

Learning Approaches Based on Student Characteristics in the Thought of Abuddin Nata: A Conceptual Study

Husnul Khotimah¹, Aufa Qutratu 'Ain², M. Irfan Luthfi Rangkuti³, Yahya Komarudin⁴, Mu'arif⁵, Fatoni Achmad⁶, Syaiful Dinata⁷, Amirul Syafiq⁸

¹ Institut Pembina Rohani Islam Jakarta, Indonesia; husnul.khot1978@gmail.com

² Universitas Muhammadiyah Surakarta, Indonesia; o300240002@student.ums.ac.id

³ Universitas Islam Negeri Sumatera Utara, Indonesia; luthfidedek20@gmail.com

⁴ STAIN Sultan Abdurrahman Kepri, Indonesia; yahya_komarudin@stainkepri.ac.id

⁵ Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia; muarif@uinjkt.ac.id

⁶ Universitas Khairun, Indonesia; lord.fatoniachmad@gmail.com

⁷ MAN 1 Pekanbaru, Indonesia; syaifuldinata1@gmail.com

⁸ MAN 1 Pekanbaru, Indonesia; amirulsyafiq081@gmail.com

ARTICLE INFO

Keywords:

learning approach;
characteristics;
abuddin nata

Article history:

Received 2025-08-20

Revised 2025-10-26

Accepted 2025-12-31

ABSTRACT

Learning approaches that align with students' individual characteristics are essential for effective education, particularly within Islamic educational contexts. Abuddin Nata, a prominent Indonesian Islamic education scholar, emphasizes the need to adapt instructional strategies based on student diversity in age, potential (fitrah), and intelligence levels. This study employs qualitative library research using content analysis of primary works by Abuddin Nata and relevant secondary literature. Key themes were identified through systematic documentation and thematic categorization of concepts related to learner characteristics and learning models. Nata identifies three fundamental student characteristics—age, innate potential, and intelligence—as determinants in choosing appropriate learning strategies. He proposes three adaptive approaches: individual learning, group learning, and a blended approach. His framework encourages the integration of Islamic values with student-centered pedagogy, emphasizing the importance of balancing personal development and social responsibility. Comparative analysis reveals parallels with contemporary theories such as Piaget's cognitive development, Vygotsky's social constructivism, and Gardner's multiple intelligences. Nata's model offers a value-based and context-sensitive perspective on differentiated instruction. While philosophically and pedagogically robust, its empirical implementation remains limited, especially in technology-mediated environments. His approach provides practical insights for educators and curriculum developers in designing inclusive and adaptive Islamic learning environments that respond to learner diversity.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Amirul Syafiq

MAN 1 Pekanbaru; amirulsyafiq081@gmail.com

1. INTRODUCTION

The existence of education is something that cannot be denied. Education can be understood as a conscious guidance process carried out by educators to develop both the physical and spiritual aspects of students, thereby fostering outstanding personalities (Nasih & Kholidah, 2013). Meanwhile, education plays a direct role in shaping human character, making a significant contribution to national progress, serving as a vehicle for actualizing constitutional principles, and functioning as a means for nation character building (Jannah, 2013; Mulyasa, 2005).

It is not surprising that the success of a nation's education system is used as one of the barometers of a country's governmental success (Muhardi, 2004). Based on this description, the study of education should not only be viewed from a functional perspective, but also from a philosophical and pedagogical approach that underpins the learning process. It is believed that the core of education (black box) lies in the classroom, particularly in the learning process. Essentially, learning is closely related to the creation of effective interaction between teachers and students. Good interaction is reflected when teachers are able to facilitate students to learn more easily, while also fostering intrinsic motivation to study the curriculum material according to their needs (Nasih & Kholidah, 2013).

In essence, learning is a process of interaction between individuals and various situations around them. Learning can be understood as a goal-oriented activity that is realized through a variety of experiences (Sudjana, 2013). Kadar M. Yusuf further emphasizes that learning is closely related to the use of the senses, so the more senses that are activated during the learning process, the more successful the learning will be. Therefore, the learning process conducted by educators should not only activate one sense of the learners but also involve other senses, and learners should also be involved in experiencing things related to the teaching material (Yusuf, 2019).

The Directorate of Senior High School Development, Directorate General of Primary and Secondary Education Management, stated that the current education system in schools generally does not implement learning until students have thoroughly mastered the material. This situation results in many students graduating from school without adequate mastery of the material. This is one of the factors contributing to the low quality of education nationwide (Mulyono, 2011). Therefore, it is necessary to implement learning strategies that place greater emphasis on comprehensive mastery of competencies. In this context, the role of teachers becomes very important in selecting and implementing learning approaches that are appropriate to the characteristics of the students.

In line with the ideals and objectives of national education, teachers are required to equip themselves with various knowledge and skills that support their success in carrying out their duties. This is important because in carrying out their profession, teachers do not interact with inanimate objects, but with human beings called students. The students that teachers encounter are unique individuals with distinct differences from one another. They gather in the classroom with diverse social, cultural, economic, and religious backgrounds (Desmita, 2010). Therefore, understanding the characteristics of students is a key aspect that is often not studied in depth in Islamic education theory and practice, especially from the perspective of modern Islamic education figures such as Abuddin Nata. In the learning process, educators must use a variety of approaches to activate all of the learners' senses. In this regard, learning approaches play a crucial role as the foundation for guiding the management of the learning process at each stage. These approaches reflect how learners should effectively, efficiently, and optimally engage with the presented material (Ilmi, 2018).

Regarding the concept of approach, Abuddin Nata, who was born in Cibuntu Village, Bogor, on August 2, 1954, defines an approach as a method employed to achieve a particular objective. He further emphasizes that a learning approach constitutes the efforts undertaken by teachers to create conditions and situations that enable students to actualize their full potential (Nata, 2014). Therefore, it is evident that the study of learning approaches is crucial and warrants deeper examination, as it can assist teachers—and, more broadly, support the government—in fulfilling the constitutional mandate to educate the nation. In this context, Abuddin Nata's thought contributes significantly to the

development of a student-centered learning paradigm by underscoring the importance of recognizing individual differences within the process of Islamic education.

Among the various approaches available, one is based on the characteristics of the students. Therefore, the characteristics of students themselves are unique traits that students possess, as Abuddin Nata emphasizes that there are several characteristics of students based on age, intelligence level, social, economic, and cultural conditions (Nata, 2010). Thus, understanding these diverse student characteristics is essential for educators to design learning approaches that are adaptive, equitable, and aligned with students' real needs.

Abuddin Nata is widely recognized as an influential figure in the field of Islamic education in Indonesia whose contributions extend to both theoretical and practical dimensions of teaching and learning (Desmita, 2010). Despite his extensive body of work, his ideas on learning approaches based on student characteristics have not been sufficiently examined in a systematic manner, particularly in relation to contemporary challenges in Islamic education (Mulyono, 2011). Considering the persistent problems in school learning processes, such as the mismatch between teaching strategies and students' diverse characteristics, a focused reexamination of Nata's educational thought becomes highly relevant.

Based on this background, the present study aims to analyze Abuddin Nata's views on student characteristics and their implications for determining appropriate learning approaches in Islamic education (Nata, 2014). Specifically, this study seeks to identify the conceptual foundations of Nata's perspective on learner diversity and to examine the relevance of these ideas within the context of modern Islamic education in Indonesia. Accordingly, the main research question guiding this study is how Abuddin Nata conceptualizes student characteristics and how these characteristics inform the selection of learning approaches in Islamic education.

2. METHODS

This study employs a library research design in which data are derived from written sources such as books, scholarly journals, and other relevant academic documents. The methodological framework refers to literature analysis procedures proposed by George (2008) and Bowen (2009) which emphasize systematic stages of identification, critical evaluation, and synthesis of literature (Zed, 2019). Data collection was conducted through documentation techniques by searching, selecting, and organizing texts that are directly related to Islamic education theory and learning approaches as discussed by Abuddin Nata.

The primary sources consist of Abuddin Nata's major works that explicitly address concepts of Islamic education and learning models including *Education in an Islamic Perspective*, *Islamic Education Science*, *Integration of Science and Religion*, *Philosophy of Islamic Education*, and *Education Management*. These texts were treated as the main units of analysis because they contain Nata's original theoretical formulations. Secondary sources include scholarly articles and books that critically examine or interpret Nata's ideas in order to provide comparative and contextual perspectives.

Data analysis was carried out using qualitative content analysis. The analysis began with repeated reading of the primary texts to identify key concepts related to student characteristics, learning principles, and instructional models. These concepts were then categorized into thematic units such as learner diversity, educational objectives, pedagogical strategies, and the integration of religious and scientific knowledge. Each theme was analyzed by examining patterns, consistency, and conceptual relationships across different works in order to reconstruct Nata's educational framework systematically.

To ensure the validity of the analysis, this study applied library triangulation by comparing Nata's original texts with interpretations found in secondary literature and with relevant theories in Islamic and contemporary educational thought. The consistency of concepts across multiple sources was used as a form of theoretical validation. Through these procedures, the methodological process becomes more transparent and allows readers to trace how Abuddin Nata's educational ideas were analyzed and interpreted within this study.

3. FINDINGS AND DISCUSSION

3.1 *Biography of Abuddin Nata*

Abuddin Nata is a prominent figure in the field of Islamic education in Indonesia whose intellectual background strongly influences his educational thought. Educated through Islamic educational institutions up to the doctoral level, Nata developed a deep academic interest in Islamic pedagogy and the integration of religious and scientific knowledge (Nata, 2012a). His academic formation at UIN Syarif Hidayatullah Jakarta shaped his perspective on education as a holistic process that attends to intellectual moral and spiritual development (Saputra, 2021).

As a permanent lecturer at UIN Syarif Hidayatullah Jakarta, Nata is widely recognized for his scholarly contributions to Islamic education. His ideas emphasize the importance of student characteristics in determining appropriate learning approaches as well as the relevance of Islamic education in responding to contemporary challenges. Conceptually his thought aligns with classical and modern Islamic scholars such as Al Ghazali and Syed Muhammad Naquib al Attas particularly in emphasizing the integration of knowledge and values. His perspective also resonates with Ismail Raji al Faruqi's view on the integration of science and religion.

Through his major works including *Education in the Islamic Perspective*, *Islamic Education Science and Integration of Science and Religion* Abuddin Nata has contributed significantly to the development of an integrative paradigm of Islamic education. His ideas provide an important theoretical foundation for understanding education as a means of nurturing human potential in a balanced and value oriented manner which forms the basis of his proposed learning models.

3.2 *Characteristics of Students from Abuddin Nata's Perspective*

The world of education will never be separated from the components that build it. Each component has an important role in achieving national educational goals. If one of the components is not fulfilled, education cannot run optimally, and the constitutional goal of educating the nation will be difficult to achieve. One of the main components in education is the student, who is the subject and centre of the entire learning process. The constitutional mandate to educate the nation is actually directed at them. In the classroom context, an educator usually faces 20-40 students with very diverse characteristics (Roehe et al., 2024). This condition requires educators to understand each student deeply so that the learning process runs effectively.

According to Abuddin Nata, students are individuals who are in a process of comprehensive growth and development, covering physical, psychological, social, and religious aspects. This process not only prepares students to face life in this world but also to achieve happiness in the hereafter. The term "student," in Nata's view, is not limited to children but also includes adolescents and adults. Education does not only take place in formal institutions such as schools, but also in non-formal contexts such as majelis taklim (Islamic study groups) and other community groups (Nata, 2010). Abuddin Nata emphasizes that each student has different characteristics, levels of development, and learning needs. These differences are evident in the way they think, feel, and act in response to the learning environment. He explains that the learning process is not merely about acquiring knowledge, but involves three main domains: cognitive, affective, and psychomotor. The cognitive domain relates to understanding, the affective domain to attitudes and values, and the psychomotor domain to practical skills (Nata, 2014).

Differences in learner characteristics also arise from human nature or basic potential. Each individual has different talents and interests; for example, someone may be talented in painting but not particularly good at sports. According to Nata, educators must understand and accurately map these differences so that learning can be tailored to the potential of each learner. Therefore, he even proposes that educational institutions have a special unit for mapping the psychology and nature of learners, managed by experts. A deep understanding of student characteristics is a key requirement for successful education. Abuddin Nata emphasizes that student characteristics can be examined from

various aspects, including age, intelligence, talent, interests, environment, culture, experience, learning style, and physical and emotional conditions (Nata, 2010).

3.2.1 Characteristics of Students Based on Age

Abuddin Nata emphasizes that student characteristics can be analyzed based on age level, which includes ranges from the womb, infancy, childhood, adolescence, adulthood, to old age. Each age phase marks different physical, cognitive, linguistic, and psychosocial developments, thereby influencing how students interact with their environment and the appropriate learning methods (Nata, 2018). In the neonatal or nursing stage, individuals do not yet have significant awareness or intellectual abilities, but are only able to respond to biological and psychological stimuli, such as through breastfeeding. In the context of Islamic education, early stimulation is still provided through religious practices, such as reciting the adhan in the right ear and the iqamah in the left ear, as an effort to instill spiritual foundations from birth.

The physical or childhood phase marks the emergence of biological, pedagogical, and psychological potential that can be nurtured. At this stage, students begin to show interest in exploring their environment and playing activities that support cognitive and social learning. Educators can adjust teaching methods to individual talents, interests, and abilities, in line with the principles of exploration and knowledge construction in Piaget's theory, where children build cognitive schemas through concrete experiences.

The psychological stage, which coincides with the mukalaf phase in the Islamic perspective, demonstrates an individual's ability to distinguish between good and bad and accept moral, social, and educational responsibilities. At this stage, learners begin to think reflectively before acting, assess the consequences of their actions, and take full responsibility. This concept is in line with Erikson's psychosocial development stages, particularly the initiative versus guilt phase and the identity versus role confusion phase, which emphasize the importance of moral and social guidance for character formation.

In adulthood, individuals have achieved physical, social, psychological, and religious maturity. Students are able to make wise decisions, act responsibly, and develop social skills and religious values. The wise stage marks the achievement of a complete identity, where every action is guided by wisdom and consideration for the common good, not just personal interests. Education at this stage is aimed at maximizing social contribution and guiding individuals in the practice of knowledge, skills, experience, and influence for the benefit of society at large.

3.2.2 Characteristics of Students Based on the Theory of Fitrah

In addition to age, Nata emphasizes the importance of understanding the fitrah of students, which includes an innate potential for religion, seeking knowledge, appreciating truth, artistry, and biological instincts. Fitrah is fixed but flexible and can develop through interaction with the environment, parents, teachers, friends, and divine guidance (Sada, 2016). This concept is relevant to the theory of disposition in Western educational psychology, which emphasizes individual potential and the role of the environment in shaping learning abilities. The pedagogical implication is that it is important for educators to understand the fitrah configuration of each student so that learning strategies can be adjusted to optimize academic, moral, and social potential (Samsuri, 2020). In other words, according to Nata, Islamic education integrates human effort and God's will, so that the learning process is not only a transfer of knowledge, but also the development of character in accordance with the innate potential of the student.

Fitrah also explains that each individual has unique tendencies, such as a dominant curiosity, an appreciation of beauty, or certain social skills (Mujib, 1999). These differences require an adaptive pedagogical approach, in which educators not only provide material but also guide students in exploring their respective potentials. This emphasizes the relevance of personalized education and differentiated learning in contemporary practice.

3.2.3 Characteristics of Students in Terms of Intelligence Level

According to Nata, humans have different levels of intelligence, as quoted from Binet-Simon's research. This variation ranges from very high intelligence (genius) to very low intelligence (debil or idiot), with most people falling within the average range (Nata, 2012b). These differences in intelligence levels require the application of different learning strategies to ensure that each student receives guidance in accordance with their potential. Educators who understand these variations can design the most effective materials, methods, and approaches, in line with Gardner's theory of multiple intelligences, which emphasizes the diversity of individual abilities.

Thus, the Nata approach emphasizes the importance of integrating the analysis of age, nature, and intelligence of students with the social, economic, and cultural context. This adaptive learning strategy allows Islamic education to be not only normative but also contextual and responsive to individual diversity. Although this model has a strong philosophical and pedagogical basis, its empirical validation is still limited, especially regarding its effectiveness in technology-based education. This study strengthens the theoretical basis of Islamic education, emphasizing adaptation to the diversity of individuals and the socio-cultural context of students. Further research should evaluate the effectiveness of Nata blended learning in Indonesian secondary schools and examine its integration with Western theories, such as Vygotsky's social constructivism, Erikson's developmental psychology, and Gardner's multiple intelligences, to expand the relevance of modern educational practices.

3.3 Learning Approach Based on Student Characteristics According to Abuddin Nata

Abuddin Nata explains that learning is a process that influences the emotional, intellectual, and spiritual aspects of students so that they are motivated to learn with awareness and their own will. Through this process, students can develop morals, religion, activities, and creativity through meaningful learning experiences. In this context, educators act as facilitators who help guide students to develop their potential (Nata, 2012b).

According to Nata, there are many things that need to be considered in the learning process, one of which is an approach to learning that is appropriate to the characteristics of the students. Choosing the right approach is important because education encompasses various components, such as vision, mission, objectives, curriculum, teaching and learning processes, educators, students, management, infrastructure, environment, finance, learning tools and resources, and evaluation, which are interrelated in determining the success of learning (Nata, 2014).

Nata distinguishes two main approaches in education, namely the individualistic approach and the community approach. The individualistic approach provides space for students to freely express their creativity, but it can reduce the authority of educators and lead to excessive liberalism. Conversely, the community approach provides a universal moral foundation and certainty of norms, but it can limit students' creativity because educators tend to be dominant and authoritative (Nata, 2014). Therefore, Nata emphasizes the importance of a mixed approach that combines both, where individual freedom is balanced with social responsibility. This mixed approach is based on the view that students are not only individuals with personal rights, but also social beings who live in society (Nata, 2014). Thus, learning should pay attention to the personal and social needs of students so that the learning process is balanced and holistic.

3.3.1 Approaches Based on Age Characteristics

In each class, students have different age ranges and levels of development. Abuddin Nata emphasizes that age is an important factor in determining the appropriate learning approach, because each stage of life has specific characteristics and needs (Nata, 2018). This idea is in line with Piaget's cognitive development theory, which explains that each age stage has a unique way of thinking, as well

as Erikson's psychosocial theory, which describes the social and emotional development tasks in each phase of life (Pakpahan & Saragih, 2022; Rorije et al., 2023).

In this context, Nata recommends a group approach and a mixed approach. The group approach is based on the view that each student has differences and similarities in terms of abilities, interests, and socio-psychological characteristics. Teachers play a role in integrating these differences to create mutually beneficial cooperation among students (Nata, 2014). This approach is in line with Vygotsky's ideas about scaffolding and the zone of proximal development (ZPD), where learning takes place through meaningful and collaborative social interaction.

For example, in a mixed-age classroom in elementary school, teachers can form small groups consisting of lower and higher grade students. Older students help younger ones understand basic concepts, while teachers supervise the collaboration process. This approach not only improves cognitive understanding but also fosters empathy, social responsibility, and collaborative skills (Nata, 2014). The implications for pedagogy are enormous, as group and mixed approaches encourage the creation of a collaborative and supportive learning environment. However, implementing this approach requires teachers to be skilled at managing classroom dynamics, especially in schools with large numbers of students and limited resources. In such conditions, task differentiation and effective classroom management are the keys to success.

3.3.2 Approach Based on Innate Characteristics

Abuddin Nata argues that humans are created with a natural disposition or basic potential that contains a tendency to develop toward goodness (Nata, 2010). In the context of education, this natural disposition includes spiritual, moral, and intellectual potential, which form the basis of each individual. Understanding the natural disposition of students is an important foundation for teachers in choosing a learning approach that suits the natural potential of students (Nata, 2014). An individualistic approach is considered ideal for nurturing innate potential because it allows students to develop their abilities and interests personally. However, this approach is difficult to implement in classes with large numbers of students because it requires intensive supervision and more time (Zhang et al., 2025). Therefore, a group or mixed approach is a more realistic alternative to balance attention to the individual and social needs of students.

In practice, teachers can use a group approach to foster social values without neglecting the spiritual dimension of students. For example, in religious education lessons, teachers can invite students to discuss in small groups the meaning of worship and its application in daily life. This activity helps students understand religious teachings according to their respective *fitrah* while strengthening a sense of togetherness. However, the application of an approach based on nature faces limitations if teachers do not have sufficient understanding of the differences in values, backgrounds, and spiritual experiences of students. Without adequate pedagogical training, teachers have the potential to interpret students' nature subjectively, which can hinder their holistic character development.

3.3.3 Approach Based on the Characteristics of Intelligence

The intelligence-based approach stems from the understanding that each student has different intellectual abilities and learning styles. Abuddin Nata emphasizes that educators need to understand the variations in intelligence in order to design appropriate teaching materials, methods, and learning strategies (Nata, 2010). This idea is in line with Gardner's Multiple Intelligences theory, which states that human intelligence encompasses various dimensions, such as linguistic, logical-mathematical, musical, kinesthetic, interpersonal, intrapersonal, and naturalistic (Gardner, 1987).

An individualistic approach is suitable in this context because it allows students to develop their potential according to their intelligence. However, a group approach is also important because it enables collaborative learning among students with different types of intelligence (Nata, 2014). For example, in an Indonesian language class, teachers can combine individual and group approaches. Students with high linguistic intelligence can write poetry, while students with musical intelligence can

compose songs based on the same text. Both groups then present their results in groups. Through this activity, students learn to appreciate each other's unique intelligences and develop collaborative skills.

Abuddin Nata's conception of learning, which is grounded in student characteristics such as age intellectual capacity and individual potential, demonstrates a strong alignment with several contemporary educational theories while maintaining its distinct Islamic epistemological foundation. His emphasis on adapting learning approaches to the developmental stage of learners resonates with Piaget's theory of cognitive development, which underscores the importance of age appropriate instructional strategies. However, Nata extends this idea by embedding moral and spiritual dimensions as integral components of the learning process, an aspect that is not explicitly emphasized in Piaget's framework.

Furthermore, Nata's view of learning as a guided process supported by a conducive environment parallels Vygotsky's social constructivist theory, particularly the concept of mediated learning and the role of social interaction in cognitive development. While Vygotsky highlights the zone of proximal development as a space for intellectual growth, Nata complements this perspective by emphasizing the ethical responsibility of educators in guiding students not only toward cognitive competence but also toward moral maturity. This integration reflects a broader educational vision that connects knowledge acquisition with character formation.

In relation to Gardner's theory of multiple intelligences, Nata's recognition of diverse student potentials supports the principle that intelligence is multifaceted and cannot be reduced to a single cognitive dimension. Nata's proposed learning models, individual group, and blended learning, can be seen as practical responses to learner diversity, similar to differentiated instruction approaches in contemporary pedagogy. Nevertheless, Nata's contribution lies in situating these strategies within an Islamic worldview that frames diversity as part of divine design and educational responsibility.

From the perspective of technology-based education, Nata's blended learning model gains renewed relevance in the current digital era. While contemporary educational discourse often views blended learning primarily as a technical integration of online and face-to-face instruction, Nata's framework offers a more value-oriented interpretation by emphasising purposeful interaction, guidance and ethical awareness within technology-mediated learning. This perspective provides a critical corrective to purely instrumental approaches to educational technology.

Overall, the comparative analysis indicates that Abuddin Nata's educational thought is not merely reiterative but offers a contextual and normative enrichment of contemporary educational theories. By integrating cognitive developmental principles social interaction and recognition of multiple intelligences with Islamic moral and spiritual values, Nata's approach presents a relevant and adaptive framework for addressing the complexities of modern education particularly within the context of Islamic educational institutions.

This approach has important practical implications for teachers lecturers and curriculum developers as it promotes differentiated and inclusive learning that respects the diversity of students' potential and abilities. In classroom practice, teachers can implement the blended approach by combining whole-class instruction with small-group activities and individualised tasks that are adjusted to students' levels of intelligence and learning readiness. In educational settings with limited facilities, time constraints, and high teacher-student ratios, this model can be adapted by using simple and flexible strategies such as differentiated assignments, peer learning, and gradual integration of digital resources. Through these adjustments, educators are able to apply Nata's conceptual framework in a realistic manner while maintaining its core principle of appreciating individual differences among learners.

4. CONCLUSION

Abuddin Nata's approach to learning is grounded in three dimensions of student characteristics, namely age, innate potential, and level of intelligence. Recognizing this diversity Nata proposes adaptive learning strategies through three models individual group and blended learning designed to accommodate students' varying needs and capacities. This study contributes to the development of Islamic education theory by reinforcing the importance of learner-centred and context-sensitive pedagogical frameworks, particularly in responding to individual differences and socio-cultural realities. However despite their strong philosophical and pedagogical foundations these models still require systematic empirical validation. Future research is therefore needed to examine the effectiveness of Nata's blended learning model in technology-mediated learning environments, such as digital and blended learning contexts, in Indonesian secondary schools. In addition, further studies may explore the integration of Nata's framework with established Western learning theories, including Vygotsky's social constructivism and Gardner's multiple intelligences, to enhance its applicability and relevance in contemporary educational practice.

REFERENCES

- Desmita. (2010). *Psikologi Perkembangan* (Cetakan Keenam). PT. Remaja Rosdakarya.
- Gardner, H. (1987). The theory of multiple intelligences. *Annals of Dyslexia*, 37(1), 19–35. <https://doi.org/10.1007/BF02648057>
- Ilmi, F. (2018). Analisis Penerapan Pembelajaran Dalam Aspek Pendekatan Pembelajaran dan Model Pembelajaran Matematika. *Jurnal Inovasi Edukasi Universitas Adiwangsa Jambi*, 1(1), 1–12.
- Jannah, F. (2013). Pendidikan Islam dalam Sistem Pendidikan Nasional. *Dinamika Ilmu*, 13(2), 161–173. <https://doi.org/https://doi.org/10.21093/di.v13i2.23>
- Muhardi. (2004). *Kontribusi Pendidikan Dalam Meningkatkan Kualitas Bangsa Indonesia*.
- Mujib, A. (1999). *Fitrah dan Kepribadian Islam: Sebuah Pendekatan Psikologis*. Darul Falah.
- Mulyasa, E. M. (2005). *Menjadi Guru Profesional : Menciptakan Pembelajaran Kreatif dan Menyenangkan* (Cetakan Pertama). Remaja Rosdakarya.
- Mulyono. (2011). *Strategi Pembelajaran: Menuju Efektifitas Pembelajaran di Abad Global*. UIN-Maliki Press.
- Nasih, A. M., & Kholidah, L. N. (2013). *Metode dan Teknik Pembelajaran Pendidikan Agama Islam* (A. Mifka, Ed.; Cetakan Kedua). PT Reflika Aditama.
- Nata, A. (2010). *Ilmu Pendidikan Islam* (Cetakan Pertama). Kencana Prenada Media Group.
- Nata, A. (2012a). *Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Islam di Indonesia* (Cetakan Keenam). Kencana Prenada Media Group.
- Nata, A. (2012b). *Pemikiran Pendidikan Islam dan Barat* (Cetakan Pertama). Rajagrafindo Persada.
- Nata, A. (2014). *Perspektif Islam Tentang Strategi Pembelajaran* (Cetakan Ketiga). Kencana Prenadamedia Group.
- Nata, A. (2018). *Psikologi Pendidikan Islam* (Cetakan Pertama). Rajawali Pers.
- Pakpahan, F. H., & Saragih, M. (2022). Theory Of Cognitive Development By Jean Piaget. *Journal of Applied Linguistics*, 2(2), 55–60. <https://doi.org/10.52622/joal.v2i2.79>
- Roehe, M. A., Trost, C., Grundnig, J. S., Anvari-Pirsch, A., & Holzinger, A. (2024). Evaluating the Dynamics of Learning Approaches: A Systematic Review Investigating the Nexus Between Teaching Methods and Academic Performance in Medical and Dental Education. *Educational Psychology Review*, 36(4), 118. <https://doi.org/10.1007/s10648-024-09952-4>
- Rorije, M., Damen, S., Janssen, M. J., & Minnaert, A. (2023). Applying Erikson's theory of psychosocial development to understand autonomy development in children and youths with deafblindness: a systematic literature review. *Frontiers in Education*, 8. <https://doi.org/10.3389/educ.2023.1228905>
- Sada, H. J. (2016). Manusia Dalam Perspektif Agama Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 7(5), 129–142.

- Samsuri, S. (2020). Hakikat Fitrah Manusia dalam Islam. *Al-Ishlah: Jurnal Pendidikan Islam*, 18(1), 85–100. <https://doi.org/https://doi.org/10.35905/alishlah.v18i1.1278>
- Saputra, R. P. (2021). *Konsep Pendidikan Islam Menurut Prof. Dr. Abuddin Nata, MA* [Fakultas Ilmu dan Keguruan]. Universitas Islam Negeri Syarif Hidayatullah.
- Sudjana, N. (2013). *Dasar-Dasar Proses Belajar Mengajar* (Cetakan ke12). Sinar Baru Algesindo.
- Yusuf, M. K. (2019). *Konstruksi Teori Belajar Qur'ani*. Literasi Nusantara.
- Zed, M. (2019). *Pengembangan Bahan Sejarah Indonesia dalam Kurikulum Pendidikan Sejarah di Perguruan Tinggi*.
- Zhang, Y., Guan, X., Wang, J., Yin, S., Li, X., Li, Y., Jobe, M. C., & Ahmed, M. Z. (2025). The impact of perceived teacher support on students' learning approach: the chain mediating role of academic engagement and achievement goal orientation. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1513538>