



## INTEGRATION OF LEARNING AND INSTRUCTION CONCEPTS FROM AN ISLAMIC AND SOCIAL PERSPECTIVE

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### ABSTRACT

**Research Objectives** - This study aims to examine the relationship between the concepts of learning and instruction in enhancing the quality of human resources through the integration of Islamic, social, and economic perspectives.

**Method** - The research employs a qualitative approach in the form of a literature study. Data were collected from scholarly sources, including books, journal articles, and academic documents. Data analysis was conducted using content analysis techniques to identify themes, principles, and implications of learning theories and instructional practices.

**Research Findings** - Learning is understood as an internal individual process, while instruction represents an external process designed by educators. The integration of these two dimensions reveals that education is not merely cognitive in nature but also encompasses social and spiritual aspects. The Qur'an emphasizes the centrality of knowledge as the foundation of civilization, whereas modern learning theories provide relevant methodological frameworks.

**Theory and Practical Implications** - the findings highlight the need for educational policies oriented toward strengthening intellectual, social, and spiritual dimensions. Furthermore, this research offers a theoretical contribution by enriching educational literature through an integrative approach.

**Novelty** - The novelty of this study lies in its multidimensional synthesis that bridges learning and instructional theories with Islamic values as well as socio-economic implications.

## INTRODUCTION

Education serves as the fundamental basis for character formation and the enhancement of human resource quality, which directly influences economic growth and social welfare. In the midst of the digital era and global challenges, the relevance of effective education has become increasingly crucial. Education is no longer limited to the mere transfer of knowledge; rather, it constitutes a dynamic process that shapes individuals to adapt and innovate (Salsabila, Nugraha, & Gusmaneli, 2024). Nevertheless, misconceptions frequently arise between the concepts of *learning* and *instruction*. Learning is an internal process through which individuals acquire knowledge, whereas instruction is an externally designed and facilitated process led by educators to stimulate learning. Such conceptual gaps may undermine the effectiveness of teaching methods and, ultimately, hinder the optimal development of learners' potential.

The research gap concerning the concepts of learning and instruction often stems from a predominant focus on theoretical approaches without adequate integration of broader social and spiritual dimensions. Previous studies, such as those by Gujarati & Porter (2010), tend to emphasize the technical aspects of teaching strategies, yet provide limited exploration of their philosophical and sociological foundations. This creates a void in understanding the relevance of educational concepts within the framework of social and spiritual values. Makki & Aflahah (2019) have underlined the

importance of conceptual clarity; however, the interaction of such concepts with religious values and their role in shaping social character remains underexplored. Classical learning theories, such as behaviorism and cognitivism, are often treated as primary references, while alternative perspectives—particularly those rooted in Islamic thought—offer more holistic approaches oriented toward the cultivation of noble character (*akhlak*).

Other studies (Anti-Inflammatory, Non-Steroidal, & Ok-seon, 2003) also reveal limitations in examining how active student participation can be effectively integrated into a more structured educational framework. This study seeks to bridge that gap by integrating insights from economics and social sciences, which conceptualize education as a long-term social investment. High-quality education contributes to the development of human capital, a key determinant of national economic growth. By critically engaging with existing theoretical foundations and linking them to broader social impacts, this research offers a new contribution to understanding the complexity of education.

The novelty of this study lies in its integration of learning and instructional concepts with Qur'anic principles and socio-economic perspectives. Unlike previous studies, which are largely partial in scope, this research provides a holistic synthesis that connects the intellectual, spiritual, and social dimensions of the educational process. The Qur'an explicitly underscores the significance of knowledge and learning, as reflected in the verses of Surah Al-'Alaq (1–5).

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Read in the name of your Lord who created. He created man from a clinging substance. Read and your Lord is the Most Generous, who taught by the pen, taught man what he did not know

This verse, which represents the first revelation, emphasizes that reading and learning are foundational human activities rooted in spirituality. By integrating this concept, the research offers a framework that is not only pedagogically effective but also culturally and spiritually relevant, creating an educational model that shapes individuals with noble character and strong competitiveness.

The main purpose of this article is to deeply examine the relationship between the concepts of learning and instruction, as well as their role in improving the quality of human resources from an economic and social perspective, with the integration of an Islamic viewpoint. This research aims to provide a comprehensive theoretical foundation for educators, policymakers, and researchers in designing a more effective and holistic educational system. The limitation of this study is its focus on theoretical and literary analysis, as it does not include empirical studies or field experiments. Therefore, future research can expand upon these findings by applying the proposed framework in a practical context.

## METHOD

This research employs a qualitative approach with a library research design. A qualitative approach was chosen because it allows the researcher to deeply describe and analyze concepts based on relevant literature (Creswell & Poth, 2018). The library research method has been widely used in educational studies, particularly for examining learning and instructional theories. For example, the study by Zhang and Kim (2018) used a qualitative literature review to explore the integration of technology in learning, while Ghavifekr and Rosdy (2015) highlighted the relevance of learning theories in the implementation of educational technology. The use of this method in the current study is based on the need to critically explore theories, concepts, and scholarly findings on learning and instruction that are not only empirical but also philosophical. Data collection was carried out by searching for both print and digital literature from academic sources such as books, journal articles, proceedings, and other academic documents relevant to the research topic. The literature search was conducted by accessing international databases including Google Scholar, Research Gate, Scopus, and university digital libraries.

To maintain data validity and credibility, priority was given to literature from recent and internationally reputable publications. This is consistent with the view of Hart (2018), who emphasizes the importance of literature review skills as a fundamental basis for library research. Data were analyzed using content analysis, which involves a critical review of the literature to identify major themes, patterns, and principles related to the definitions, principles, and implications of the

concepts of learning and instruction. The analysis was conducted in three stages: data reduction, thematic categorization, and synthesis of findings. The synthesized results were then interpreted to produce a complete and structured understanding.

## RESULTS AND DISCUSSION

### Definitions and Differences Between the Concepts of Learning and Instruction.

Learning is an internal process that occurs within an individual, characterized by a change in behavior or understanding as a result of experience or interaction with the environment. Instruction, on the other hand, is a systematically designed process facilitated by an educator to help students achieve learning objectives. This process involves the planning, implementation, and evaluation of learning activities.

Etymologically, the Indonesian word for learning, "belajar," is derived from the root word "ajar," which means guidance or instruction, with the prefix "be-". Thus, "belajar" denotes the activity of receiving guidance. In English, the equivalent term is "learning," which originates from the verb "to learn," meaning to acquire knowledge or skill through study, experience, or teaching. Terminologically, many experts define learning as a change in human capacity that endures for a certain period and is not solely caused by maturational processes.

Etymologically, the Indonesian word for instruction, "pembelajaran," is formed from the root word "ajar" with the prefix "pem-" and the suffix "-an," creating a noun that refers to the process or method of enabling others to learn. In English, instruction is referred to as "instruction" or the "teaching and learning process," which alludes to planned activities for imparting knowledge and helping students understand and master the material. Terminologically, instruction is a systematic and planned effort by a teacher to create conditions that allow students to engage in learning activities actively and effectively.

Thus, it can be said that learning is an active, internal process within an individual to acquire a change in knowledge, attitudes, or skills. Instruction is the external process designed by a teacher or educator to facilitate the student's learning process. This distinction is further elaborated in the Qur'an, in Surah Az-Zumar (39): 9, where it is stated that:

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

Say, "Are those who know equal to those who do not know?" Indeed, only those of understanding will take heed.

This verse highlights the superiority of those who possess knowledge over those who do not, as well as the importance of using intellect and critical thinking as part of the learning process. This is also reflected in the Qur'an, in Surah Al-Mujadilah (58): 11, where it is stated that:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Allah will raise those who have believed among you and those who were given knowledge, by degrees.

This verse demonstrates that knowledge is held in very high regard within Islam. Those who possess knowledge are granted a special status by Allah, which serves as a powerful motivation to continuously seek and impart knowledge to others.

**The Differences between Learning and Instruction.** The primary distinction between learning theory and instructional theory is that learning theory examines the relationship between a student's learning activities and their internal psychological and behavioral processes. In contrast, instructional theory studies the relationship between teaching activities (from the educator) and the resulting psychological and behavioral processes in the student.

Theoretically learning is an internal process experienced by an individual, manifesting as a relatively permanent change in behavior resulting from experience and interaction with the environment. This process can occur consciously or unconsciously and represents an active endeavor

by the student to acquire knowledge, skills, attitudes, and values. Instruction, conversely, is a systematic and planned process carried out by an educator to arrange the learning environment, using specific methods, strategies, and resources to enable students to learn effectively. Instruction places a greater emphasis on the organizational and guidance aspects provided by the teacher or educator.

Ultimately the educational process can be designed and implemented effectively by acknowledging the active role of the student in learning and the crucial role of the educator in managing instruction.

**Table 1** Comparison of the Concepts of Learning and Instruction

Aspect	Learning	Instruction
Nature	Internal (occurs within the individual)	External (designed by the educator)
Focus	The process through which individuals acquire changes in behavior/knowledge	The process of interaction between educators and learners
Main Actor	Learner	Educator and learner
Objective	To acquire knowledge, skills, and attitudes	To create conditions that support the learning process
Process	Spontaneous or through experience	Planned and structured

**The Main Theories Underpinning the Process of Learning and Instruction.** Each theory provides a different perspective on how humans learn. In educational practice, an integrative or eclectic approach is often applied, combining elements from several theories in accordance with learners' needs and instructional objectives. These theories serve as a fundamental basis for understanding how individuals learn and how learning should be designed by educators. The following is an explanation of the main theories underlying the learning and instructional process.

First, the Behaviorist Theory. According to this theory, learning is defined as a change in behavior resulting from the interaction between stimulus and response. The main focus lies in observable and measurable behaviors as the outcomes of learning. Instructional processes within this framework emphasize the provision of stimuli by the educator and the responses generated by the learner. Repetition and practice are considered key to the formation of new behaviors. Examples of its application include positive reinforcement, repetition of materials, and the use of reward or punishment systems to motivate learning.

Second, the Cognitivist Theory. This theory views learning as a process of change in perception, understanding, and information processing within the learner's mind. Learning is not limited to behavioral change but also involves changes in patterns of thinking. Cognitivism emphasizes mental activities such as remembering, comprehending, organizing, and integrating new information with prior knowledge. Prominent figures such as Jean Piaget, David Ausubel, and Jerome Bruner advanced this theory by emphasizing stages of cognitive development and the use of advance organizers to facilitate comprehension. Examples of its application include the formulation of instructional objectives, the use of visual aids, and the development of learners' critical thinking skills.

Third, the Constructivist Theory. This theory emphasizes that learning is an active process in which learners construct knowledge through experience and social interaction. Learners are considered active subjects who build new understandings based on their prior experiences. Instruction is contextual and collaborative, with the teacher serving as a facilitator. Examples of its application include project-based learning, group discussions, and problem-solving activities.

Fourth, the Humanistic Theory. This theory places learners at the center of the learning process by emphasizing emotional aspects, motivation, and individual needs. Learning is regarded as a process of self-actualization and the holistic development of human potential. The teacher's role is to provide support by creating a conducive learning environment and motivating learners. Examples of its application include instruction tailored to learners' interests and needs, as well as the development of character and personality.

**Application of Learning and Instruction Concepts in Educational Practice.** The application of learning and instructional concepts in educational practice requires teachers to design learning processes that are planned, interactive, and reflective, using various learning theories as a foundation. Teachers act as facilitators who create a conducive learning environment and motivate students to actively participate in the learning process. The use of concept-based learning, behaviorist theory, constructivist approaches, as well as the integration of media and technology, becomes an essential strategy to enhance students' mastery of subject matter and optimize learning outcomes.

In various approaches and strategies designed to create effective, meaningful learning experiences aligned with learners' needs, several key aspects can be highlighted based on research findings. First, Careful Planning. The learning process begins with systematic planning that includes the development of lesson plans, allocation of time, preparation of tools and media, and the construction of evaluation instruments. This planning is intended to guide learning activities so that they align with the targeted objectives. Second, Simultaneous Implementation and Observation. During the learning process, teachers observe both their own activities and those of the students concurrently. This enables them to directly monitor the learning process and make adjustments when necessary. Third, Reflection and Continuous Improvement. After implementation, reflection is conducted on the process and outcomes to identify both successes and obstacles. This reflection serves as the foundation for improvement in subsequent learning cycles, thereby enhancing the effectiveness of the learning process. Fourth, The Use of Learning Theories as the Basis for Instructional Strategies. The application of behaviorist theory, for example, emphasizes the provision of stimuli and reinforcement to shape students' positive behavior and character. In practice, teachers provide appropriate stimuli and strengthen students' responses in order to achieve instructional objectives.

Constructivist theory is applied by providing students with opportunities to actively construct knowledge through experience and social interaction, thereby making learning more engaging and meaningful. First, Conceptual Learning to Enhance Subject Mastery. Conceptual learning is employed as a strategy to help students understand principles and generalizations within subject matter, such as science at the elementary level. Through this approach, students' mastery of concepts increases significantly as a result of structured and interactive learning processes. Second, The Role of Teachers as Facilitators, Motivators, and Guides. Teachers are not merely transmitters of knowledge but also managers of a conducive learning environment, motivators, and guides who provide support tailored to the characteristics and needs of learners. Third, The Use of Instructional Media and Technology. The integration of media and information technology supports more engaging learning processes, facilitates comprehension, and creates space for students to develop creativity and self-potential. Fourth, The Application of Thematic and Integrative Learning. Thematic learning integrates various aspects of knowledge, skills, values, and attitudes into a single theme relevant to students' daily lives, thereby making learning more meaningful and applicable.

## CONCLUSION

This research asserts that learning and instruction are two complementary yet distinct concepts. Learning is an internal process within an individual that results in changes in knowledge, attitudes, or skills, whereas instruction is an external process designed by educators to facilitate learning. The analysis of the literature confirms that a comprehensive understanding of these two concepts is essential for designing effective education. This aligns with the findings of Ghavifekr and Rosdy (2015), who emphasized the relevance of instructional theory in educational practice. However, this study goes further by integrating social and spiritual aspects that are often overlooked. While previous research (Makki & Aflahah, 2019) focused more on technical aspects and basic definitions, this study demonstrates that an integrated approach combining the concepts of learning, instruction, social values, and an Islamic perspective can produce a more holistic educational framework. The novelty of this research lies in its multidimensional synthesis, which links learning and instructional theory with a Qur'anic perspective and its implications for socio-economic human resource development. These findings show that education is not merely a means of knowledge

transfer but a long-term investment in shaping human capital that is both competitive and morally upright. This differs from previous studies (Zhang & Kim, 2018; Gujarati & Porter, 2010) that tended to emphasize partial technical or economic aspects without connecting the spiritual dimension. Therefore, this research offers a new contribution in the form of a conceptual framework for education that is simultaneously intellectual, social, and spiritual. Although limited to a literature review, this conclusion provides direction for future empirical research, particularly in testing the implementation of this integrative framework in practical educational settings at various levels.

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