



## Psychological Dimensions of General Students Learning Islamic Religious Education (al-Qur'an Hadith) Covid-19 Pandemic Period

**Afi Parnawi**, STAI Ibnu Sina Batam, [afiparnawi@uis.ac.id](mailto:afiparnawi@uis.ac.id)

**Hidayat**, UIN STS Jambi, [hidayat@uinjambi.ac.id](mailto:hidayat@uinjambi.ac.id)

**Muhammad Dwi Satriyanto**, Universitas Abdurrahman Pekanbaru Riau, [dwi.satriyanto@gmail.com](mailto:dwi.satriyanto@gmail.com)

**Nofarita Asyiah**, STIT Yapima Muara Bungo, [nofarita.asyiah@gmail.com](mailto:nofarita.asyiah@gmail.com)

**Agus Supinganto**, STIKes Yarsi Mataram, [agusping@gmail.com](mailto:agusping@gmail.com)

**Ni Putu Aryani**, STIKes Yarsi Mataram, [ary.jegeg99@gmail.com](mailto:ary.jegeg99@gmail.com)

**Ni Wayan Trisnadewi**, STIKes Wira Medika Bali, [trisanawika09@gmail.com](mailto:trisanawika09@gmail.com)

**Yuli Fatimah Warosari**, STAI Ibnu Sina Batam, [yulifatimah77@gmail.com](mailto:yulifatimah77@gmail.com)

**Abstract-** Writing scientific writing is intended to determine the psychological dimensions of general students in learning Islamic religious education (al-Qur'an Hadith). This is considering that the subjects of Islamic education in public schools cover five scientific scopes, of which the Al-Qur'an Hadith is one of them. Most of the students felt uncomfortable when it came to matters related to the verses of the Qur'an. When asked to convey a conversation that is in the verses of the Qur'an, the general teacher prefers to read the translation instead of reading the verse. Therefore, it is important to find out about how the psychological dimensions of the general students relate to those who are obliged to interact with the verses of the Koran and how each study of Islamic religious education in public schools".

**Keywords:** Psychology, General Students, Learning, Al-Qur'an Hadith.

### I. INTRODUCTION

Lately, many of the followers of Islam, Christianity, and Catholicism among them forced the integration of religion-education to religious symbols in the educational institutions they manage. The beginning of the history of education in this country was preceded by such a phenomenon. Long before Indonesia's independence, they had spread religion through the provision of education. One of the goals of national education is to increase devotion to God Almighty. Further religious education is needed to achieve these goals through its application at all levels and types of schools. Religious education is included in the primary to the high school curriculum. Thus, learning Religious Education is very important considering that religious learning is actually to shape the religious behavior or morality of students so that ultimately an Islamic civilized society can be formed.

Islamic education in Muhaimin's view is an educational system that allows a person to direct his life according to Islamic ideals so that he will find it easier to shape his life under Islamic teachings (Muhaimin, 2001). The principle of making al-Qur'an and Hadith as the basis of Islamic education, in this case, is not only seen as the truth of belief alone but furthermore that the truth is also in line with the truth that can be accepted by common sense and proof of sharah. Thus, perhaps it is natural that we return the truth to proving the truth of the statement of Allah SWT in the Qur'an. The truth contained in the Al-Qur'an is essential, not speculative and relative truth. This is following Allah's assurance. The ideals of Islam refer to Islamic principles mandated by Allah to humans with the hope that humans will be able to fulfill their own needs, both spiritually and physically.

Another definition of Islamic religious education naturally is that humans grow and develop from the womb to death, and undergo a step-by-step process. Likewise, the events of this universe were created by God through a step-by-step process where the pattern of human development and the events of the universe in such a process takes place above the natural laws established by Allah as "sunnatullah". Sunnatullah which is understood here is part of the power of Allah SWT which directly or indirectly, the basic knowledge that is applied in the current educational process has been assembled by Allah in the Qur'an in the last 14 century.

Islamic education is an effort to foster and develop the human person from various aspects of life in an integrated manner by involving three elements of approach in education, including cognitive, affective, and psychomotor aspects. Through the implementation of Islamic education, it is hoped that in the future,

pious servants of Allah will be formed as the smallest component of society towards the formation of the best society (Amang, 2009).

Islamic religious education in formal education is an effort to guide and develop students in believing, understanding, living, and practicing Islamic teachings so that they become people who believe in Allah SWT. Islamic religious education can be lived as a way of life, as stated in the al-Qur'an surah Ali Imron verse 114 which reads, "'They believe in Allah and the last day, they order the ma'ruf, and prevent the evil one. and hastens to do various virtues; they include pious people'.

In another verse, Surat Luqman verse 13, states that Islamic religious education carried out by adults for their students is towards religious people or humans who fear Allah SWT. Thus, Islamic religious education can be understood as a conscious effort or an activity that is deliberately carried out to guide and direct students towards the formation of the main person (*insan kamil*) based on Islamic ethical values, while maintaining good relations with Allah SWT (*Hablumminallah*) and fellow humans (*hablumminannas*), himself and the natural surroundings.

However, the facts in the field show that many Muslim children today are still not close to their own holy book, the al-Qur'an. This is as reflected in the condition of children in public schools, which is almost 80% based on the author's research, they have not been able to read the Koran properly, even seem afraid and stressed when dealing with subjects that directly practice the verses Al-Qur'an. Moreover, memorizing the verses of the Qur'an becomes a very heavy burden for them. Besides, the implementation of Islamic religious education in schools has many challenges. This is because formally, the implementation of Islamic education in schools is only given 2 hours of lessons per week. So, what can they get from an education that is only 2 hours of lessons? If it is only limited to providing Islamic religious teaching which emphasizes more on cognitive aspects, perhaps the teacher can do it. However, if the teacher wants to provide education in more than cognitive aspects, but also attitudes and skills, then the teacher will experience difficulties with the provision of time for these lessons.

It is common knowledge that especially in cities today, they generally rely on Islamic education in schools because people in urban areas tend to be busy and rarely find places that allow them to study Islam more deeply. In this case, if a teacher is trusted to teach Islamic religious education in schools, their Islam is a moral responsibility. Therefore, teaching Islamic education should not only rely on teachers who only teach in schools, but it would be better if various extra-curricular activities were created that would allow students to learn more about Islam. This is of course considering that the function of Islamic education in schools is to develop faith and devotion to Allah and noble morals, inculcation of Islamic teachings as a guide to achieving happiness in the world and the hereafter, mental adjustment of students to the physical and social environment through Islamic education.

In a learning process, students' readiness will be formed as it is indicated by their willingness to provide responses and actions towards what they receive. This willingness arises from within a person because psychologically, he accepts that learning is fun for him. Islamic Religious Education (PAI) is one of the subjects given to students ranging from elementary to tertiary level with requirements with valuable content. PAI subjects should also get a proportional quota, not only in madrasas or schools with Islamic nuances but also in public schools. Likewise, in improving the quality of education, PAI must be used as a benchmark in shaping the character and personality of students and in building national morals (Badul Majid, tt).

For students, in Islamic religious education in schools, they should not only learn what to do and what not to do but also learn about the choice of values that are following their development. In transferring grades, teachers are expected not only to give them in the form of lectures but also by using other methods so that the learning atmosphere is not monotonous and enjoyable, especially when learning about al-Qur'an Hadith. However, because students are not familiar with *hiyaiyyah* verses or letters, they even feel confined and want to end their learning at that time. From this background, it is necessary to realize the importance of understanding the psychological dimensions of general students studying Islamic religious education (al-Qur'an Hadith), especially during the current Covid-19 pandemic with all its limitations because of the rules and protocols for health and controls that are difficult to do because the online learning system applied.

## II. RESEARCH METHODS

The research method taken for writing this article is descriptive with a qualitative approach. A qualitative approach is a type of research in which the findings are not obtained through statistical procedures or other forms of calculation. Saifuddin Azwar explained that a qualitative approach is an approach whose

analysis emphasizes the deductive and inductive inference processes, as well as analyzes the dynamics of the relationship between the observed phenomena using scientific logic (Saifuddin Azwar, 2005). Qualitative research is carried out in natural settings or the context of an entity. This is because natural ontology requires the existence of facts as a whole that cannot be understood apart from context (Yvonna S. Lincoln and Egon G. Guba, 1985).

This kind of approach focuses on reasoning based on social reality objectively through the phenomenological paradigm, which means that this method is used based on three considerations: to facilitate the understanding of various realities, both, present intrinsically between the researcher and reality, and also that this method is more sensitive and can adjust to the form of the value used (Lexy J. Moeloeng, 2000). A qualitative approach is used based on the consideration of several realities make it easier for researchers to carry out their studies. By this approach, the influence emphasis and value patterns are more sensitive to adjust.

### III. RESULTS AND DISCUSSION

Based on the findings from observations, it reveals that the application of Islamic religious education in (general) schools is still not optimal. It is caused by some external and internal factors. Examples of external factors that influence it are the lack of practice of religious education in public schools, which can be in the form of (1) The attitude of parents in several neighborhoods around the school who are not aware of the importance of religious education; (2) The situation around the school is influenced by Satan's temptations in various forms, such as gambling and spectacles that please lust; (3) The impact of advances in science and technology that increasingly diminished religious feelings and widened the gap between traditional values and technological rational values.

Internal factors that lead to not optimal religious education in public schools include the following: (1) The level of competence of teachers to become educational professionals is still low or the teacher position they carry is only the last alternative job, without any sense of dedication according to the demands of education; (2) The relationship between religious teachers and students is only formal, without continuing in informal situations outside the classroom; (3) The teacher methodology approach is still fixated on the traditional orientation so that it is unable to attract students' interest in religious lessons; (4) The lack of solid statutory basis on which to base the management of religious education in the national education system, including the management of Islamic education institutions (Abd. Rouf, 2015).

It was also found that not all Islamic religious education (PAI) in schools met the expectations of Muslims, especially PAI in public schools (Abdurrahman, 1996). Given the conditions and constraints faced, guidelines are needed in fostering Islamic religious education. All of this refers to the efforts and strategic plans for the general policy of the Directorate General of Islamic Religious Education at the Ministry of Religion, which is related to improving the special quality of Islamic religious education in public schools. The quality improvement itself is related to how the quality of the learning outcomes of Islamic religious education for students who attend education at the school. Quality is something that is expected to meet the expectations of Muslims. On the contrary, there is still much Islamic religious education in public schools that has not met expectations. For example, if a teacher provides Islamic religious education to students, of course, what is desired is that students not only understand what the teacher says but also carry out Islamic teaching practices, both those that are essential to themselves and those of a social nature. The importance of this is to refer to that Islamic religious education, it does not only pay attention to the cognitive aspects but also the attitudes and skills of students. Students who get good cognitive scores cannot be said to have succeeded if their attitudes and skills scores are low. Vice versa, if the attitude and/or skills are good but the cognitive is lacking, it cannot be said that the Islamic religious education that has been given has been successful. This is what has not fulfilled the hopes and desires of Muslims. Another example is that most Muslims want their students to be able to read the Koran, but it is still a question of whether parents rely on school so that their children can read the Koran. Schools, in this case, do not seem to be able to give this hope due to the limited allocation of time or hours for religious lessons in public schools (Abd. Rouf, 2015).

### IV. CONCLUSION

Learning means planned activities that condition or stimulate a person to be able to learn well and following the learning objectives. Learning activities will thus lead to two main activities, namely: (1) How

people carry out behavioral actions through activities (2) How do people act on the delivery of knowledge through teaching activities (Abdul Majid, tt). Islamic education, which in this case is learning al-Qur'an Hadith, is very important. This is because, through Islamic education, parents and teachers will make conscious efforts to lead and educate their children. In this case, the children will be directed to good physical and spiritual development so that they can form their main personality according to the teachings of the Islamic religion. Islamic Religious Education needs to be taught as well as possible through proper methods and tools and good management. If Islamic Religious Education in schools is carried out as well as possible, God willing, there will be many hopes for parents to have faithful children, fear Allah SWT, are virtuous, intelligent, and capable, useful for the country, nation, and religion (pious children ) can be realized, especially during the COVID-19 pandemic like today. COVID-19 was first reported to be found in Indonesia on March 2, 2020, with a total of two cases. Data as of March 31, 2020, shows that the confirmed cases are 1,528 cases with 136 deaths. The mortality rate for COVID-19 in Indonesia is 8.9%. This figure is the highest in Southeast Asia. As of March 30, 2020, there were 693,224 cases and 33,106 deaths worldwide. Europe and North America have been at the epicenter of the COVID-19 pandemic with confirmed cases and deaths already surpassing China. The United States is in first place with the most COVID-19 cases with the addition of 19,332 new cases on March 30, 2020, followed by Spain with 6,549 new cases. Italy has the highest mortality rate in the world at 11.3% .5. The high mortality rate in Italy resulted in more than 195,755 people dying with the number confirmed to be cured of more than 781,109. All this adds to the psychological burden for students in learning, especially Islamic religious education (al-Qur'an Hadith).

The psychological dimension or what can also be said as psychological barriers is a condition that may lead to the implementation of science that investigates and discusses open and closed behavior in humans to be disturbed, both as individuals and groups, concerning the environment and not carried out properly ( Abu Ahmadi, 1992). Learning can be said to be one of the obligations and needs of every human being who wants to change for the better. Obstacles in learning vary. This is then seen as a problem that is quite heavy and also complicated so that during the learning process, many feel depressed, uncomfortable and unpleasant and decide to stop (Ratih, 2019).

The factors that influence learning are known to also affect the quantity and quality of student learning acquisition. However, among the spiritual factors of students which are generally considered very influential are as follows:

### **1. Intelligence**

Intelligence is defined as the psychophysical ability to respond to stimuli or appropriately adapt to the environment. Intelligence is not just a matter of the quality of the brain, but also the quality of other body organs. There is no doubt that the level of intelligence of students will determine the level of their learning success. This indicates that the higher the intelligence ability of a student, the greater the chance for success (Muhibbin, 2012). Intelligence is one of the things that can be said is a psychological factor that may also hinder learning activities considering that intelligence will greatly determine the quality when students are learning.

### **2. Student Interests**

Interest means a high tendency and activity or a great desire for something. Student interest is not a popular term in psychology because of its dependence on other internal factors, such as concentration, curiosity, motivation, and needs. However, regardless of popularity or not, interests as understood and used by people so far have no effect on the quality of student learning outcomes in certain fields of study. Teachers should always try to arouse students' interest in mastering the knowledge contained in their field of study in a way that is more or less the same as tips for building positive attitudes as can be seen through facial expressions (Muhibbin, 2012).

### **3. Student motivation**

The basic definition of motivation is the internal state of an organism, whether human or animal, that encourages it to do something. From a cognitive psychological perspective, a more significant motivation for students is intrinsic motivation because it is purer and more lasting, and does not depend on encouragement or influence from others (Slameto, 2013). Motivation is an inner factor function to generate, underlie, and direct learning actions. Motivation can determine whether a person is good or not in achieving goals, so the greater the motivation, the greater his learning success (Muhibbin, 2012). However, motivation can also be an obstacle in learning, because the psychological theory of learning is related to the effectiveness of learning activities.

#### 4. Student Attitudes

Attitude is an internal symptom with an affective dimension in the form of a tendency to react or respond in a relatively fixed manner to objects of people, goods, and so on, both positively and negatively. Positive student attitudes, especially to the teacher and the subjects that the teacher presents, are a good sign for the student's learning process. Conversely, students' negative attitudes towards teachers and the subjects that the teacher conveys, especially if accompanied by hatred for the teacher or related subjects, can cause learning difficulties for these students.

Attitude is one of the psychological factors that greatly influence learning success. If this attitude does not exist, there will certainly be obstacles in the learning process. As a measure to anticipate the possibility of negative attitudes from students, teachers are told to first show a positive attitude towards themselves and towards the subjects to which they are entitled (Abu & Widodo, 2013).

Attitude is the ability to provide an assessment of something that carries itself following the assessment. The existence of an assessment about something, resulting in an attitude of acceptance, refusal, or neglect. All students can learn and receive lessons with equal portions and opportunities. Even so, students can accept, reject and ignore these learning opportunities. Therefore, students should consider carefully the consequences of this learning attitude (Abu & Widodo, 2013).

Efforts to overcome learning difficulties faced by students must be done through diagnosis (examinations that are considered wrong) and remedies, namely through the process of examining the symptoms of learning difficulties that occur and ending with making remedies or improvements so that the problem of student learning difficulties can be resolved. The implementation of the psychological diagnosis of students in learning must take place in a systematic and directed manner through the following steps:

##### 1. Identify learning difficulties or determine the existence of learning difficulties in students.

In determining whether there are learning difficulties it must not be based on mere instinct but must be based on knowledge and experience. Therefore, the broader the teacher's knowledge about the symptoms of students' psychological barriers in learning and the more the teacher's experience in identifying learning barriers will make the teacher more skilled in carrying out the first step of the diagnosis of learning difficulties. Guidelines that teachers can use to determine the existence of learning difficulties include reviewing post-test results and notes on deviant student behavior during two or three meetings. Students who during this period obtained low post-test scores and showed signs of deviant behavior, it can be concluded that these students have difficulty learning. This first step is completed when confirmation of which students are experiencing learning difficulties has been obtained. Based on the explanation above, it can be understood that by identifying students, a teacher can see and predict student learning difficulties based on the symptoms exhibited by students. Students who experience learning difficulties are also reflected in the learning achievements that have been obtained based on predetermined pass grades. In this case, students whose scores are below the passing threshold value and have a low average score / low number of scores are classified as having learning difficulties.

##### 2. Studying or Establishing Student Status.

After the teacher identifies and gets certainty about who is experiencing difficulties in learning, the next step that the teacher needs to do is to study or examine each student who is experiencing these difficulties. The aim is to determine the type or form of learning difficulties experienced by each of these students. The study and determination of student status are carried out in the following manner:

- a. Set specific goals that students are expected to achieve
- b. Establish levels of attainment of specific goals for students to meet using appropriate techniques and tools.
- c. Establishing patterns of student achievement, namely the extent to which they meet the set goals.

##### 3. Predicting the Cause of Students' Psychological Barriers

After the types or forms of difficulties faced by each student are known, then in the third stage the teacher must try to estimate the causes of these difficulties. Efforts that can be made by teachers to determine the cause of these difficulties are to use learning difficulties diagnostic tools. This tool can be in the form of diagnostic tests and tests aimed at measuring intelligence abilities, memory abilities, and sensory abilities which are closely related to the learning process.

##### 4. Making improvements

Based on the findings obtained regarding the difficulties faced by each student, then the teacher needs to take action to overcome the difficulties faced by them. The implementation strategy taken by the teacher in making these improvements must be carried out through a didactic approach, namely: first,

students who are going to be repaired are already aware of their difficulties or shortcomings. Second, they believed that they could overcome their shortcomings. Both of these students' psychological conditions must appear in students with the help of teacher guidance and policies. Based on the teacher's instructions and policies, the third procedure can be implemented. In this third procedure, students will be guided to make improvements according to the causes and conditions they are experiencing (Slameto, 2013). To broaden knowledge about alternative solutions to student learning difficulties, teachers are strongly encouraged to study special books on guidance and counseling. Besides, teachers are also encouraged to consider the use of certain teaching models that are considered appropriate as other alternatives or supporters to solve student learning difficulties (Muhibbin, 2012).

Psychology and religion are two things that are very closely related to each other, considering that since it was revealed to the apostle religion, it has been taught to humans based on which are adapted to psychological conditions and situations as well. Without a religious basis, it is difficult to find a place in the human soul. There are teachings in religion about how humans want to accept God's guidance so that humans themselves will without coercion be willing to be His good and obedient servants (Abu & Widodo, 2013). The learning process will certainly not run without obstacles. However, several factors affect learning, considering that this process is related to the completion or failure of the learning outcomes achieved by students, namely the existence of psychological obstacles in the learning process of Islamic Religious Education as follows:

### **1. Internal Factors**

- a. Attitude towards learning. Attitude is the ability to provide an assessment of something that carries itself following the assessment. The existence of an assessment about something results in an attitude of accepting, rejecting, or neglecting.
- b. Motivation to learn. Motivation to learn is a mental strength that drives the learning process. Students' motivation to learn can become weak which can lead to low learning outcomes.
- c. Concentration on learning. Learning concentration is the ability to focus on the lesson. The focus of attention is focused on the content of the learning material and the process of obtaining it.
- d. Processing study materials. This is the ability of students to accept the content and methods of acquiring teachings so that they become meaningful for students (Dimiyati, 2013).
- e. Save the acquisition of learning outcomes. This process is the ability to store message content and how to retrieve messages. The ability to store can take a short time and a long time. The ability to store short messages means that learning outcomes are quickly forgotten, while the ability to store long messages means that learning outcomes are remain owned by students.
- f. Dig up the stored learning results. This is the process of activating the messages that have been received. In the case of a new message, students will reinforce the message by re-learning it or relating it to old messages or materials. In the case of old messages, students will recall or revive old messages and experiences for a demonstration of learning outcomes.
- g. The ability to achieve or show learning outcomes. This is the culmination of the learning process. Students at this stage prove their learning success. The student shows that he has been able to solve learning tasks or transfer learning outcomes. From daily experience at school, it can be seen that some students are not able to perform well (Dimiyati, 2013).
- h. Confident. Self-confidence arises from the desire to manifest themselves to act and succeed. From a development perspective, self-confidence arises from the recognition of the environment. In the learning process, it is known that performance achievement is a stage of proving "self-realization" which is recognized by teachers and students' peers. The more often a student completes an assignment successfully, the more general recognition he will get so that his self-confidence will be stronger.
- i. Intelligence and learning success. Intelligence is a global skill or a summary of the skills to be able to act directed, think well, and get along with the environment efficiently. These skills become actual when students solve problems in learning or daily life.
- j. Study habits. Poor study habits are often found in daily activities. These bad habits include studying only at the end of the semester, studying irregularly, wasting learning opportunities, attending school only to be prestigious and stylish, or asking for mercy without studying. There are still several other things that deviate from the learning process (Dimiyati, 2013).

### **2. External Factor**

- a. Teacher as a guide for students to learn. Teachers are those who educate students. He does not only teaches subjects according to his expertise but also educates the younger generation of his nation. As an educator, he focuses on students' personalities, especially regarding the learning interests. The revival

of learning is a form of self-emancipation of students. As a teacher, he is in charge of managing student learning activities at school.

b. Infrastructure and learning facilities. Learning infrastructure includes school buildings, study rooms, sports fields, prayer rooms, art rooms, and sports equipment. Learning facilities include textbooks, reading books, school laboratory tools and facilities, and various other learning media. Complete learning infrastructure and facilities are a good condition for learning.

c. Assessment policy. The learning process will culminate in student learning outcomes or student performance. As a result, the learning process pauses due to this performance and an assessment takes place. The assessment in question is the determination until something is considered valuable, quality, or valuable. Measures about it being valuable, quality, or valuable come from other people's judgments. The determinant of learning success in assessing learning outcomes is the teacher. The teacher is the key holder of learning where he is the one who compiles the learning design, implements learning, and assesses learning outcomes.

d. The social environment at school. Students at school form a social environment which is hereinafter referred to as the student social environment. In it found a certain position and role. As an illustration, a student can serve as a class administrator, class president, and so on. He has a position and role that is recognized by others. If a student is accepted, he will easily fit in and be able to learn immediately. Conversely, if he is rejected, then he will feel depressed.

e. School curriculum. Learning programs in schools are implemented based on a curriculum. The curriculum applied by the school is a national curriculum that is legalized by the government or by an educational foundation. The content of the school curriculum includes educational objectives, educational content, teaching and learning activities, and evaluation. Based on the curriculum, the teacher will then compile an instructional design to teach students (Dimiyati, 2013).

#### ACKNOWLEDGMENT

A thank you to STAI Ibnu Sina Batam, UIN STS Jambi, Universitas Abdurrab Pekanbaru Riau, STIT Yapima Muara Bungo, STIKes Yarsi Mataram, STIKes Wira Medika Bali and partners lecturer.

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