) are needed so that students are able to select information wisely.

In addition, economic and social inequality must be addressed through affirmative action policies in education. In Islam, the principle of social justice (al-'adl) demands equal access to knowledge and welfare. Therefore, the government, educational institutions and society have a shared responsibility to create an environment that supports the balanced growth and development of children.

The Nature of Human Beings as the Basis for Islamic Psychopedagogical Integration

Understanding the nature of human beings is the main foundation for integrating the concepts of student growth and development. In Islam, humans are physical, intellectual, and spiritual beings created by Allah in the best possible form (QS. At-Tin: 4). This means that education should not only focus on intellectual development, but also spiritual and moral development.

Islamic psychopedagogy places humans as subjects of education who have the innate potential, reason, and free will to develop towards self-perfection (insan kamil). Therefore, the educational process must be designed to foster a balance between physical growth, cognitive development, and spiritual refinement. It is this integration that makes Islamic education holistic, avoiding a materialistic paradigm and instead guiding human development towards happiness in this world and the hereafter.

CONCLUSION

The integration of the concepts of growth and development of students in the Islamic psychopedagogical perspective emphasises that true education must pay attention to the balance between the physical, intellectual, and spiritual dimensions. Healthy physical growth is the foundation for mature mental, emotional, and spiritual development. Islam views every child as a trust and a natural being who has an innate potential to know and worship Allah. Therefore, education must function as a process of honing this natural disposition so that the potential of students develops optimally and in a balanced manner.

Islamic psychopedagogy also places teachers and educational institutions as facilitators in creating a developmentally responsive learning environment, namely learning that is tailored to the developmental stage of children and takes into account biological, cognitive, social, and spiritual aspects. By understanding the laws and principles of development, educators can design learning strategies that are not only academically effective but also shape the character and faith of students.

Thus, the integration of modern developmental theory and Islamic values produces a holistic educational paradigm that touches the body, mind, and heart. Such an education not only produces intellectually intelligent individuals, but also those with noble character, who are independent and responsible for themselves, their community, and their God.

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