

## INTEGRATION OF AL-QUR'ANIC VALUES IN CHILD DEVELOPMENT PSYCHOLOGY: A REVIEW OF ISLAMIC EDUCATION LITERATURE

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### ABSTRAK

Pendidikan dasar merupakan landasan penting dalam membentuk karakter, moral, dan kecerdasan emosional generasi mendatang. Dalam konteks pendidikan Islam, nilai-nilai Al-Qur'an memiliki peran strategis dalam mendukung perkembangan anak secara holistik. Namun, sebagian besar penelitian sebelumnya hanya mengkaji nilai-nilai Islam secara normatif tanpa mengintegrasikannya secara sistematis ke dalam kerangka psikologi perkembangan anak. Penelitian ini menggunakan metode tinjauan literatur dengan pendekatan analisis konten terhadap sumber primer dan sekunder, termasuk Al-Qur'an, hadis, dan literatur akademik di bidang psikologi pendidikan dan pendidikan Islam. Hasil penelitian menunjukkan bahwa nilai-nilai Al-Qur'an, seperti tauhid, kejujuran, kasih sayang, dan tanggung jawab, memainkan peran penting dalam mendukung perkembangan kognitif, moral, sosial, emosional, dan spiritual anak. Selain itu, ditemukan bahwa integrasi prinsip-prinsip Al-Qur'an ke dalam teori perkembangan modern menghasilkan model pendidikan yang lebih seimbang antara aspek intelektual dan spiritual. Matriks tematik yang dikembangkan menunjukkan hubungan konseptual antara tahap-tahap perkembangan psikologis anak dan ajaran Al-Qur'an, sehingga memperkaya pendekatan pendidikan Islam pada tingkat dasar. Penelitian ini memiliki implikasi penting dalam pengembangan kurikulum pendidikan dasar Islam yang berbasis integrasi nilai-nilai Al-Qur'an dengan kerangka psikologi perkembangan anak yang komprehensif.

### ABSTRACT

**Keywords:** *Child Development Psychology; Values of the Qur'an; Islamic Education; Literature Review; Integration of Spiritual Values; Basic Education.*

Basic education is an important foundation in shaping the character, morals, and emotional intelligence of future generations. In the context of Islamic education, the values of the Qur'an play a strategic role in supporting children's holistic development. However, most previous studies have only examined Islamic values normatively without systematically integrating them into the framework of child development psychology. This study employs a literature review method with a content analysis approach on primary and secondary sources, including the Qur'an, hadith, and academic literature in the fields of educational psychology and Islamic education. The results indicate that Qur'anic values such as tawhid (monotheism), amanah (trustworthiness), honesty, compassion, and responsibility play a significant role in supporting children's

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*cognitive, moral, social, emotional, and spiritual development. Additionally, it was found that integrating Qur'anic principles into modern developmental theories results in an educational model that balances intellectual and spiritual aspects. The thematic matrix developed illustrates the conceptual relationship between the stages of children's psychological development and the teachings of the Qur'an, thereby enriching the approach to Islamic education at the elementary level. This study has important implications for the development of an Islamic elementary education curriculum based on the integration of Qur'anic values with a comprehensive framework of child psychological development.*

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## 1. Introduction

In the field of educational psychology, the study of child development is still dominated by Western secular approaches that emphasize cognitive, social, and emotional aspects, but pay less attention to the spiritual dimension as an integral part of child development. Developmental theories proposed by Piaget, Erikson, and Vygotsky focus more on intellectual and social aspects without explicitly integrating religious values in their theoretical frameworks (Santrock, 2003). The research gap arises when spiritual values, especially those derived from the teachings of the Qur'an, have not been systematically integrated into a psychology model of child development that is applicable in Islamic basic education. In fact, child development in an Islamic perspective is understood as an integrated process between mind, soul, and spirit which must be directed towards the formation of a complete personality (Ali et al., 2022). Therefore, an in-depth literature review is needed to bridge the void, as well as reformulate the Qur'anic values-based child development psychology approach that suits the needs of contemporary Islamic education.

Most research on Islamic-based child education tends to examine Qur'anic (Putra, 2019) (Putra, 2019) values normatively, without systematically linking them to the concept of child development psychology. These studies mostly discuss the importance of Islamic values in education, but have not developed a conceptual integration between Qur'anic principles and psychological developmental theories used in education (Al-Attas, 1996). This research gap shows that there is a need to not only understand the Qur'an as a source of general ethics, but also as a scientific foundation in designing approaches to child development psychology. According to Al-Attas, Islamic education should not only teach values, but also shape the structure of children's cognition and personality based on revelation as the main source (Al-Attas, 1980). Thus, efforts are needed to review the literature more critically and integratively, so that the development of Qur'anic values-based child development psychology theory can be realized in the practice of Islamic education at the primary level.

Although theories of child development psychology have progressed significantly, comprehensive integration of child development psychology principles and Qur'anic values in the context of Islamic primary education is still very limited. Most developmental psychology models, such as those proposed by Erikson and Piaget, only emphasize aspects of social and cognitive development without explicitly incorporating spiritual elements (Slavin et al., 2011) . This research gap shows that Islamic education still needs a conceptual framework that is able to combine the developmental needs of children according to modern psychology with the transcendental principles of the Qur'an. According to (Nasr, 2004) , the spiritual dimension is a fundamental aspect of human development that should not be ignored in education, as it is an integral part of the whole of human existence. Therefore, it is necessary to design a new approach that is not only responsive to the developmental needs of children based on modern psychology, but also rooted in the values of Islamic revelation.

Most studies that examine Islamic values-based child education have not developed conceptual models that holistically combine the principles of modern educational psychology with the teachings of Qur'anic values. Many studies tend to discuss Islamic values fragmentarily without building a systematic and applicable theoretical framework (Halstead, 2004). This gap has led to the less than optimal utilization of the Qur'an's potential as the main source in building an integrative theory of child development. Halstead asserts that Islamic education should be able to offer an approach that unites the spiritual, moral, social, and cognitive dimensions in a unified whole to form a comprehensive child's personality (Halstead, 2004) . Therefore, a serious scientific effort is needed to design a conceptual model of basic childhood education that is truly based on the integration of modern psychological theories and Qur'anic values in an integrated manner.

This research aims to analyze and reconstruct the integration of Qur'anic values into the framework of child development psychology at the primary level through a review of Islamic education literature, in order to produce a holistic and applicable conceptual understanding for the development of Islamic values-based primary education.

## 2. Methods

This research uses a qualitative *research* design with a *library research* approach. The study focused on critically analyzing primary sources, namely the Qur'an and Hadith, as well as relevant secondary literature in the fields of child development psychology and Islamic education. The study materials were selected based on the relevance of the topic, the credibility of the sources, and the novelty of the academic publications. Literature analysis was conducted to understand the integration of Qur'anic values within the framework of child development psychology at the primary level. This research is directed at building a conceptual framework based on the integration of Islamic values and modern psychological developmental theories.

The main sources of data were Qur'anic commentaries, authentic traditions, international journals and selected academic books in the fields of Islamic education and child development psychology. The selection criteria for the study materials were determined based on the consideration of the originality of the sources, scientific

contributions, and relevance of the substance to the research theme. Data collection techniques were conducted through a systematic review of scientific documents accessed through digital libraries and reputable journal databases such as Scopus, Web of Science, and Google Scholar. Data were classified based on the main themes related to Qur'anic values and stages of child development. All sources were analyzed to identify compatibility between the principles of Islamic educational psychology and child development theory.

The research instrument is a content analysis guideline that is designed to thematically evaluate the values of the Qur'an in relation to the concept of child development. The data analysis procedure was carried out with the steps of critical reading, theme categorization, value interpretation, and concept synthesis. The data obtained were analyzed using *content analysis* techniques with a deductive approach to identify the relationship between Islamic values and child development dimensions. Data validation was conducted through source triangulation to ensure the accuracy of literature interpretation. The results of the analysis are presented in the form of thematic mapping and conceptual synthesis relevant to the research objectives.

### 3. Results and Discussion

This research produced a conceptual synthesis in the form of integration of Qur'anic values in child development psychology categorized into several main themes. Through analysis of the documentation, tables, matrices, models, and images that have been processed, it was found that Qur'anic values play an important role in directing the development of cognitive, affective, moral, social, and spiritual aspects of children at the primary level. The integrative model developed places Qur'anic principles, such as tawhid, trustworthiness, honesty, compassion and responsibility, as the main foundation in supporting children's developmental stages. The thematic matrix developed shows the relationship between the stages of child psychological development according to the Western perspective and relevant Qur'anic values, enriching the developmental psychology-based Islamic education approach. The findings illustrate that Qur'an-based primary education can build a harmonious integration between intellectual development and revelation-based noble character building.

This research also responds to the gap in the tendency of normative Islamic value studies without systematic integration with child development psychology. By using a thematic literature analysis approach, the findings of this research relate Qur'anic values directly to the stages of child development, as affirmed by Al-Attas (1980) who stated that Islamic education must form a whole human being based on revelation. This approach proves that values such as tawhid, trust, and compassion can be translated in an applicable manner in the cognitive, moral, and emotional developmental phases of children. This synthesis overcomes the limitations of a purely normative approach and opens space for the development of a developmental psychology-based model of Islamic education. Thus, this contribution deepens the role of the Qur'an as a theoretical foundation in children's education.

Furthermore, this research fills the void of integrating Western psychological theories with Islamic values in the context of basic education. By integrating the concepts of Piaget's cognitive development and Erikson's psychosocial development with Qur'anic

principles, as outlined by Slavin (2020), this research shows that secular developmental theories can be contextualized within an Islamic framework without losing their scientific richness. This research model expands the horizon that the Islamic approach to child development is not only an alternative, but also complements existing modern theories. This integration confirms that child development in Islam includes intellectual, social, emotional and spiritual dimensions simultaneously. Thus, the theoretical integration gap between Western psychology and Islamic values can be resolved with a comprehensive conceptual approach.

In the context of the lack of a conceptual model that combines psychological theory and Qur'anic values, this study offers a conceptual synthesis in the form of a systematic thematic matrix. Halstead (2004) argues that Islamic education should be able to integrate moral and intellectual values within a comprehensive educational framework. Based on the research findings, the development of this integration-based model provides concrete guidelines for curriculum development and Islamic value-based child education practices. This model is not only theoretical, but also applicable so that it answers the needs of the modern world of Islamic basic education. Therefore, this research contribution marks an important advance in building a conceptual model based on the integration of revelation values and child development theory.

Finally, this research addresses the lack of systematic literature studies on the integration of Qur'anic values in child development psychology. Using thematic content analysis techniques of primary and secondary sources, this study emphasizes the importance of a literature-based approach in building the theoretical basis of Islamic education. Arksey and O'Malley's (2005) opinion on the importance of systematic literature review to produce a valid conceptual map is a strong basis for this research. Thus, this research not only strengthens the theoretical foundation of the integration of Qur'anic values, but also expands the methodological space in the development of literature research-based Islamic education. These results make a significant contribution in enriching the academic treasury of value-based Islamic education studies.

#### **4. Conclusion**

The study concludes that the integration of Qur'anic values in the developmental psychology of primary level children makes an important contribution in building a more holistic approach to education. Fundamental values such as tawhid, trustworthiness, honesty, compassion and responsibility are proven to be relevant to support children's cognitive, social, moral, emotional and spiritual development. Through a systematic literature review, it was found that Qur'anic principles can be scientifically contextualized with child development theories from the perspective of modern educational psychology. The results of this study confirm that Islamic education based on the integration of revelation values and child development psychology is able to offer a more complete, balanced and transformative education model. Thus, this research enriches the scientific treasure of Islamic education and answers the conceptual void in the integration between Western developmental theory and Islamic values.

### Research Implications

Theoretically, the results of this study expand academic understanding of the importance of building a Qur'anic values-based educational psychology approach in the context of child development. Practically, the findings can serve as a basis for the development of a primary level Islamic education curriculum that integrates intellectual, moral and spiritual dimensions harmoniously. This implication also encourages educators and Islamic education policy makers to design learning strategies that not only emphasize cognitive intelligence, but also shape children's character and personality in accordance with Qur'anic values. For future research, it is recommended that this integration model be developed through a wider field study to empirically test its practical implementation and impact on child development. Thus, the continuity of the development of theory and practice of Qur'anic value-based Islamic education can be continuously strengthened.

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