

## **Psychology of Religious Development in Students**

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### **ABSTRACT**

This article is expected to provide understanding especially to educators about the development of religion in students that has an impact on the ease of implementing Islamic education. This article is The research method that the author uses in this study is qualitative research with library research. The results of the discussion of this article are There are two factors that influence the development of students, namely: (1) Heredity (inheritance) and (2) Environment. As for the development of religion in adults, they already have peace of mind, determination and firm beliefs in both positive and negative forms.

**Keywords:** *Psychology of Religion, Development, Students.*

### **INTRODUCTION**

Psychology is a science that studies the soul which in this case appears with various terms, including ruh, nafs. Humans as objects of psychology have both physical and spiritual needs that must be met to achieve happiness in their lives. In this level of urgency of need, humans will not be able to escape from nature, namely the nature that humans need God or in simple language humans need religion or beliefs that are used as guidelines in life to achieve happiness. On the basis of this nature, humans will understand the true essence of life about who, where from and for what they were created.

Religion should basically be instilled in humans with stages according to their age and needs in order to suit human ability to accept the reality of things that are not always rational. For that, it is necessary to adjust religious teachings to the physical and psychological patterns of humans which in this case shows the important role of psychology which makes it closely related to religion. Understanding is a person's ability to interpret, translate or express something in their own way about the knowledge that has been received (Zakiah Daradjat, 2010).

In general, a person's religion is determined by the education, experience and training that they went through in their childhood. Someone who never received religious education in their childhood will not feel the importance of religion in their life when they are adults. This is different from people who had religious experiences in their childhood, for example their parents were religious, their social environment and friends also lived religiously, plus religious education, intentionally at home, school and in the community. So those people

will automatically have a tendency to live according to religious rules, be accustomed to carrying out worship, be afraid of stepping over religious prohibitions and can feel how enjoyable it is to live a religious life. In this case, we will discuss how religious beliefs arise in children, what factors influence them and their development, because if children are left alone without religious education, and live in a non-religious environment, they will become adults without religion.

Education in schools is basically a conscious effort to develop the potential of human resources of students by encouraging and facilitating their learning activities, so that children's religiousness is determined by religious teachers. The basis of religion in the family environment will be developed in schools according to their level of knowledge. The older they get, the more the concept of religion they have. Initially they only knew God through their fantasies and emotions, when at school they will know God formally as taught by their teachers and strengthened by religious views, especially Islam, which emphasizes the significance of cognitive function (aqliyah aspect) and sensory function (senses) as important tools for learning religion. At this stage, they are very interested in studying religion. As Jalaluddin said in the book on the psychology of religion, children are interested and happy in religious institutions that they see managed by adults in their environment. They follow and study all forms of religious actions (charities) with great interest.

Thus, it is important to provide religious education to children so that they become people who obey religious teachings after they grow up. This paper will discuss further the development of religion in students and adults.

## **RESEARCH METHODS**

The research method used by the author in this study is qualitative research with library research, (Amiruddin, et al., 2023) because this study will conduct critical analysis and comparative analysis related to the development of religion in students and the development of religion in adults. The data for this study is qualitative data in the form of descriptions, expositions and writings referred to from sources related to the research problem, namely relevant journals and articles. The research method used is a descriptive method, namely presenting data in library materials according to relevant studies. The data collection technique used as a tool to collect data in this study is the documentary technique, namely: data is excavated through documents from various library materials, then analyzed using content analysis. With this technique, qualitative data is sorted, categorized (grouped) similar data, then the contents are analyzed critically so that a concrete formulation is formulated which is then explained in depth.

## **RESEARCH RESULTS AND DISCUSSION**

### **1. Religious Development in Students**

Regarding the development of religion in students, as stated by Ernest Harms in his book *The Development of Religious Children*, student development goes through three levels:

1) The Fairy Tale Stage, the concept of god at this level is more influenced by emotions and fantasy. A child experiences the concept of divinity according to his level of intellectual development. At this stage, a child is greatly influenced by the concept of

fantasy which is filled with unreasonable fairy tales. This stage is usually when a child is only 3-6 years old.

2) The Realistic Stage, this level begins when children enter elementary school until they reach the age (age) of adolescence. At this time, children's belief in God already reflects concepts that are based on reality (realism). This concept arises through religious institutions and religious teachings from other adults. At this time, children's religious ideas are based on emotional drives, so that they can give birth to a formalistic concept of God. Based on that right, at this time children are interested and happy with religious institutions that they see managed by adults in their environment. They follow and study all forms of religious acts (charities) with great interest.

3) The Individual Stage (individual level), at this level will have the highest emotional sensitivity in line with their age development. This individualistic religious concept is divided into three groups: First, the conventional and conservative concept of God influenced by a small part of fantasy. This is caused by broad influence. Second, a purer concept of God expressed in a personal view. Third, a humanistic concept of God. Religion has become a humanist ethos in themselves in experiencing religious teachings. This change at each level is influenced by internal factors, namely age development and external factors in the form of external influences experienced.

The most dominant development of religion in children is actually due to environmental influences. The family is the first environment that influences the development of religion in children. Religious teachers in elementary schools face a difficult task in developing religion in children. This is because each child in a class brings their own attitudes in their religion, according to the religious experience taught at home and only a clever and wise religious teacher can improve and bring all children closer to healthy religious development. He can nurture children who have grown well, improve those who are not good and then bring them all to the expected development (Zakiah Daradjat, 2010).

Furthermore, teachers at school have the task of developing a healthy religious soul in children. They can foster children whose religious growth is good to be better and those who are not good to be better according to expectations.

The development of religion in students is marked by several factors of physical and spiritual development. According to W.Starbucks, these developments include:

1) Mind and mental growth. The ideas and basic religious beliefs that teenagers receive from childhood are no longer very attractive to them. A critical nature towards religious teachings began to emerge. Apart from religious issues, they were also interested in cultural, social, economic and other life norms.

2) The development of feelings of various feelings has developed during the student's time, social, ethical and aesthetic feelings encourage students to experience the life that is accustomed to in their environment. Religious life will push him closer towards a religious life as well and vice versa.

3) Social considerations of the religious patterns of students are marked by the existence of social considerations. Their religious life arises complexly between moral and material considerations. Students are very confused in determining the choice. Because worldly life is more influenced by material interests.

4) Moral development: The moral development of students starts from a sense of guilt and an attempt to seek protection.

5) Attitudes and interests: Students' attitudes and interests towards religious issues can be said to be very small and this depends on their childhood habits and the religious environment that influences them.

6) The students' views on the religious teachings of worship and prayer issues and so on that they receive experience conflict and doubt, so that they always feel faced with choosing between what is good and bad, as well as between right and wrong. There are several types of conflict, including: a) Conflict that occurs between belief and doubt, b) Conflict that occurs between having one of two religions or religious ideas and religious institutions, c) Conflict that occurs between religious or secular adherents, d) Conflict that occurs occurs between letting go of past habits and a religious life based on Divine guidance (Mubarak, Ahmad Zakki, 2017).

## 2. Development of Religion in Adults

With the end of adolescence, the turmoil of the soul that accompanies the growth of the teenager also ends. Which means that people who have passed the age of adolescence have peace of mind, determination and firm beliefs, both in positive and negative forms. However, in the reality of everyday life, there are still many people who feel turmoil of the soul in adulthood. Even changes in beliefs and convictions sometimes still occur. These circumstances and incidents are very interesting to religious experts, so that they try to continuously invite people to believe in Allah and try to provide understandings about religion.

In adulthood, a person generally has achieved stability and maturity, both psychologically, socially, and economically. However, this is not the case with religious life.

In terms of religious psychology, it can be said that changes in beliefs or changes in religious souls in adults are not something that happens by chance, and are not natural growth, but are events that are preceded by various processes and conditions that can be studied and learned. The development of religious souls in adults, the most important of which is called "Religious Conversion" (the occurrence of a change in beliefs that is opposite to the previous beliefs).

Characteristics of religious attitudes in adults In line with the level of development of their age, religious attitudes in adults have the following characteristics: a) Accepting religious truth based on mature considerations, not just following suit. b) Tend to be realistic, so that religious norms are applied more in attitudes and behavior. c) Having a positive attitude towards religious teachings and norms and trying to learn and deepen religious understanding. d) The level of religious obedience is based on considerations and self-responsibility so that religious attitudes are the realization of life attitudes. e) Being more open and having broader insights. f) Being more critical of religious teaching materials so that religious stability is not only based on considerations of thought but also on considerations of conscience. g) Religious attitudes tend to lead to the types of personality of each so that there is an influence of personality in accepting, understanding and implementing the religious teachings that they believe in. h) There is a visible relationship between religious attitudes and social life so that

attention to the interests of socio-religious organizations has developed (Mubarak, Ahmad Zakki, 2017).

## **CONCLUSION**

Based on the description that the author has mentioned above, it can be concluded that development shows a certain process, namely a process towards the future and cannot be repeated. In human development, there are changes that are more or less permanent and cannot be repeated. At school, a child's religiousness is determined by the religious teacher. The basis of religion in the family environment will be developed at school according to their level of knowledge. The more they know God through their fantasies and emotions, when at school they will know God formally as taught by their teachers.

There are two factors that influence the development of students, namely: (1) Heredity (inheritance) and (2) Environment. The development of a person's religious soul is generally determined by the education, experience and training that they went through during their childhood. The development of a student's religious soul is in line with their physical and spiritual development. The students' appreciation of religious teachings and religious actions that are seen in students are closely related to this development.

The development of religion in adults already has peace of mind, determination and firm belief in both positive and negative forms. Religious life in old age tends to increase, this is influenced by various characteristics.

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