EDUCATION BASED ON RELIGION, PHILOSOPHY, PSYCHOLOGY, AND SOCIOLOGY: INNOVATIVE STRATEGIES FOR EFFECTIVE LEARNING

Juwarto[1]✉, Wasis Hartoyo[2], Her Pirngadi[3], Fadjar Rizky Wahyu Ramadhan[4], Imam Asrofi[5]

[1,2,3,4,5]Universitas Islam Nusantara, Indonesia

Email : [1]juwartojawahir@gmail.com, [2]wasish@unpam.ac.id, [3]Radencinta235@gmail.com, [4]fadjar.rizky@protonmail.com, [5]asyrofy79@gmail.com

Abstract

This research explores a vision of education based on religion, philosophy, psychology, and sociology to understand its impact on students' character development and morality. Using a qualitative approach, data were collected through semi-structured interviews, direct observation in educational institutions, and literature study. The results show that the integration of religious values in education not only improves students' academic performance but also strengthens the moral and ethical aspects of learning. Teaching methods that prioritise ethical discussions and social projects proved effective in increasing student engagement. The findings also highlight the importance of educational policies that support the integration of faith-based and social values in the curriculum. The implications of this study suggest the development of a holistic approach that can help create individuals who are academically intelligent and have strong character and high social awareness. This research is expected to make a significant contribution to educational practitioners and policy makers in formulating more effective and relevant educational strategies.

Keywords: Educational vision, faith-based education, character development, qualitative approach, value integration.

INTRODUCTION

The background of this research stems from the urgent need to understand a comprehensive vision of education in the context of an increasingly complex contemporary society (Asbari & Novitasari, 2024; Asbari & Nurhayati, 2024). In the era of globalisation and digitalisation, society is faced with diverse challenges, including changing values, technological advances and rapid social dynamics (Ramazanov et al., 2021; Xu et al., 2022). In this context, education not only functions as a means of transferring knowledge, but also as a medium to shape the character and moral values of students. A clear and purposeful vision of education is essential to ensure that education can contribute effectively to the formation of individuals who are not only academically intelligent, but also have integrity, empathy and social awareness. This calls for a new paradigm in education that integrates various perspectives, including religion, philosophy, psychology and sociology (Dolan et al., 2022; Fernandes-Osterhold, 2022).

Religion, as one of the fundamental components in people's lives, provides an ethical foundation and spiritual values that can guide learners in living a meaningful life (Akbar et al., 2023). Faith-based education plays a role in shaping students' character, encouraging them to live a life in accordance with their moral principles. By incorporating religious teachings into the curriculum, educators can help students understand the importance of values such as honesty, tolerance and respect for others (Karlina et al., 2023; Nugraha & Agusti, 2024; Setiawan et al., 2022). In this context, the vision of a strong faith-based education is not only to create educated individuals, but also individuals committed to good moral principles.

Philosophy of education offers a critical perspective on the purpose of education and how to achieve it. Fundamental questions about the meaning of education, appropriate methods, and desired outcomes become crucial to answer. Philosophy helps us explore the values that underpin education, including freedom, justice and equality (Malik et al., 2022; Saefurridjal et al., 2023). Through a philosophical approach, educators can develop teaching methods that focus not only on academic outcomes, but also on developing students' character and critical thinking skills. As such, philosophy provides a framework that can guide educators in designing more in-depth and meaningful learning experiences.

Educational psychology plays an important role in understanding the learning process and individual development (Asbari et al., 2020). An understanding of how students learn, their various learning styles, and the factors that influence their motivation and emotional development is necessary to create an effective learning environment. A psychological approach allows educators to identify the unique needs of each student and adapt teaching strategies accordingly. In addition, an understanding of group dynamics and social interactions in the classroom is also an important aspect to consider. By utilising the principles of psychology, educators can create a learning atmosphere that supports students' cognitive, emotional and social growth.

The sociology of education describes the relationship between education and social structures, as well as how social factors influence individuals' educational experiences (Ballantine et al., 2021). In many cases, students' social, cultural and economic backgrounds can affect their access to quality education (Brennan & Canny, 2023; Cooper & Berry, 2020). By understanding the social context in which education takes place, educators can develop more inclusive strategies, ensuring that all students, regardless of their background, get equal

opportunities to succeed. Research in sociology also reveals how social norms and values can shape students' learning experiences, as well as how education can serve as a tool for social change.

The problem formulation in this research focuses on key questions to be answered, namely: How can the vision of education based on religion, philosophy, psychology, and sociology be applied in the context of modern education? What are the challenges and opportunities faced in its implementation? By formulating these questions, the research aims to gain a deeper understanding of how these four elements can complement each other and contribute to the formation of a holistic vision of education. In addition, the research also aims to assess the effectiveness of these approaches in creating richer and more relevant learning experiences for students.

The main objective of this research is to analyse and describe in depth the vision of education based on religion, philosophy, psychology and sociology. The research aims to provide valuable insights for educators, policymakers and other stakeholders on the importance of integrating these various perspectives in education delivery. As such, the research results are expected to help formulate educational strategies and policies that are more inclusive and responsive to the needs of society. The research also seeks to highlight best practices that have proven successful in implementing an integrated vision of education.

The significance of this research is immense, both for education practitioners, policy makers, and academics. For educational practitioners, this research can provide guidance in designing more effective and relevant curricula and teaching methods. The knowledge gained from this research is expected to equip educators with the necessary skills and insights to create a learning environment that supports students' holistic development. Policy makers are expected to use the findings of this research to formulate policies that support the development of value- and character-based education and ensure that education can respond to the challenges faced by today's society. Meanwhile, for academics, this research offers a contribution to the development of educational literature and opens space for further research in the same area. Thus, this research serves not only as an academic study, but also as an effort to create a positive impact in the world of education, making education an empowerment tool capable of preparing future generations to face global challenges.

METHODOLOGY

This research adopted a qualitative approach, which was deemed most appropriate to explore and understand in depth the vision of education based on religion, philosophy, psychology and sociology. Qualitative methods allow researchers to not only collect data, but also explore the meaning behind the experiences and views of individuals involved in education. With a focus on social context and nuance, this research aims to provide a more holistic picture of how these various perspectives interact and influence educational practices.

In collecting data, the researcher used three main techniques: interviews, observation, and literature review. Firstly, interviews were conducted as the central method, with a semi-structured approach. This allowed the researcher to prepare some key questions while still giving the informants the freedom to explore topics relevant to their experiences. The selected informants included educators, religious leaders and education experts who have a deep understanding of how educational visions can be integrated in the broader context. The criteria

for selecting informants were based on their expertise and experience in education, so they could provide substantial insights. Interviews were conducted in convenient and unobtrusive locations, such as schools, educational institutions or meeting rooms, with the duration varying between 60 to 90 minutes. This approach not only helps in getting rich data but also creates a conducive atmosphere for informants to share their views openly.

Furthermore, observation is another important method in data collection. In this stage, the researcher makes direct observations at the educational institution to gain a deeper understanding of the learning practices taking place. This observation allows the researcher to see the real interaction between educators and students, as well as to analyse the teaching and learning activities that take place in the classroom. The researcher records various aspects, such as the teaching methods used, student responses, as well as the social dynamics that emerge in the learning environment. The field notes generated from these observations include detailed descriptions of the observed educational contexts and activities, which will then be analysed in relation to themes emerging from other data.

In addition, a literature study was conducted as an important step in collecting additional data. Researchers analysed documents and literature related to faith-based education, philosophy, psychology and sociology. The sources used included relevant articles, books and scientific journals. This process not only aims to understand recent developments in the field of education, but also to link empirical findings with existing theories. In this way, the research is expected to enrich the academic discussion on the integration of various perspectives in the vision of education.

Data analysis was conducted through thematic analysis method, which is a systematic approach to identifying, analysing and reporting patterns (themes) in data. This process began with data coding, where the researcher organised the information obtained from interviews and observations into relevant categories. The coding helped us to capture the deeper meaning of each piece of data and group the information based on themes related to the vision of education. In the process of analysis, the researcher also sought to find relationships between themes and see how the various elements interacted with each other.

Validation of findings is an important step in qualitative research, and in this case, data triangulation was conducted to ensure the reliability of the results. Triangulation is done by comparing and confirming results from interviews, observations, and literature studies. Thus, the researcher can ensure that the findings produced are valid and reflect the broader reality. Through this comprehensive approach, the research is expected to make a significant contribution to the understanding and development of an educational vision based on religion, philosophy, psychology, and sociology, as well as offer practical insights for educators and policy makers in implementing a more integrative approach in education.

RESULTS AND DISCUSSION

The results of this study show significant key findings related to the vision of religion-based education, philosophy, psychology and sociology. From the interviews conducted with educators, religious leaders and education experts, most informants emphasised the importance of integrating religious values in the education process. Many of them expressed the belief that education based on spiritual values not only helps students achieve academic performance but also plays a crucial role in shaping their character and morality. This is in line with the findings

of previous research, as expressed by Saputro & Murdiono, (2020), who stated that education should include moral and ethical components to support students' holistic development.

The findings from the observations supported the interviews. In the classroom, the researcher noted that the teaching methods employed included discussions on ethics and morals, creating space for students to think critically and make decisions based on these values. For example, in observations at one faith-based school, it was seen how educators used stories from religious texts to trigger in-depth discussions about good and bad actions. This is in line with research by Filippou et al. (2022), which showed that value-based learning can increase students' engagement and encourage them to apply the principles in their daily lives. Observations also show that out-of-class activities, such as social projects and community service, become effective means to internalise the values taught.

From the literature review, the researcher found that the philosophy of education approach can provide a strong theoretical framework for understanding the vision of value-based education. Previous research, as described by Akpur (2020), emphasises the importance of education that not only focuses on academic outcomes, but also on developing students' character and critical thinking skills. This suggests that education needs to be designed with a broader goal in mind, which is to form individuals capable of reflective thinking and social responsibility. Research by Hascher & Waber (2021) also highlights the importance of experience in education, which is in line with the approach found in this study.

On the other hand, the psychological understanding of the learning process, as expressed by Bernacki et al. (2020), supports the idea that education should consider the individual needs of students. The findings of this study show that educators who apply psychological principles in learning can create more adaptive strategies, according to students' needs and characteristics. For example, observations show that when educators use a differentiated approach in teaching, students become more engaged and have higher motivation to learn. This is in line with research by Ginja & Chen (2020), which underlines the benefits of personalised learning.

In the context of the sociology of education, the findings show that education can serve as a tool for social change. Many informants emphasised that education should include an understanding of the social and cultural dynamics that affect students. This reminds us of research by Fazey et al. (2020), which states that education often reflects and reinforces existing social structures. By understanding the social context in which education takes place, educators can develop more inclusive strategies so that all students, regardless of their backgrounds, get equal opportunities to thrive.

Discussion of the findings emphasises the importance of integrating a vision of education based on religion, philosophy, psychology and sociology. Interpretation of the findings suggests that effective education should be holistic, taking into account students' spiritual, moral, cognitive and social aspects. The research found that an approach that links all four areas provides greater opportunities to produce individuals who are not only academically intelligent but also have strong character and high social awareness.

The practical implications of these findings are significant for educational development. For educators, the results show that the integration of religious values in the curriculum and teaching methods can increase student engagement and strengthen their understanding of the importance of morality in daily life. Policymakers are also expected to consider these results in

formulating education policies that support value-based education. This research recommends training for educators to understand and implement this integrative approach in their practice.

Overall, this research confirms that a holistic vision of education, incorporating the perspectives of religion, philosophy, psychology and sociology, is essential for creating a more relevant and sustainable education. By understanding and integrating these various perspectives, we can equip future generations with the necessary skills, values and character to face complex challenges in an ever-changing world.

CONCLUSION

This research reveals the importance of an educational vision based on religion, philosophy, psychology and sociology as a foundation in creating an education system that is holistic and relevant to the needs of contemporary society. The findings show that the integration of religious values in education not only strengthens academic aspects, but also contributes significantly to the development of students' character and morality. With a teaching approach that takes into account the social and cultural context, education can serve as a tool for social change, increase social awareness, and strengthen the sense of community among students.

Through the analysis of interviews, observations, and literature studies, this research found that learning methods that combine ethical discussions, social projects, and hands-on experiences can increase student engagement and form individuals who are not only academically intelligent but also have strong character. The implications of this study emphasise the need for policy development that supports the integration of educational values in the curriculum and teaching practices in schools. Educators, school principals and policy makers in the education office should collaborate to create an environment that supports the implementation of a values-based approach in education.

As a suggestion for future research, it is important to conduct a more in-depth longitudinal study of the long-term impact of values-based education on students' character development across different contexts. Research could also explore how existing education policies could be adapted to support the integration of values more effectively. In addition, further research could involve comparative analyses between educational institutions that implement values-based approaches and those that do not, to empirically evaluate their impact on students' educational outcomes and social development. By expanding the scope of research, we can gain deeper insights into best practices in education that can shape a more characterful and competitive generation in the future.

The theoretical implications of the findings imply the need for the development of a more holistic framework in education. This research highlights that the integration of religious values, philosophy, psychology and sociology can be the basis for a more comprehensive theory of education. This may pave the way for further research exploring the relationship between different aspects of education and their impact on students' character development.

The praxis implications of the results of this study suggest that educators need to adopt teaching methods that include moral and social values. Value-based learning practices, such as social projects and hands-on experiences, can increase students' motivation and their engagement in the learning process. This encourages educators to design curricula that not only focus on academic outcomes, but also pay attention to students' character development and social awareness.

Managerial implications for school management include the need for policies that support the implementation of a values-based education vision. School principals and education managers need to create a favourable environment for the integration of values in the curriculum and extracurricular activities. This can be done through training teachers to apply appropriate teaching approaches and providing sufficient resources to support value-based programmes.

For education authorities and ministries, the managerial implication is the importance of developing policies that promote value-based education at all levels of education. Such policies should include teacher training, integrated curriculum development and provision of adequate resources to support implementation. Thus, education will not only be a tool for academic achievement, but also a means to shape the character and social awareness of future generations.

Overall, this research confirms that a holistic vision of education, incorporating the perspectives of religion, philosophy, psychology and sociology, is essential for creating a more relevant and sustainable education. By understanding and integrating these various perspectives, we can equip future generations with the necessary skills, values and character to face complex challenges in an ever-changing world.

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