



Individual Behaviour in Islamic Education Institutions

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Abstract. Individual behavior in Islamic educational institutions has been the subject of significant research in order to understand the factors that influence student learning and development in Islamic educational settings. The purpose of this study is to present a literature study that analyzes literature related to individual behavior in the context of Islamic educational institutions. This literature study uses a systematic and selective search method in identifying articles, journals, books, and other sources related to relevant topics. The focus of this research is on individual behavior which includes aspects such as academic behavior, social behavior, moral and religious behavior, as well as factors that influence individual behavior in Islamic educational institutions. The results of this literature study reveal that individual academic behavior in Islamic educational institutions involves factors such as learning motivation, active participation in learning, discipline, and responsibility for schoolwork. Individual social behavior includes positive interactions between students, teachers, and administrative staff, as well as concern for the school environment and the community. Meanwhile, individual moral and religious behavior involves understanding and practicing Islamic values, ethics, and integrity in daily life. Factors that influence individual behavior in Islamic educational institutions identified in this literature study include family and environmental influences, educational approaches applied in educational institutions, the teacher's role as a role model, as well as policies and norms that exist in the school environment. In conclusion, this literature study highlights the importance of understanding individual behavior in Islamic educational institutions. Previous research has identified factors that play a role in shaping positive and quality individual behavior in Islamic education environments. These findings provide important insights for Islamic education practitioners, teachers and related stakeholders to design appropriate strategies and interventions in promoting beneficial individual behavior in Islamic educational institutions.

Keywords: Individual behaviour, Islamic Education.

1. Introduction

In every organisation, people are the main factor that is very important. When humans enter the world of organisations, that is the beginning of human behaviour in the organisation (Simbolon et al., 2022). So that human problems continue to develop according to the situation and conditions and are increasingly difficult to control, as a result organisational problems and especially organisational behaviour problems are growing every day (Widiansyah, 2018).

The concept of individual behaviour needs to be studied, because personality is basically a permanent psychological and behavioural characteristic of individuals, which distinguishes one individual from another (Maya Nuraini Faiza, 2021). Organisational

leaders are required to be able to understand the personality of each individual so that leaders can know how best to deal with them, and can place them in the appropriate place, although in reality in terms of the suitability of the required workforce related to individual factors as a workforce, organisations do not always get and place workers who really match the expectations and demands of the job. This is normal because individuals are really not perfect (Danandjaya, 2020).

Islamic education is one of the important instruments in shaping the behaviour of individual Muslims (Fiandi et al., 2023). In the context of Islamic educational institutions, individual behaviour plays a very important role in determining the quality and effectiveness of education (Alfiandrizar et al., 2023). Individual behaviour includes individual attitudes, actions and responses to the educational environment. Therefore, a deep understanding of individual behaviour in Islamic educational institutions is key to achieving holistic and sustainable educational goals (Rahmatullah et al., 2022).

First of all, Islamic educational institutions aim to shape the behaviour of individuals who are obedient and pious to Allah SWT. Islamic education emphasises the importance of internalising religious values in daily life. Through this education, individuals are taught about noble morals, such as honesty, justice, compassion and patience. Individual behaviour that reflects these religious values will form a person who is strong in faith and responsible in carrying out religious duties (Defnaldi et al., 2023).

Secondly, Islamic education also emphasises the importance of individual behaviour that is oriented towards learning and knowledge (Mumtahanah, 2014). Islamic educational institutions pay great attention to the development of academic intelligence and expertise in learning religious teachings (Devi et al., 2023). The behaviour of individuals who have a high spirit of learning, critical and innovative is the key to success in achieving educational goals (Suardi et al., 2023). They are also taught to always seek deeper knowledge and understanding of Islam and the world (Abu-Ras & Hosein, 2015).

Furthermore, Islamic educational institutions seek to shape the behaviour of individuals who respect and value diversity. In the context of an increasingly pluralistic society, it is important for individual Muslims to have an attitude of tolerance and understanding of differences. Islamic education teaches the values of social justice, equality and co-operation between individuals. Individual behaviour that respects diversity will create an inclusive educational environment where all individuals feel accepted and valued (Suyadi & Widodo, 2019).

Finally, the behaviour of individuals in Islamic educational institutions also includes a commitment to contribute to society and Muslims more broadly. Islamic education teaches the importance of sharing knowledge, skills and resources for the common good. Muslim individuals are taught to be responsible leaders, concerned about social issues and active in various charitable activities. With proactive and community service-oriented individual behaviour, Islamic educational institutions can play a role in shaping a generation that has a positive impact on society (Miri, 2019).

2. Methods

The method of writing this scientific article is with qualitative methods and literature studies or Library Research. Reviewing literature books in accordance with the theories discussed especially in the scope of *Individual Behaviour in Islamic Education Institutions*. In addition, it analyses reputable scientific articles and also scientific articles from journals that

are not yet reputable. All cited scientific articles are sourced from Mendeley and Google Scholar.

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions asked by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory in nature (Mustopa & Iswantir, 2023).

Furthermore, it is discussed in depth in the section entitled "*Individual Behaviour in Islamic Education Institutions*". The literature review is the basis for formulating hypotheses and will then be the basis for making comparisons with the results or findings revealed in the research, (Sumarni et al., 2023).

3. Results and Discussion

3.1 Definition of behaviour

The science of organisational behaviour is not only discussed and used in industrial and commercial activities that produce products, but also in the field of education to create a more professional and quality education system. *Organizational* behaviour as a field of study that focuses on issues influenced by individuals, groups and behavioural structures in organisations, which aims to apply knowledge in improving the effectiveness of educational organisations. In addition, in organisational behaviour there are interactions and relationships between organisations on the one hand and the behaviour of other individuals (Fitri, 2018).

The definition of behaviour can be limited as a state of mind to argue, think, behave, act and so on, which is a reflection of various aspects, both physical and non-physical. Behaviour is also defined as a person's psychological reaction to the environment, the reaction in question is classified into two, namely in a passive form (without real or concrete action), and in an active form (with concrete actions), while in a general sense behaviour is all actions or actions carried out by living things (Notoatmodjo, 2017).

Behaviour refers to actions, responses or reactions performed by individuals or groups in various situations. It encompasses everything that can be observed or perceived by others, including physical actions, words spoken, attitudes exhibited, as well as underlying thoughts (Bandura & Hall, 2018).

Human behaviour is highly complex and influenced by a variety of factors, including environmental, social, cultural, and internal factors such as emotions, values, and beliefs. In psychology and sociology, there are various theories and approaches used to understand and explain human behaviour (Mowen & Minor, 2002).

One well-known theory is the social learning theory proposed by Albert Bandura. This theory emphasises the important role of models in influencing human behaviour. According to this theory, individuals can learn through observation and imitation of models that they perceive as authority or have credibility (MM, 2018).

3.2 Individual Behaviour in Islamic Education Institutions

Individual behaviour in Islamic education refers to actions, responses or reactions performed by individuals in the context of education that are based on Islamic religious principles. Islamic education involves shaping the character, morality, and spirituality of

individuals in order to achieve the goals set out in Islamic teachings (Dhami & Sheikh, 2000).

Individual behaviour in Islamic education aims to develop qualities and attitudes that are in accordance with the teachings of Islam, such as obedience to God, good manners, patience, helping, honesty, humility, a sense of responsibility, and love for fellow humans. Islamic education teaches individuals to behave in accordance with Islamic values in various aspects of life, such as in relationships with God, relationships with fellow humans, business ethics, gender equality, and in protecting the environment and natural resources (Foyajul Islam, 2017).

Individual behaviour in Islamic education also includes obedience to God's laws and religious practices, such as performing worship consistently, fasting, paying zakat, and behaving in accordance with religious guidance in daily life. Islamic education also encourages individuals to develop mutual respect, tolerance and co-operation within the educational environment. Individuals are taught to treat teachers, fellow students and all members of the educational community with respect, fairness and compassion (Umar, 2021).

In order to achieve the expected behaviour in Islamic education, educators and parents have an important role in modelling, educating and guiding individuals in developing behaviour in accordance with Islamic religious values. In conclusion, individual behaviour in Islamic education includes individual actions and responses that are in accordance with the teachings of Islam, including morality, good manners, obedience to God, good relationships with fellow humans, and responsible attitudes towards the environment and natural resources (Ustadi, 2022).

3.3 Individual Behaviour Analysis Variables

An individual's age can affect their behaviour. For example, one's behaviour may differ between children, teenagers and adults. Gender: Behaviour can also be influenced by an individual's gender. For example, there are significant differences between the behaviour of men and women in some social and cultural contexts. Education: An individual's level of education can influence their behaviour. For example, individuals with higher education may tend to make more informed and rational decisions. Employment Status: An individual's behaviour may be influenced by their employment status. For example, someone who works as a manager may have different behaviours compared to a regular employee. Personality: An individual's personality, such as their level of emotional stability or extrovert level, can influence their behaviour in various situations.

Individuals' values and beliefs can also play an important role in their behaviour. For example, someone who prioritises social values may be more likely to volunteer or participate in social activities. Individuals' life experiences, including childhood experiences, work experiences, or traumatic experiences, may influence their behaviour in the present. An individual's social environment, such as family, friends or community, may influence their behaviour. For example, peer pressure may influence an individual's decisions. An individual's motivation to achieve a goal or meet a need can also influence their behaviour. For example, highly motivated individuals may be more likely to take proactive actions. Individuals' physical and mental health conditions can influence their behaviour. For example, individuals who suffer from depression may have different behaviours compared to mentally healthy individuals (Deci & Vansteenkiste, 2003).

3.4 Factors Influencing Individual Behaviour in Islamic Education Institutions

There are 2 factors that influence individual development, namely internal factors and external factors, among others:

1. Internal Factors

Internal factors, namely *Heredity* (*heredity* or innate) according to experts of nativism, say that the factors that influence individuals are solely determined by the element of innervation. innate factors are the process of decreasing certain traits or characteristics that exist in parents or from the descendants of the closest relatives. this innate trait is difficult to change already a habit or descendant of the nature of his parents.

Basically, what is inherited by parents is the shape or structure of the body in these children which is the result of a mixture of genes from parents which generally includes traits, characteristics or traits of parents obtained from the environment or from learning in the environment. For example, a child is accustomed to walking upright or down, accustomed or inclined to be lively, quiet, chatty and so on.

This is an example of the habits or traits that parents pass on to their children. These habits do not only exist during childhood, but remain in humans as long as they live. However, these habits will not become a reality unless we do not get a response or our opportunity to develop or change these traits (Hendriadi et al., 2021).

2. External Factors

Environmental conditions

According to empiricists, individual development is entirely determined by environmental/educational factors. These environmental factors or conditions also affect human development. The environment is a place where we need each other or interact with each other.

The environment as a determinant of the development of human behaviour, in the conjecture that is accepted as the basis in the psychological environment is that humans are born in a state of not having any innings, like white paper (tabula rasa) that can be written with whatever we want.

The manifestation of human behaviour is determined by the environment with engineering tips that are personal or not related to a person and are directive. Babies who are born have the same tendency, in the influence of environmental factors we can take an example to a baby who suckles, when the baby suckles the baby feels happy and when the baby feels thirsty then the baby cries so quickly a mother gives breast milk. What is meant by environmental factors here is the family environment.

This family environment greatly influences human development. The family is the first environment or group that becomes the centre of child identification and the first group or environment to introduce life values to children, children spend their childhood in the family environment.

Maturation.

Maturity is the readiness of an organ of life function, both physical and psychological to develop and perform its duties properly. No matter how much innate or habitual an individual is and no matter how good the environment available to him if it has not reached maturity to function, a life function cannot develop optionally. Nature and environment are very important factors for individual development. The interaction between these factors

does not occur at will, but is influenced by this third factor, namely the *maturation* factor (*maturation*) or time (*time*). Newly born humans already have talent and innate, both from the environment derived from the descent of his parents, ancestors or because it is destined so.

Maturation factor is a factor where all organs of the body are ready to carry out their respective functions. So human development can be influenced by various factors as mentioned and explained above. These factors can affect human development from birth to death in influencing for the better or for the worse.

Education

Broadly speaking, education covers the entire process of individual life from cradle to grave, in the form of individual interaction with the environment, both formally and informally. Educational processes and activities basically involve individual and group behavioural problems.

3. Conclusions

The conclusions regarding individual behaviour in Islamic educational institutions can be summarised as follows: the importance of moral formation: Islamic educational institutions play a crucial role in shaping individual behaviour in accordance with Islamic religious and ethical values. focusing on the formation of good character is one of the main objectives of Islamic education. ethics and morality: Islamic education teaches moral and ethical principles that guide individual behaviour. these include values such as honesty, tolerance, compassion, responsibility, and mutual respect. Worship and devotion: Islamic educational institutions also teach the importance of worship and an individual's relationship with god. this includes the performance of prayers, fasting, zakat and hajj as part of religious practices that influence daily behaviour. social awareness: Islamic education encourages individuals to become responsible members of society. this involves an understanding of social rights and obligations, concern for others, as well as participation in worthwhile social activities. character building: Islamic educational institutions focus on building strong character in individuals. This involves developing traits such as honesty, steadfastness, exemplarity, patience and humility. strengthening religious values: Islamic education helps individuals understand religious teachings in depth and apply them in daily life. this helps strengthen religious values that are important in directing individual behaviour. context of Islamic education: it is important to consider the context of Islamic education, such as the school environment, curriculum, teaching methods and supervision that support the development of positive individual behaviour. this conclusion stresses the importance of Islamic educational institutions in shaping individual behaviour in accordance with Islamic religious values. this includes moral formation, ethical and morality development, strengthening devotion, social awareness, character building, strengthening religious values, and the Islamic educational context that supports this process. thus, Islamic education can make a significant contribution to shaping the behaviour of good and responsible individuals.

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