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ASWAJA MATERIALIS: ASWAJA SEBAGAI PEGANGAN, DAN MATERIALISME SEBAGAI KACAMATA

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Abstract

Islamic educational psychology has largely remained normative-descriptive: it explains the concepts of nafs, qalb, 'aql, and fitrah textually, yet rarely offers an applicable framework that explicitly addresses student well-being amid the pressures of the Society 5.0 era. This article aims to reconstruct Islamic educational psychology through four explicit stages: (1) diagnosing the weaknesses of contemporary Islamic educational psychology, which tends to be partial and lacks an applicable framework; (2) analyzing the Qur'anic psychological structure as the basis for reconstruction; (3) reconstructing the concept of well-being through a critical dialogue with the PERMA model — an acronym for Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, a five-dimensional well-being framework from positive psychology; and (4) mapping four specific problems of the Society 5.0 era onto the needs of reconstruction, before finally synthesizing all these stages into a model. The study uses a qualitative approach with the library research method and concept-synthesis technique, in which each element of the model is selected based on four explicit criteria: textual grounding in the Qur'an and Hadith, empirical support from prior studies, direct correspondence to one specific Society 5.0 problem, and measurability in educational practice. The reconstruction shows that the Islamic concept of well-being does not reject the PERMA model but perfects it by placing spiritual closeness to Allah as the epicenter, rather than a mere complement, of its five dimensions. Based on the mapping of Society 5.0 problems onto reconstruction needs, this study produces a Reconstruction Model of Islamic Educational Psychology (RPPI) consisting of four pillars with a one-to-one correspondence to four major Society 5.0 threats: tazkiyatun nafs to address information overload, ta'dib and digital adab to address the challenges of artificial intelligence, psychospiritual mentoring to address social media pressure, and a supportive spiritual ecosystem to address cyberbullying and social isolation. The main contribution of this article lies in its explicit diagnostic-reconstructive process and its threat-to-pillar mapping framework, which have not been found in previous studies of Islamic educational psychology that tend to remain partial, limited to a single context or a single approach.

Keywords: consist of 3-5 keywords

INTRODUCTION

The introduction should present the problem by situating it within national, regional, and global issues; reviewing recent and relevant literature; explaining the distinctive context of the issue or research site; identifying the research gap; formulating the research objectives and questions; and clarifying the significance or urgency of the study. It should be written in Times New Roman, 11 pt, with 1.15 line spacing.

The section should be written narratively without special subheadings. Operational definitions, when necessary, should also be integrated into the narrative.

All references used must be properly cited. Citations should employ an in-text author-date system by presenting the author’s surname and year of publication in parentheses (Fithriyah, 2026; Ismail,

Maulidi, et al., 2025; Sayyi, Asmuki, et al., 2025).

Mathematical formulas should be placed on a separate line, numbered on the right-hand side, and prepared using Microsoft Equation.

$$x + y = z \quad (1)$$

Figures should be placed at the center of the page and referred to within the text. Figure captions should be placed below the figure and numbered sequentially. Each caption should begin with a capital letter. If a caption exceeds one line, it should be written in single spacing. If the figure is adapted from another source, the source must also be stated. Figure sources should be typed in Times New Roman 10 pt using APA 7th style (Darmayanti et al., 2022; Fithriyah et al., 2025; Ismail, Takwil, et al., 2025; Sayyi, Muslimin, et al., 2025).



Figure 1. JSPAI: Journal of Islamic Religious Education Studies

For tables, the table caption should be placed above the table. The caption should be centered with one-space distance from the table. As with figure captions, table captions should be numbered sequentially. The table source should be placed below the table, aligned with the left margin of the table, using Times New Roman 10 pt. Text inside the table should be typed in single spacing. Tables should preferably use horizontal lines only, while vertical lines should be omitted.

Table 1. Indicators of students' understanding of triangular plane figures

Topic	Indicators of Student Understanding
Plane Figures	- Identify various types of plane figures - Provide examples of plane figures in real-life objects - Classify plane figures (triangles, quadrilaterals, and others)
Triangle	- Explain the definition of a triangle - Identify triangular shapes - Mention types of triangles - Explain the characteristics of each type

Source: write the source in italics

Introduction length: 700-1,200 words

THEORETICAL FRAMEWORK

Explain 2-3 theories used as the conceptual basis for collecting and interpreting the data. Approximately 400-600 words.

LITERATURE REVIEW

This section presents arguments developed from valid and authoritative literature. Organize the discussion thematically, preferably into 3-4 subthemes. Length: 600-900 words.

RESEARCH METHOD

The research method section should describe the research design, research site and participants, data collection, data analysis, data trustworthiness or validity, and other matters related to the research procedures.

This section may be divided into several sub-sections, but numbering is not required. Length:

600-800 words.

RESEARCH FINDINGS

This section answers the research questions by presenting data without interpretation, preceded by an introductory narrative. Data should be organized by theme. Tables or graphs may be used to clarify the verbal presentation because, in certain cases, visual illustrations communicate findings more comprehensively and informatively than narrative description alone. Length: 800-1,200 words.

DISCUSSION

This section presents data analysis and interpretation of the findings. Each item of data must be analyzed and interpreted through the theoretical framework employed in the study. This section should demonstrate the study's academic contribution, either by strengthening, extending, or challenging existing theories. Authors may develop themes or subthemes to clarify the analytical and interpretive results. Length: 1,000-1,500 words. This section should also explain the study's limitations as a form of intellectual honesty.

CONCLUSION

In this section, authors should convey key messages for readers based on the research findings, rather than merely summarizing the preceding sections. Length: 250-400 words.

ACKNOWLEDGEMENTS

Where applicable, acknowledgements should be addressed to official institutions or individuals who provided funding or made other substantive contributions to the research.

REFERENCES

Authors are required to use Mendeley or Zotero with APA 7th style, including DOI where available. The reference list must contain at least 20 articles, with 80% drawn from national and international journals.

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