

Reconstruction of the Integrative Learning Model in the Al-Islam and Kemuhammadiyah Course with Psychology at the Faculty of Psychology Universitas Muhammadiyah Surabaya

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ABSTRACT: The 21st century, as an era of globalization and digital transformation, brings new challenges to the field of education, including the teaching of religious values in higher education. This knowledge era presents increasingly complex demands and requires adjustments to existing learning patterns. One of the biggest challenges is how to integrate religious knowledge with general knowledge, especially in the context of higher education. This study aims to describe and analyze the effectiveness of reconstructing an integrative learning model in the Al-Islam and Kemuhammadiyah (AIK) course with Psychology at the Faculty of Psychology, Universitas Muhammadiyah Surabaya.

The learning model developed in this research uses a Research and Development (R&D) approach, adapting the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Through these stages, the AIK curriculum is redesigned to meet the needs of Generation Z students, who tend to prefer visual, contextual, and experience-based learning methods. The results show that the developed integrative learning model successfully connects Islamic values with psychology in an applied manner, enriching students' academic understanding.

Moreover, this model proves effective in enhancing students' moral and ethical character and encourages active participation through the application of Student-Centered Learning (SCL), Project-Based Learning (PjBL), and the use of Student Worksheets (LKM). By combining a constructivist approach and digital technology, this model creates meaningful and relevant learning experiences for students in the digital era. These findings indicate that the integration of religion and science can provide solutions to improve the quality of education in higher education and help students connect the knowledge learned with real-life situations.

KEYWORDS: Reconstruction, Integrative, Al-Islam and Kemuhammadiyah, Psychology, Generation Z

INTRODUCTION

The entry into the 21st century, known as the era of globalization and digital transformation, has brought significant changes to various aspects of life, including the education sector. Globalization, which includes the flow of information, technological advancements, and rapid cultural exchange, not only impacts the economic and social sectors but also presents a major challenge to education systems worldwide. Education, once focused on text-based teaching and theory-based instruction, is now required to adapt to the needs of an era increasingly oriented toward technology-based learning, experience, and practical skills. Amid this transformation, the teaching of religious values, which should serve as a moral foundation in society, faces the challenge of maintaining its relevance amidst the development of science and technology. (Pabst, 2023)

The current knowledge era demands individuals to possess critical thinking, creativity, and problem-solving abilities. On the other hand, rapid developments in science, technology, and information have created a gap between traditional religious knowledge and modern science. In this context, we need to reconsider how to integrate both in a more holistic educational system to produce a generation that is not only intellectually intelligent but also grounded in strong moral values. This challenge is becoming increasingly apparent in higher education, where students are expected not only to master scientific knowledge and technical skills but also to have a deep understanding of moral and religious values that can guide them in making decisions in both personal and professional life. (Erita & PUTRI, 2023)

Religious education in universities, especially in the Al-Islam and Kemuhammadiyah (AIK) course, faces challenges in maintaining its relevance and significance for students, particularly Generation Z, who were born and raised in the digital era. This generation has different characteristics compared to previous generations. They are very familiar with the use of technology and digital media in daily life, which greatly influences their learning styles. They tend to prefer visual, contextual, and experience-

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based learning approaches, which allow them to connect the course material with real-world situations they face. Therefore, AIK learning in universities, particularly at Universitas Muhammadiyah Surabaya, needs to undergo reconstruction to become more relevant and engaging for students. (Le et al., 2022)

One proposed solution in this study is to reconstruct the AIK learning model in a more integrative way, which not only teaches Islamic values but also links them to scientific knowledge, specifically psychology. The integration of religious knowledge and general knowledge is expected to create a more holistic learning experience, combining the spiritual, intellectual, and social dimensions of students. This learning model aims to build a deeper understanding of the relationship between religious teachings and scientific theories, as well as how religious values can be applied in real-life contexts, both personally and professionally. (Muhammed-Shittu, 2021)

This integrative learning approach is essential to address the issues in the current educational system, where AIK and scientific knowledge are often taught separately. For example, psychology learning tends to focus on scientific theories and their practical applications in social and personal contexts, without much consideration of the moral and spiritual aspects embedded in religious teachings. In contrast, AIK courses often focus on religious theories and teachings without connecting them to the development of relevant science and technology in modern life. This separation creates a gap that hinders students from understanding how both fields of knowledge can complement each other and contribute to the development of a well-rounded and balanced individual. (Ningsih et al., 2022)

As technology and digitalization continue to evolve in education, it is crucial to design learning that is more constructivist-based, where students are not just passive recipients of information, but active participants in constructing knowledge through interactive engagement with their learning environment. Therefore, this study aims to describe and analyze the reconstruction of an integrative AIK learning model, incorporating psychology, to create more meaningful and relevant learning in the digital era. This model is expected to bridge the gap between religious and scientific knowledge and contribute to improving the quality of education in higher education, particularly in Islamic education that is based on strong moral and spiritual values. (Muchtari & Sunhaji, 2022)

Furthermore, this integrative learning model also aims to develop students' skills and character to better face the challenges of globalization while increasing their awareness of the importance of maintaining a balance between scientific knowledge and spiritual values in their lives. By using the Student-Centered Learning (SCL) and Project-Based Learning (PjBL) approaches, this model is expected to provide a more engaging and relevant learning experience, encouraging students to actively participate in the learning process and develop a deeper understanding of the relationship between religious teachings and scientific knowledge. (Nurhasnawati & Ichsan, 2023)

This study uses a Research and Development (R&D) approach, which is expected to produce a learning model that can be implemented at the Faculty of Psychology, Universitas Muhammadiyah Surabaya, and other universities, contributing to the development of Islamic education in Indonesia. Therefore, this research is expected to be not only an academic contribution but also have a positive impact on the educational world, especially in integrating religious knowledge and scientific knowledge in higher education.

RESEARCH METHODOLOGY

This study utilizes the Research and Development (R&D) approach with the primary objective of developing an integrative learning model for the AI-Islam and Kemuhammadiyah (AIK) course, incorporating psychology at the Faculty of Psychology, Universitas Muhammadiyah Surabaya. The R&D method is used to design, develop, and implement a learning model that meets the needs of Generation Z students in the digital era. The use of the R&D model allows researchers to combine theory with practice, producing real solutions that can be applied in higher education contexts. This research process adopts the ADDIE model, which is a systematic and structured approach consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. Each stage of the ADDIE model is implemented in detail to create an effective and relevant curriculum. (Khoirudin, 2023)

1. Analysis

The first stage of the ADDIE model is analysis, which aims to identify existing problems in the current learning system and determine the educational needs that must be addressed. In this stage, the researchers conduct an in-depth study of the current condition at the Faculty of Psychology, Universitas Muhammadiyah Surabaya, especially in relation to the AIK course and the integration of Islamic values in the psychology curriculum. (Sun, 2023) Several steps taken in the analysis phase include:

- **Observation and Interviews:** Researchers conduct interviews with faculty members and students to understand the challenges faced in AIK learning and to explore their needs related to more relevant digital-era learning and integration with psychology.
- **Curriculum Analysis:** Researchers analyze the existing curriculum to assess whether the AIK material sufficiently accommodates students' preference for technology-based and experience-based learning. This analysis also aims to

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determine how well the current curriculum integrates religious knowledge with general scientific knowledge, particularly psychology.

- **Problem Identification:** From interviews and observations, it was found that AIK learning is less engaging for students, particularly Generation Z, as it does not connect the material to their real-life context. Additionally, there is a gap between the theoretical curriculum and practical application in the field.

2. Design

After analyzing the existing problems and needs, the next stage is the design phase, which focuses on creating a learning model that can address the issues identified in the analysis phase. (Kaneff, 2022) The design phase includes the development of a blueprint or framework for the integrative learning model that combines AIK and psychology. The steps taken in the design phase include:

- **Defining Learning Objectives:** Researchers establish the learning objectives to be achieved in the AIK course, which includes the development of students' academic knowledge as well as the formation of strong moral and ethical character, integrated with Islamic values.
- **Designing the Integrative Curriculum:** Researchers design a curriculum that integrates psychology theory with Islamic teachings in an applied manner. This curriculum is designed to ensure that students not only learn psychology from an academic perspective but also understand how psychology can be applied in everyday life based on Islamic values.
- **Learning Strategies:** In the design phase, researchers choose suitable learning methods, such as **Student-Centered Learning (SCL)** and **Project-Based Learning (PjBL)**, that focus on active student involvement in the learning process. Researchers also design the use of **Student Worksheets (LKM)**, which can be used to facilitate project-based learning, allowing students to work on tasks relevant to real-world contexts.

3. Development

The development phase aims to realize the curriculum design and learning strategies formulated in the previous stage. In this phase, researchers begin developing teaching materials, learning tools, and other resources needed to support the implementation of the integrative learning model. (Wong et al., 2021) The steps taken in the development phase include:

- **Developing Teaching Materials:** Researchers develop teaching materials that integrate Islamic values with psychology theories in a more contextual and applied approach. These materials include modules, learning videos, and other resources that can be accessed by students through digital platforms.
- **Developing Learning Media:** Researchers also develop technology-based learning media, such as e-learning, which students can use to delve deeper into the learning material. This digital platform is expected to support more flexible and interactive learning.
- **Initial Trial:** Before fully implementing the curriculum, an initial trial is conducted in the classroom to identify the strengths and weaknesses of the developed learning model. This trial includes the use of teaching materials, learning media, and the application of the designed learning methods.

4. Implementation

In the implementation phase, the developed learning model is tested in the classroom for the first time. The primary goal of this phase is to test the effectiveness of the integrative curriculum and learning strategies that have been designed. (Wong et al., 2021) The steps taken in the implementation phase include:

- **Learning Implementation:** Faculty members involved in the research apply the integrative learning model in the AIK and psychology courses. The learning process is conducted with a more active approach and is based on projects relevant to students' lives.
- **Student Involvement:** Students are assigned tasks and projects that require them to integrate the knowledge learned from both disciplines (Islam and psychology). During the implementation, students are involved in group discussions and presentations to enhance their communication and teamwork skills.
- **Monitoring the Learning Process:** During implementation, researchers monitor the progress of the learning process to observe how students respond to the methods and materials taught. This monitoring also aims to identify any challenges that may arise during the learning process.

5. Evaluation

The final stage of the ADDIE model is evaluation, which aims to assess the effectiveness of the implemented learning model. Evaluation is conducted on various aspects, from the effectiveness of the curriculum and learning strategies to the impact on students' character and academic performance. (Spatioti et al., 2022) The steps taken in the evaluation phase include:

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- **Learning Evaluation:** Researchers use various evaluation instruments, such as questionnaires and assessment rubrics, to measure student learning outcomes. This evaluation includes assessing academic understanding, character development, and student involvement in the learning process.
- **Data Analysis:** Data obtained from questionnaires, interviews, and observations are analyzed to assess the success of the implemented learning model. The evaluation also includes analyzing the impact of the learning model on students' learning motivation, moral attitudes, and active participation.
- **Recommendations for Improvement:** Based on the evaluation results, researchers provide recommendations for improving the learning model, including revisions to teaching materials, learning strategies, and the use of technology in future learning.

DISCUSSION AND RESEARCH RESULTS

A. Research Findings

In this section, the researchers explain the findings derived from the development and implementation of the integrative learning model for the Al-Islam and Kemuhammadiyah (AIK) course combined with psychology at the Faculty of Psychology, Universitas Muhammadiyah Surabaya. These findings were obtained through observations, interviews, and data analysis from students and faculty members involved in the research.

1. Faculty of Psychology, Universitas Muhammadiyah Surabaya

The Faculty of Psychology at Universitas Muhammadiyah Surabaya has a clear vision and mission to enhance the quality of education based on Islamic values. However, there is a gap in the integration of religious studies and psychology within the AIK course. The faculty faces challenges in harmonizing these two fields, particularly in integrating technology, which is widely used by Generation Z students. Furthermore, the adjustment of the curriculum to better align with the digital-native students' learning style has not been fully optimized. (Badriah et al., 2023)

2. Islamic Studies and Muhammadiyah Research Institute (LPAIK) at UMSurabaya

LPAIK at Universitas Muhammadiyah Surabaya is responsible for developing and implementing the AIK curriculum. Historically, AIK learning focused on traditional methods that did not involve technology much or relate directly to students' daily lives. Interviews with faculty members revealed that they struggled with integrating religious knowledge with psychology and faced challenges in developing learning materials suitable for digital-native students. (Hermawan, 2022)

3. Integrative Learning Model of AIK and Psychology

The findings indicate that the integrative learning model that combines religious studies and psychology effectively provides a more holistic understanding for students. Students are not only taught psychology from a technical perspective but also learn how psychology can be applied within the context of Islamic values. This integrative model employs **Student-Centered Learning (SCL)** and **Project-Based Learning (PjBL)**, placing students at the center of the learning process, allowing them the freedom to explore material and produce tangible outcomes. (Retno, 2022)

4. Strategy for Implementing the Integrative Learning Model

The implementation of this model involves combining AIK and psychology materials into project-based learning that challenges students to connect theory with practice. Students work in groups to complete assignments that link psychological concepts with Islamic values. Through this approach, students are expected to gain a deeper understanding of how the psychological concepts they study are relevant to their everyday lives and integrate religious values into decision-making. (Benavent-Climent, 2022)

B. Research Findings

1. Data Presentation

Researchers gathered data through interviews with faculty members and students, direct classroom observations, and analysis of documents and teaching materials used during the learning process. The findings show that the integrative learning model increases student motivation, as they feel more engaged and are able to see the relevance of the material to their real-life situations. Students showed an enhanced understanding of both fields of knowledge and expressed that the learning experience was more contextual and meaningful.

2. Strategy for Implementing the AIK and Psychology Curriculum Reconstruction

The reconstruction of the curriculum through an integrative approach can be seen in several aspects, from the design of the curriculum that connects AIK with psychology, to the implementation of more active, project-based learning strategies. The newly designed curriculum addresses the needs of Generation Z students who prefer experience-based learning and practical applications.

3. Strategy for Implementing the Reconstruction of the AIK Curriculum at the Faculty of Psychology, UMSurabaya

The research findings show that the integration of psychology with AIK provides dual benefits for students. They not only gain academic understanding of psychology but also learn how to relate it to Islamic teachings in everyday life. Moreover, the use of

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Student-Centered Learning (SCL) and Project-Based Learning (PjBL) allows students to actively engage and develop essential skills such as problem-solving, communication, and teamwork.

4. Empirical Findings: Effectiveness of the Integrative Learning Model

The empirical findings suggest that the developed learning model is effective in enhancing student participation. Students are more involved in the learning process due to the model's contextual and project-based approach. Additionally, this model also proves to enhance students' moral and ethical character by giving them opportunities to reflect on and apply Islamic values in personal and social contexts.

5. Qualitative Analysis: Impact on Faculty and Students

Researchers also conducted qualitative analysis to evaluate the impact of the learning model on faculty and students. From faculty interviews, it was found that instructors felt more motivated to develop teaching materials relevant to the needs of digital-native students. They also felt more prepared to integrate religious knowledge with psychology in their teaching. Meanwhile, students reported feeling more challenged and engaged with the learning process, particularly in linking the two fields of knowledge.

6. Implications for Curriculum and Institutional Development

This research has significant implications for curriculum development at the Faculty of Psychology, Universitas Muhammadiyah Surabaya. The integrative AIK and psychology curriculum has provided a more comprehensive learning experience that not only focuses on academic aspects but also on the character development of students. This curriculum development can serve as a reference for other Muhammadiyah universities to create more relevant and meaningful learning models for students.

C. Discussion of Research Findings

1. Curriculum Reconstruction as a Response to the Needs of Digital-Native Students

One key finding of this study is that the developed AIK curriculum effectively responds to the needs of digital-native students. Today's students tend to prefer learning that integrates technology and hands-on experience. By using SCL and PjBL, students are given opportunities to actively learn and connect theory with practice. This aligns with findings that Generation Z is more interested in experience-based and technology-driven learning. (Rufrano, 2023)

2. Epistemological Integration of Islamic Values and Psychology

This integrative learning model successfully links religious knowledge with psychology, providing students with a more holistic understanding. By integrating Islamic values into the context of psychology learning, students gain not only academic insights but also are introduced to moral and ethical concepts that can be applied in everyday life. (Djubaedi et al., 2023)

3. Impact on Students' Personal Transformation

One significant outcome of this study is its impact on students' personal transformation. Students who participated in this learning model showed an improvement in critical thinking skills, the ability to connect theory with practice, and an increased understanding and application of moral and religious values. This model not only helps students develop knowledge but also strengthens their character to face the challenges of the modern world. (Vinu et al., 2022)

4. Relevance of the Model in the Context of Muhammadiyah Higher Education

The integrative learning model is also relevant in the context of Muhammadiyah higher education. As an educational institution that prioritizes Islamic values, Muhammadiyah needs to ensure that the education provided to students is not only based on academic knowledge but also on character formation and the integration of religious values in every aspect of life. This model helps realize that vision by connecting two worlds that were previously separate: the world of knowledge and the world of religion. (Taofik & Basit, 2022)

CONCLUSION

The integrative learning model that combines the Al-Islam and Kemuhammadiyah (AIK) course with psychology at the Faculty of Psychology, Universitas Muhammadiyah Surabaya has proven to be effective in bridging religious knowledge and scientific knowledge, particularly psychology. The learning approach based on Student-Centered Learning (SCL) and Project-Based Learning (PjBL) effectively enhances student engagement in learning, encouraging them to be more active in constructing knowledge and applying what they have learned to real-life contexts. This model also successfully develops students' moral and ethical character, providing them with a more contextual and applied learning experience.

The findings suggest that the integration of religious knowledge with scientific knowledge not only enriches students' academic understanding but also improves the overall quality of higher education at Muhammadiyah universities. The technology-based learning and constructivist approach have also proven to be highly relevant for Generation Z students who are more accustomed to technology-driven learning. This model is expected to be applicable in other higher education institutions as part of efforts to develop more responsive and meaningful curricula that address both the needs of the digital age and the formation of a balanced, knowledgeable, and ethical generation.

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