

LEARNING PSYCHOLOGY COURSE CONTRIBUTION IN PREPARING PROSPECTIVE PROFESSIONAL TEACHERS OF ISLAMIC RELIGIOUS EDUCATION

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ABSTRACT (English)

This qualitative research with a phenomenological approach aims to analyze the role of the PAI learning psychology course in preparing professional teacher candidates for students majoring in PAI, Faculty of Tarbiyah and Teacher Training UIN Datokarama Palu, and to describe the lecture strategies used by lecturers for this purpose. Data collection was carried out through in-depth interviews, involved observation, and documentation. To ensure the validity of the data used triangulation of sources and techniques. Data analysis was carried out qualitatively through data collection, reduction, presentation, and analysis stages. The results of the study show that several roles in the PAI learning psychology course play a role in preparing professional teacher candidates, such as: providing awareness of the different characteristics of students, providing a broad understanding of the duties and roles of teachers, and giving students self-confidence. pursue the profession of a teacher. The strategy used in PAI Learning Psychology lectures is to combine interactive lecture methods, discussions, use of infocus media and digital media through video analysis, and presentation of material with PowerPoint. In addition, problem-based learning is also the most frequently used strategy. With this strategy, students not only receive material but are invited intensively to solve problems related to psychological problems in learning.

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INTRODUCTION

According to the Law of the Republic of Indonesia no. 26 of 2022 article 1 teacher is someone who is required to carry out their duties professionally with various tasks that must be carried out, namely as educators, teachers, mentors, givers of direction, trainers, assessors, to evaluate students from early childhood education to secondary education.¹ According to Agus F. Tambayong, as quoted by Abdul Hamid, a teacher is said to be professional if he meets qualifications in the field of qualified teacher training, in the form of proficiency in carrying out tasks by theory and experience.² Based on these provisions, the profession as a teacher may not be carried out by those who are not ready for all kinds of challenges. The teacher's task is not light, because what is faced is animate creatures, namely humans with all their dynamics. Human dynamics both as individuals and social beings require particular abilities and skills as well as mental readiness from teachers to achieve the goal of education and learning.

The position of the teacher as an important indicator of the success of learning objectives has become something that cannot be denied. Even in an era of very fast world development, where the development of information and technology is so rapid, the position of the teacher remains irreplaceable. Here the role of the teacher in delivering the use of information and technology by students is very important. Extensive information and sophisticated technology will only bring disaster if you don't use it wisely.

These tasks can be carried out professionally if the teacher has 4 competencies, namely: pedagogical competence, personal competence, social competence, and professional competence. These four competencies are very important because the purpose of education is not only to equip students with knowledge. The educational process must be able to guide students to understand themselves and others as a whole so that they can coexist well.³ Specifically for PAI teachers, in addition to these four competencies, based on Regulation of the Minister of Religion Number 16 of 2010 concerning the management of Islamic religious education in schools listed in article 16 they are also required to have leadership competencies. The leadership competence referred to here is the ability

¹ Menteri Pendidikan, "Salinan : Peraturan Menteri Pendidikan, Kebudayaan, Riset Dan Teknologi Republik Indonesia Nomor 26 Tahun 2022 Tentang Pendidikan Guru Penggerak" (2022).

² Abdul Hamid, "Guru Professional," *Al-Falah: Jurnal Ilmiah Keislaman dan Kemasyarakatan* 17, no. 32 (2017): 274–275, <http://ejournal.staialfalahbjb.ac.id/index.php/alfalahjikk/article/view/26>. h. 277

³ Imam Suraji, "Urgensi Kompetensi Guru," *Forum Tarbiyah* 10, no. 9 (2012): 8, <http://ejournal.iainpekalongan.ac.id/index.php/forumtarbiyah/article/view/382>. h 240

of religious teachers to be able to influence students with various efforts so that students can form good personalities.⁴

In the study of Islamic education, four teacher competencies are also mentioned in the verses of the Qur'an. Not a few verses of the Koran pay attention to the competencies that must be possessed by teachers. In carrying out educational tasks all content is interrelated, and cannot stand alone. Mastery of personality competencies without being followed by other competencies, it is difficult for teachers to carry out their duties properly. Likewise, mastery of pedagogical competencies that are not followed by personality competencies will challenge the teacher to become a figure loved by students. This is because the task of the teacher is not solely to educate humans intellectually, but also to form quality human beings. So, before improving the student's personality, it is the teacher's personality that must be addressed first so that it becomes an example.⁵ Islamic tertiary institutions as a place for character formation can be carried out in all subjects through existing concepts, systems, and learning theories.⁶

Rapid changes in the world of education cannot be avoided. The only way not to be eroded by the times is courage in facing the challenges that exist. To be able to face all challenges requires optimal self-preparation. Not a few studies have focused on studying the challenges of teachers, especially PAI teachers, in the digital era. For example, individualism is very dominant, as speed in competition, IT skills, readiness to face existing challenges, and the ability to understand things from various perspectives.⁷ There are also those who emphasize studies on the challenges faced by PAI teachers in the era of society 5.0, where teachers are required to be able to solve problems and think critically and creatively.⁸

The importance of the teacher's position inspires academics to make various efforts so that teachers have good competence, so they can carry out and carry out their duties professionally. This is intended so that the aspirations of the Indonesian people who want the next generation to become individuals who are pious, knowledgeable, and have social care can be realized. In addition, it is also

⁴Hairuddin Cikka, "Peranan Kompetensi Guru Pendidikan Agama Islam (PAI) Dalam Meningkatkan Interaksi Pembelajaran Di Sekolah," *Guru Tua : Jurnal Pendidikan dan Pembelajaran* 3, no. 1 (2020): 43–52.

⁵Fitri Mulyani, "Konsep Kompetensi Guru Dalam Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen (Kajian Ilmu Pendidikan Islam)," *Jurnal Pendidikan Universitas Garut* 03, no. 01 (2015): 1–8.h 1

⁶Gusnarib, "Pembelajaran Nilai-Nilai Karakter Islam Moderat Di Perguruan Islam," *Paedagogia: Jurnal Pendidikan, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palu* 7 (2018): 23–38. h 23

⁷A S Bahrurruzi, U Ubadah, and ..., "Peran Dan Tantangan Guru Pendidikan Agama Islam di Era Society 5.0," ... *Ilmu di Era Society ...* 1 (2022): 104–109, <https://jurnal.uindatokarama.ac.id/index.php/kiiies50/article/view/1045%0Ahttps://jurnal.uindatokarama.ac.id/index.php/kiiies50/article/download/1045/607>.

⁸Hisan Mursalin, "Tantangan Guru Pendidikan Agama Islam Pada Era Society 5.0" (2022): 216–228.

able to pass on the diversity of national traditions and culture as a valuable potential for the life of a pluralistic Indonesian nation. All of this will only be realized if the educators are qualified and have seriousness and high enthusiasm in motivating, directing, and guiding students.

The following are some studies conducted in an effort to prepare prospective professional teachers. First, Siti Choiriyah's research on "*Korelasi Penguasaan Mata Kuliah Perencanaan Sistem PAI Dengan Tingkat Profesionalisme Calon Guru PAI di FITK IAIN Surakarta*". The results showed that there was no relationship between mastery of Islamic education system planning courses and the professionalism of prospective Islamic religious education teachers.

The similarity between this research and the author's research lies in the same research object, namely prospective PAI teachers and their professionalism. However, the difference lies in the subjects that are the object of research, research methods and approaches, and research focus.⁹

In another study conducted by Rika Sukmawati entitled "*Analisis Kesiapan Siswa Menjadi Calon Guru Profesional Berdasarkan Standar Kompetensi Pendidik*", there are similarities with research conducted by the author. This research shows that students of the mathematics study program have been able to become professional teachers through the practice of microteaching courses with the educator competencies they already have. The focus of both studies is to examine student readiness to become professional teacher candidates and use qualitative methods. However, the difference lies in the research object, where previous research analyzed student readiness from educator competency standards as seen from students' ability to maintain the practice of microteaching courses, while the authors used the contribution of Islamic learning psychology courses and a phenomenological approach in research methods.¹⁰

The study entitled "*Efektifitas Pelatihan Hypnoteaching Dalam Meningkatkan Kompetensi Pedagogik Calon Guru Pendidikan Agama Islam*" conducted by Ismiati Irzain, Arpinus, and Wahidah Fitriani found that hypnoteaching training was effective in increasing the pedagogic competence of prospective Islamic Religious Education teachers. Although the research subject is the same as the research conducted by the author, the research method used in this study is an experiment with a quasi-experimental pretest-posttest one-group design model, while the author uses a qualitative method. The main difference between the two studies

⁹Siti Choiriyah dan Mahasiswa, "Korelasi Penguasaan Mata Kuliah Perencanaan Sistem PAI Dengan Tingkat Profesionalisme Calon Guru PAI Di FITK IAIN Surakarta," *Seminar Nasional Pendidikan, Sains dan Teknologi Fakultas Matematika dan Ilmu Pengetahuan Alam Universitas Muhammadiyah Semarang* (2017).

¹⁰Rika Sukmawati, "Analisis Kesiapan Mahasiswa Menjadi Calon Guru Profesional Berdasarkan Standar Kompetensi Pendidik," *Jurnal Analisa* 5, no. 1 (2019): 95–102.

lies in the research focus, where this research focuses on training while the author focuses on course contributions.¹¹

In this research, the authors examined the contribution of the PAI Learning Psychology course to the changes that occurred in teachers. If teachers are psychologically prepared to face these challenges wisely, then they can cope with these changes. The PAI Learning Psychology course can help prepare prospective teachers to have good psychology. The role of educational development psychology covers various aspects, such as curriculum, learning systems, and assessment. PAI Learning Psychology courses can be included in the learning system or learning process.

In this 5.0 era, the need to strengthen various aspects of a teacher in order to carry out their duties properly is an important thing that must be considered. Psychology is one of the most important disciplines to be studied. As a prospective PAI teacher, it is important for students to study psychology in order to understand the development of students, including the development of character, motivation, interests, talents, physique, and personality.¹² The material content discussed in the PAI learning psychology course strongly supports prospective teachers' understanding of student development, both cognitively, physically-motorically, and socio-emotionally, so that the treatment given to students can be right on target. This is the basis for the importance of this research. The author will dig up information from PAI students who are prospective teachers, and who are expected to be able to carry out their duties professionally through contributions from the PAI learning psychology course.

METHODS

Islamic Religious Education Department, located in Pombewe Village, Sigi District, Biromaru Regency. This study uses a qualitative method with a phenomenological approach. This approach focuses on phenomena experienced empirically by research subjects related to the contribution of Islamic education learning psychology courses in preparing prospective professional teachers. Through in-depth interviews, information was also obtained about the views, assessments, feelings, and expectations of the research subjects regarding the contribution of the PAI learning psychology course in preparing prospective professional teachers.¹³ To strengthen the data from the interviews, participant observation was also carried out, and documentation studies from various sources

¹¹Ismiati Irzain, Arpinus Arpinus, and Wahidah Fitriani, "Efektivitas Pelatihan Hypnoteaching Dalam Meningkatkan Kompetensi Pedagogik Calon Guru Pendidikan Agama Islam," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 7, no. 1 (2021): h 24.

¹²Refika, "Urgensi Ilmu Psikologi Dalam Proses Pembelajaran Pendidikan Agama Islam," *Jurnal Nathiqiyah* | Vol 2, no. 1 (2019): 13–25, <https://ojs.diniyah.ac.id/index.php/Nathiqiyah/article/view/45>.

¹³Farid Hamid, "Pendekatan Fenomenologi (Suatu Ranah Penelitian Kualitatif)," *Pendekatan Fenomenologi* (2018): 1–9.

such as books and journal articles were relevant to the research topic.¹⁴ All techniques are used to ensure the validity of research data. Some of the information obtained was also carried out by cross-checking (triangulation), both source and method cross-checking.

Data analysis was carried out qualitatively through several stages. First, describe all the results of the interview presented in written form. The two authors sort the required informant statements according to the topic. The three authors group the important points in the research. This stage begins with outlining the scope and objectives of the psychology study course material. After that, the urgency of the PAI learning psychology course was explained to students majoring in PAI prospective teachers. The next stage is to describe the lecturer's strategy for teaching PAI psychology courses in class. Then, looking for the meaning and essence of the research subject's experience, and the findings are integrated to produce a descriptive report.¹⁵

The research subjects were determined by purposive and snowball sampling. The research subjects determined using purposive sampling were the Dean, Chair of the PAI Study Program, and Lecturers of the PAI Learning Psychology Course. While the research subjects determined based on snowball sampling were 5th-semester PAI students who took the PAI learning psychology course, totaling 14 people.

The author conducted research on two classes of PAI, namely PAI I and PAI 2 classes with more than twenty students each. PAI class I consisted of 28 students, with 5 male students and 23 female students. While the PAI class 2 consists of 29 students, with details of 9 male students and 20 female students.

The geographical location of the campus in Sigi Regency is in an area with a fairly hot climate, and currently, the campus is still in the process of planting trees so it looks quite arid. The lecture building has 3 floors and PAI class 1 is on the 3rd floor, while PAI class 2 is on the 2nd floor. Facilities available in the classrooms include chairs with seats and backrests made of cork which are quite comfortable, whiteboards that can be moved, and quite a lot of windows surrounding the class so that air circulation is quite good.

The PAI Learning Psychology course for PAI 1 is held on Monday at 07:30, while PAI 2 is held on Thursday from 10:00 to 12:30 WITA. The learning process is carried out by combining lecture, discussion, and question-and-answer methods used by lecturers to make students more active in participating in learning, both when answering questions from lecturers and during question sessions. This combination method is a solutive alternative if there is a lot of study time so that

¹⁴O Hasbiansyah, "Pendekatan Fenomenologi: Pengantar Praktik Penelitian Dalam Ilmu Sosial Dan Komunikasi," *Mediator: Jurnal Komunikasi* 9, no. 1 (2008): 163–180.

¹⁵Hamid, "Pendekatan Fenomenologi (Suatu Ranah Penelitian Kualitatif)."

the learning process takes place with two-way communication between the teacher and students.¹⁶

RESULTS AND DISCUSSION

The study psychology subject of PAI is for 5th-semester students and is taught by two lecturers who divide the sessions. The first session was carried out from the beginning of the lecture until the middle of the semester and was continued by the second lecturer until the end of the lecture session. The PAI learning psychology course at UIN Datokarama Palu has a weight of 2 credits with 12 sub-themes. These themes are understanding, role, urgency, and scope of PAI learning psychology; psychological review of learning; individual development in the context of learning PAI; meaning and learning theory; psychological aspects in the PAI learning process (attitudes, interests, motivation, and intelligence in learning); PAI learning psychology method; special characteristics and embodiment of PAI learning behavior; types and typologies of student learning; material about forgetting, saturation and transfer of learning; psychological perspective on teachers and teaching in the context of PAI learning; and lastly about the efficiency, approaches, and methods of learning PAI.

The standard of competence in this course is that students are expected to be able to have a good understanding of psychology, learning, and the development of the religious spirit of students in learning PAI, as well as a psychological review of teachers in the perspective of PAI learning in schools/madrasas.¹⁷

Theoretically, the study psychology course in PAI is expected to provide knowledge as previously described. This study describes the experiences experienced and felt directly by students after studying Islamic learning psychology courses.

Referring to the previous research, there are two studies that show positive results regarding students' readiness to become professional teachers. This readiness is tested through microteaching and hypo-teaching training courses which involve various competencies. There is no relationship or correlation between subject mastery that supports the preparation of students to become teachers and the level of professionalism of PAI students as prospective teachers, as shown by research. The author's research describes the results of interviews regarding the role of the PAI learning psychology course as a learning resource for students to understand how to become professional teachers so that they are ready to become teachers in the future.

The views of the students on the understanding of teachers developed more broadly after studying learning psychology and PAI courses. Previously, they only

¹⁶Shendy Maftalia Fifadhilni, "Teknik Kombinasi : Metode Ceramah, Diskusi Dan Tanya Jawab" (2022): 1–7. h 5

¹⁷ Rencana Pembelajaran Semester, Mata kuliah Psikologi belajar PAI, Jurusan Pendidikan Agama Islam, Fakultas Tarbiyah Dan Ilmu Keguruan UIN Datokarama Palu, 2022

considered teachers as smart people and taught subjects to students. However, after studying the subject matter, students realize that a teacher must have more than just broad mastery of the subject matter. A teacher must also be creative, and have various competencies in social aspects, skills, and attitudes. Another student added that teachers should create a sense of comfort in the learning process for students, inspire positive moral changes, and inspire learning enthusiasm. In order for students to absorb learning and change their attitudes for the better, the teacher must first provide a good example before giving guidance, so that these good values can be imitated by students quickly.

The experience of students in taking the Learning Psychology course in Islamic Religious Education provides awareness that each student has a very diverse character. This makes each learner unique and cannot be treated in general. Before becoming a teacher, this knowledge about character differences was used in a friendly environment to minimize misunderstandings between them, so that they were wiser in dealing with differences of opinion and attitudes of friends. Although this subject is considered difficult, it is very arousing students' interest in studying psychology, especially the Learning Psychology of Islamic Religious Education.

The PAI learning Psychology course helps increase student confidence in carrying out the profession as a teacher. This is because by understanding the characteristics of students, a teacher can more easily approach them emotionally so that students can participate in learning in an orderly manner according to the teacher's directions. By understanding the characteristics of students, a teacher can provide appropriate treatment for students. In addition, this understanding can add insight into how the learning process is good and right, including choosing the right method for the material to be delivered. As explained in the definition of the profession, that profession is an activity of devotion to a job or position.¹⁸ If referring to Hendri and Edi's view of the meaning of the profession as a service, then the teaching profession is an activity to devote oneself to educating the life of the nation through good religious education.

Studying the psychology of PAI learning helps students understand that a teacher who is good at speaking is very important, but it should not be excessive so that it eliminates the authority of a teacher and does not make the teacher a figure that students fear. Conversely, the teacher must be a place where students can ask questions and find solutions to problems encountered in learning, especially in terms of learning difficulties. The teacher must be a substitute for parents who provide love, guide without berating, direct without violence, and motivate without comparing students to others so that teachers can help students grow and develop for the better. The professionalism of a teacher can be seen

¹⁸Hendri and Edi, "Guru Berkualitas: Profesional Dan Cerdas Emosi," *Jurnal Saung Guru* 1, no. 2 (2010): 1–11. h 2

from various aspects, such as intellectual, emotional, and spiritual abilities.¹⁹ The ability to position ourselves and control attitudes is an important part of emotional intelligence that must be possessed.

The material in the PAI Learning Psychology course is considered very important and interesting to study. The material that most attracted students' attention was about learning typology, types of learning, and learning disorders. These materials help students understand the concept of learning and how to deal with types of student learning when teaching. The hope of students after taking this course is to be able to help students in the learning process, including providing learning that is in accordance with the learning typology so that students more easily understand the material being studied. In addition, students also hope to be able to help students become better individuals in everyday life, both in families, with peers, and in society.

Students need to directly experience problems related to the learning process, so they can gain valuable experience besides mastering theory. In this case, interaction with students who have different dynamics and diversity is very important. With the understanding learned from learning psychology and PAI courses, students can deal with situations in learning, such as the ability to control the class when there is commotion or boredom among students, without feeling surprised. This indicator is included in the part of classroom management skills. From a psychological perspective, class management is seen as not only limited to physical activities but also psychological activities that must be carried out by the teacher in managing the class.²⁰

The initial assumption that teaching is difficult has changed to the view that teaching is interesting to do. Previously, students were worried about the commotion and difficulties in controlling a large number of students. However, they begin to realize that the difficulty in teaching lies not in the teaching and learning activities themselves, but in a lack of knowledge about how to handle problems when they arise. By studying learning psychology, students can change their view of students who were previously considered naughty or stupid to become unique individuals with their own advantages that need to be developed. As a teacher, it is important to create a conducive and enjoyable learning climate and show empathy for every student's achievement; no matter how small it is, so that students continue to be motivated to hone their skills on an ongoing basis.

Students not only understand students, but also realize the nature of a good teacher, namely to be a second home for students to be formed, guided, directed, mentored, and fostered from all aspects that need to be developed, such as physical, spiritual, intellectual, and social. All these noble responsibilities must be

¹⁹H.M. Sattu Alang, "Guru Yang Profesional Memiliki Kecerdasan Intelektual, Emosional Dan Spiritual," *Al-Iryad Al-Nafs, Jurnal Bimbingan Penyuluhan Islam* 1 (2014): 53–63. h 53

²⁰Irnes Jakli Sy, "Pengelolaan Kelas Dipandang Dari Perspektif Psikologi," *Journal Polingua: Scientific Journal of Linguistic Literatúra and Education* 3, no. 2 (2014): 123–129. h 123

carried out as well as possible. According to research conducted by M. Saekan Muchith, the mission of PAI teachers has three tasks, namely spreading religion, carrying out an ideal learning process, and educating students' personalities so that they become obedient servants in carrying out religious orders.²¹

Students shared stories about unpleasant experiences when they were students, and explained the concept of a professional and kind teacher. Criticism of the incident becomes a yardstick and they begin to understand what the teacher should do in an unexpected situation.

The use of infocus media is very helpful to broaden students' horizons and help them pay attention to the topics discussed in the material. Presentation of material using PowerPoint helps students create a frame of mind that is easy to remember and understand. The use of PowerPoint also makes it easier for students to draw conclusions and stimulates enthusiasm for learning because of the display of unique images that support learning.

While the wind conditions are quite strong during the day and the classrooms are quite large, the lecturer must increase the volume when explaining. On the other hand, students must also listen carefully to what the lecturer explains. Class conditions that are somewhat uncomfortable require lecturers to present material in an interesting way. The use of media such as infocus really helps the learning process with nearly 30 students in one class.

The lecturers who occasionally joke around make the learning atmosphere less boring. Examples of things that are close to students' lives also direct them to pay attention to the lecturer's explanation. They try to find similarities with stories that have been experienced directly so that the material is easier to understand.

Another strategy that is often used by lecturers in the psychology of learning PAI is problem-based learning. This strategy is often used with the intention that students have adequate insight into the real conditions of students at school related to psychological problems in learning. The advantages of this strategy can help students have insight and at the same time provide experience in problem-solving.²² In several studies, such as the problem-based learning method, there are differences in learning outcomes in terms of. Other studies have found that the application of the problem-based learning method can increase student interest in learning and also understanding.²³ As for the downside, this method besides

²¹M. Saekan Muchith, "Guru PAI Yang Profesional," *Quality* 4, no. 2 (2016): 217–235. h 217

²²Bekti Wulandari and Herman Dwi Surjono, "Pengaruh Problem-Based Learning Terhadap Hasil Belajar Ditinjau Dari Motivasi Belajar PLC Di SMK," *Jurnal Pendidikan Vokasi* 3, no. 2 (2013): 178–191. h 178

²³Ali Muhson, "Melalui Penerapan Problem-Based Learning," *Jurnal Kependidikan* 39, no. November (2009): 171–182. h 181

requiring a lot of time also requires active participation from students. If the student is not active then he will not gain as much knowledge as expected.

To anticipate unwanted conditions, lecturers organize classes by forming groups. With this model, students are required to look for references according to the theme given. So, indirectly this model requires students to play an active role during the learning process. On the other hand, lecturers must do the right treatment. Students continuously need to be motivated to be actively involved during the learning process. In addition, lecturers need to prepare other strategies that enable students to actively participate in learning. Designing this strategy requires a considerable amount of time. Lecturers must concentrate fully in order to be able to develop lesson plans from opening to closing activities. The utilization of digital media through video analysis is also very helpful for students in understanding the material. Learning resources and media that are so diverse in this century if used properly can facilitate the learning process so that learning objectives can be achieved optimally.²⁴

The follow-up to learning psychology courses is to encourage students to write mini-papers according to their respective experiences. The purpose of writing a mini paper is so that students can understand concepts about the psychology of learning PAI with direct experience. Lecturers are very optimistic that the psychology of PAI learning can be a way to lead PAI students as prospective PAI teachers to become professional teachers. This is based on a good mastery of material about the psychology of learning PAI which is reflected in the assignments given and student participation in class. The lecturer's hope for students after studying the Islamic education learning psychology course is that the insights that students already have can be practiced properly and correctly for the advancement of Islamic religious education.

If you look at the condition of the educational faculties and teacher training lecture buildings which are quite arid, the climate is hot and the winds are quite strong, the lecturer must always lighten the atmosphere so that there is no saturation during the learning process which is caused by such a learning environment. The leadership of faculty needs to increase reading material on the psychology of learning PAI so that students have adequate references both as reading and as a reference in doing assignments. In addition, other supporting facilities such as the availability of a free Wi-Fi network need to be pursued to make it easier for students to find references online.

²⁴Mulyono and Ilham Ampo, "Pemanfaatan Media Dan Sumber Belajar Abad 21," *Paedagogia: Jurnal Pendidikan* 9, no. 2 (2021): 93–112. h 1

CONCLUSION

Based on the description above, it can be concluded that the Islamic education learning psychology course has a very important role in preparing students as prospective professional teachers. This contribution can be seen from the increased understanding of students about the diversity of student characteristics, the duties and roles of teachers, and the emergence of self-confidence to carry out the profession as a teacher. The study strategy for learning psychology in PAI is not only able to lead students to master the material theoretically, but also provides opportunities to practice solving problems that arise in learning.

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