

CONSIDERATION OF ISLAMIC PSYCHOLOGICAL ASPECTS IN SELECTING AND DEVELOPING SENSITIVE AND CREATIVE LEARNING METHODS IN THE NEW NORMAL ERA CLASSROOM

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Abstract: *In selecting and developing learning methods in the classroom, a teacher is required to be sensitive and creative. By paying attention to students' needs and learning objectives, the selection and development of learning methods would be appropriated. Classroom learning in the current era is different from the era before the Covid-19 outbreak. Learning in the classroom after the Covid-19 outbreak is known as learning in the new normal era. The consideration of aspects of Islamic psychology in selecting and developing learning methods in the new normal era is necessary. This study aims to reveal the consideration of aspects of Islamic psychology as a way out in selecting and developing sensitive and creative methods in the new normal era.*

Keywords: *Learning Method; Islamic Psychological Aspects; New Normal Era; Sensitive; Creative*

Introduction

The selection and development of learning methods is an activity that involves various disciplines. One of them is psychology. The involvement of psychological aspects in selecting and developing learning methods based on the consideration that the subject involved in teaching and learning activities is a subject that has a soul. Therefore, the activities of designing and developing methods used in teaching must consider psychological elements.

The involvement of psychology to solve educational problems is a common practice. Many psychological studies have contributed to the education issue. In fact, psychological practices in education have been carried out since the era of psychology and are still part of philosophy. Previously, the role of psychology in the world of education was in the aspects of applied psychology, especially in children's education. Many previous philosophers who were involved in the world of education applied, such as John Amos Comenius, Johann Henrich Pestalozzi, Friederich Frobel and others (Syamsul Bachri Thalib, 2010).

Prof. Dr. Saiful Akhyar Lubis, professor of counseling and psychology at UIN Sumatera Utara, said that psychological approaches in the form of psychotherapy, guidance, and counseling are the alternative approaches that become concern to experts in general to solve many human problems (Saiful Akhyar Lubis, 2014), including education issues. It implies that if psychological considerations are used in selecting and developing learning methods, the results of these learning

activities will be better. Conversely, if the process of selecting and developing learning methods does not consider psychological aspects, it may result in a decrease in learning outcomes.

Ideally, the process of selecting and developing learning methods is carried out in two stages. The first stage is to choose a learning method, while the second stage is to develop the method that has been chosen. Choosing a learning method is an academic activity carried out by a teacher in determining the method that will be used to teach a person or group of people. This activity is carried out by matching the characteristics of students with the available learning methods. Meanwhile, what is meant by developing learning methods is adjusting the learning method to the learning environment so that the method is able to maximize the potential of students to achieve learning objectives.

After the Covid-19 pandemic occurred, all human activities changes, including in the world of education. Many educational activities must be adjusted. Learning should be done by regarding the health procedures established by the government, in order to prevent the Covid-19 spread. Even, the fact is that covid-19 has become widespread.

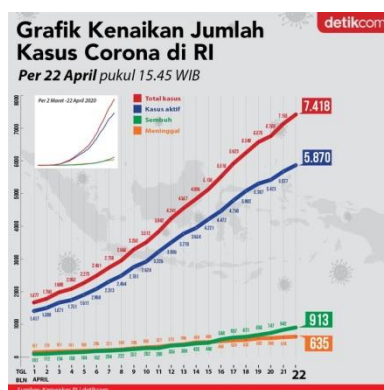


Figure 1: The increase of Covid-19 cases
Source: DetikNews

At school, learning activities are temporarily suspended. Therefore, there are many learning materials that cannot be reached by students at school due to disrupted learning activities. This causes the national curriculum to be adjusted. The adjustment implies the process of selecting and developing learning methods.

In Indonesia, more than 80% of the citizens are Muslim. Likewise, the majority of students studying in schools are Muslim. Therefore, the application of psychology applied in schools is the psychology of Islamic education. By understanding this context, the application of Islamic educational psychology considerations in selecting and developing learning methods is very appropriate.

Furthermore, regarding the adjustment of the selection of suitable learning methods for the pandemic period, it must consider the characteristics of students and the learning environment. Christopher (2018) explains the role of psychologists in education with regard to the ability to apply psychological theories and to find out the characteristics of students.

Regarding these considerations, it is concluded that the selection and development of a learning method during the pandemic (New Normal Era) is a sensitive and creative learning method. The sensitive learning method means a method that is sensitive to efforts to contain the spread of the Covid-19 virus, while a creative method is a method that considers the creative aspects of students. Where, these creative considerations adjust to the concepts of mental development according to Islam.

Literature Review

1. Definition of Islamic Educational Psychology

The word psychology comes from the Greek which is a combination of the words psyche and logos. Psyche means soul while logos means knowledge. Psychology is literally defined as the science of the soul. For educational psychology itself, many experts have discussed its meaning; one of them is Jhon Santrock. In his book, Educational Psychology (Santrock, 2009) Santrock defines that educational psychology is a branch of psychology that specifically examines the understanding of teaching and learning in an educational environment. Santrock wrote Psychology is the scientific study of behavior and mental processes. Educational psychology is the branch of psychology that specializes in understanding teaching and learning in educational settings.

Meanwhile, the psychology of Islamic education is more complex than just psychology. The psychology of Islamic education contains more variables than psychology. So, this will make the psychology of Islamic education more specific and contain its distinguishing elements from its own main knowledge, psychology.

According to Prof. Dr. Abuddin Nata, M.A, the psychology of Islamic education is a field of science that studies the human soul with various aspects based on Islamic teachings contained in the al-Qur'an, al-Hadith and the opinions of scholars. This understanding is concentrated on human psychological symptoms seen from the point of view of Islamic teachings. The understanding of the psychology of Islamic education according to Abuddin Nata seems to separate the meaning of the word education from the phrase Islamic education psychology.

Besides Prof. Dr. Abuddin Nata, M.A, the understanding of Islamic education psychology can also be understood from Prof. Dr. Jalaluddin. In his book entitled Psychology of Islamic Education, he explains that understanding the psychology of Islamic education needs to analyze the variables that compose the Islamic educational psychology phrase; psychology, education and Islam.

In conclusion, if we refer to the three variables above, the meaning of the psychology of Islamic education is the study of humans as creatures created by Allah in the context of education in accordance with their nature to become His servants who have noble morals and are able to carry out the function of the caliphate.

2. Definition of Learning Method

The learning method is an operational step of the chosen learning strategy to achieve learning objectives (R.A. Sani, 2013). Based on the understanding of the learning method described by Sani, it can be understood that the learning method is technical and operational. It is

neither a theory nor a concept, but rather a set of operational steps that the teacher can immediately practice in the classroom. Many experts and even practitioners of education, be it teachers or lecturers, have made various kinds of learning methods. Some well-known names of learning methods such as “Examples non Examples”, “Picture and Picture”, “Numbered Heads Together”, “Cooperative Script”, “Student Teams-Achievement Divisions (STAD)”, “Jigsaw”, etc.

Choosing a learning method is the academic activities carried out by a teacher in determining what learning methods he will use when teaching a learning material to his students. In the national curriculum in Indonesia, one subject taught by the teacher will last 6 months (1 semester). In that period, the teacher will divide into several meetings. In one meeting the teacher will determine what learning method he will use.

The meaning of developing learning methods is the activity of a teacher in the classroom when he sees that there are limited learning resources when applying a learning method. A teacher will adjust in using a learning method so that the learning objectives can still be achieved. This skill must be in a teacher.

2.1. Sensitive Learning Method

A sensitive learning method is a learning method that is sensitive to efforts to stop the spread of Covid-19. The sensitive learning method is not actually the name of a learning method, but it is only a characteristic contained in a learning method. Some of the characteristics contained by sensitive learning methods are non-direct contact, distance, and classroom management.

2.1.1. Non-direct Contact

The first characteristic is non-direct contact. Non-direct contact learning methods are learning methods that are structured with the understanding that all the steps in the method do not contain the actions of students touching each other. So, all actions are very individual. Students do their assignments independently.

2.1.2. Distance

Classes are arranged with attention to distance between students. The distance from one student to another is at least 1 square meter. Indeed, the number of students per class will decrease. However, this was done because of paying attention to the distance of students to avoid spreading the virus through droplets.

2.1.3. Classroom Management

There are at least 3 crucial things to prepare before the government finally chooses face-to-face learning activities. These 3 things can be the keys to the successful implementation of these learning activities. The First Key is Organizational Management. Schools which are usually led by a principal must actually be in place (in school) to lead the school in an actual and factual manner. The principal has no reason to leave school if there are face-to-face learning activities in his school. He must take the lead and ensure that health procedures are strictly implemented.

The Second Key is Time Management. Face-to-face learning activities during a pandemic should be viewed as an emergency policy. Therefore, whether the school hours, the number of subjects per day, or even the effective week in the Education Calendar must be redesigned by the Principal. This will cause face-to-face learning activities to be continuously evaluated; whether it must be continued or postponed, or redesigned to adapt to real conditions at school. This task is fully held by the Principal, because he is the person who best understands the social atmosphere in his school.

The Third Key is Facilities and Infrastructure. Schools must have sufficient budgets if they want to implement face-to-face learning activities. Health procedures require a lot of facilities and infrastructure, from hand washing facilities, face shields, masks, sanitizers and access to medical units. For that, in terms of the school budget, it must be sufficient and sustainable.

2.2. Creative Learning Method

The definition of creative learning methods is a learning method that maximizes the creative potential of students. When a teacher arranges a learning method, he must consider the student's creative process. Students should not just follow the lesson, but students must be directed to use their intellect to create something or an outcome from their learning activities. For example, if students learn about painting styles, the learning method used by a teacher must direct students to make a painting.

Creative nature in a learning method must also pay attention to psychological aspects related to mental development. In developing this learning method, it must be linked with psychological aspects based on Islamic mental development.

3. Islamic psychology Aspects

In the book Educational Psychology by Sumadi Suryabrata, he quotes Samuel Smith's opinion, which categorizes the problems that are discussed by educational psychologists into 16 kinds of problems. These 16 kinds of problems are also known as one of the opinions of psychologists as the scope of educational psychology. 16 kinds of problems include:

1. Educational Psychology
2. Heredity
3. Physical Form
4. Development
5. Behavior
6. Environment and scope of learning
7. Factors and Learning Conditions
8. Law and Learning Theory
9. Measurement: Basic Principles and Definitions
10. Training Activities
11. Practical Aspect Measurement
12. Parts of Statistics (Element of statistics)
13. Mental hygiene
14. Character education
15. Psychology as Additional Material for School

16. Psychology as Core Material in Schools

3.1. Fitrah

In islamic educational psychology, the fulfillment of a child's mental and spiritual needs also takes into account a child's religious potential or what is commonly known as fitrah. By realizing that a child has a natural nature, the child's education can be optimized. This can be understood from the ar-Rum verse 30:

⇔
“So be steadfast in faith in all uprightness ‘O Prophet’—the natural Way of Allah which He has instilled in ‘all’ people. Let there be no change in this creation of Allah. That is the Straight Way, but most people do not know”

3.2. The Objective of Human Creation

In the psychology of Islamic education, the fulfillment of human needs is not only seen from fulfilling physical needs, but also includes the fulfillment of mental-spiritual needs. Humans are not only seen as mere organisms, but more than that, humans have a spiritual dimension that is required to fulfill their needs. In the Alquran surah az-Zariyat verse 56 it is stated:

“I did not create jinn and humans except to worship Me”

Method

This research conducted based on descriptive research design. This means that this research is a qualitative descriptive study. As the opinion of J.P. Fraenkel quoted by Syaokani in his book, *Educational Research Methodology*, states that "descriptive research is a research to describe existing conditions without analyzing relationships among variables", that descriptive research explains the circumstances or conditions that occur without analyzing the relationship between variables.

This study intends to reveal the importance of the psychology of Islamic education in selecting and managing learning methods. This study will describe its findings qualitatively by referring to reading sources related to the topic in question.

Result and Discussion

1. Principles of Selection of Teaching Methods

According to the *Kamus Besar Bahasa Indonesia*, a method is an orderly method used to carry out a job in order to achieve what is desired; in order to achieve the specified goals. In teaching and learning activities, paying attention to teaching methods is a necessity. A professional teacher realizes that the choice of method is tailored to the material and learning objectives. For this reason, the selection of teaching methods is one of the important activities in learning strategies, including how to maintain students' interest in learning due to the suitability of teaching methods.

The choice of teaching methods by a teacher in a teaching and learning activity is not an arbitrary choice. The teaching method chosen by a teacher is always adjusted to the details of the learning objectives. This is done so that learning objectives can be achieved easily and efficiently by choosing the appropriate teaching method. Some of the considerations that are used as guidance for a teacher in choosing a teaching method are as follows:

1. Learning objectives to be achieved
2. The suitability of learning material between theory and practice
3. Students' motivation to learn
4. Age of students (developmental psychology)
5. Continuity of learning material
6. Availability of learning resources and tools
7. Availability of time

Apart from the general principles above, there are additional principles for developing learning methods related to the new normal period, namely creative principles and sensitive principles

2. The Goals Involving Psychology in Education

Regarding the objective, the psychology of Islamic education can be compared between the opinions of Western educational psychology experts and Islamic psychology. An expert in educational psychology, Anita Woolfolk writes about the goals of educational psychology in her book, *Educational Psychology*: Educational psychology has been linked to teaching since it began in the United States over a century ago. The goals of educational psychology are to understand and to improve the teaching and learning processes.

Educational psychologists develop knowledge and methods; they also use the Knowledge and methods of psychology and other related disciplines to study learning and teaching in everyday situations. Educational psychologists examine what happens when someone / something (a teacher or parent or computer) teaches something (math or weaving or dancing) to someone else (student or co-worker or team) in some setting (classroom or theater or gym)

3. Sensitive and Creative Learning Methods

A sensitive and creative learning method is a learning method that is structured in steps according to commonly used development principles. However, in addition, the method was compiled by considering sensitive aspects of the spread of Covid-19.

Apart from the sensitive aspect, the added aspect is the creative aspect. The creative aspect is that in developing the steps in the method one has to pay attention to the creative process of the students. So, in essence these aspects are additional aspects made to respond to the learning model in the Covid-19 pandemic era known as the New Normal Era.

Conclusion

In conclusion, the learning method developed in the new normal era is a learning method that is more specific than the learning method in the era before Covid-19 spreads. In this era, learning activities at school have changed. This is because the spread of the Covid-19 virus is very

fast and comprehensive. For this reason, the learning model carried out by this dive in class can no longer be practiced as usual. For that, there needs to be an adjustment to academic activities at school.

Things that get adjustments in academic activities are in the way of selecting and developing learning methods. The adjustment is by adding 2 principles, namely the sensitive principle and the creative principle.

These two principles come from two approaches. The sensitive principle comes from the health procedure approach. This principle creates 3 rules, namely: non-direct contact, distance, and class management.

The creative principle comes from the consideration of the psychological aspects of Islamic education. The consideration of this aspect gave birth to several approaches, namely an understanding of the purpose of human creation and fitrah (human nature).

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