

## The Concept of Nafs in Islamic Psychology and its Relevance to Student Development

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### ABSTRAK

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The concept of nafs in Islamic psychology is important to guide students' development by combining spiritual and moral values in contemporary education. This study aims to analyze the concept of nafs in Islamic psychology and its relevance to student development. This research method is qualitative with a literature study approach. The result of this research is that the concept of nafs in Islam is very important in education and self-development. A deeper understanding of this concept opens up opportunities to understand the role of nafs in the Qur'an and its application in Islamic guidance and counseling. This concept influences the formation of character, morale, and identity of students, and helps to overcome developmental challenges. Incorporating the values of the concept of nafs in learning also helps develop 21st century skills such as creativity, communication, and critical thinking. In character education, the concept of tazkiyatun nafs combines noble values, humanity, and religion, helping students become good in morals. The positive influence of the concept of nafs is also related to the understanding of the influence of the social and cultural environment on students' religious awareness and spirituality.

## INTRODUCTION

The concept of nafs in Islamic psychology encompasses complex and multifaceted dimensions, marking fundamental aspects of the human journey. Nafs, which is an integral part of the nature of human creation recognized in the teachings of the Qur'an, spans to various meanings and significances. The close relationship between the concept of nafs in Islamic psychology and various approaches in the field of Guidance and Counseling is revealed, especially in the understanding of personality theory. This concept observes psychotherapy with respect to human instincts and instincts, which are manifested through the complex roles of the id, ego, and superego (Dananier, 2020). The existence and interaction of these three components forms the basis of the dynamics of nafs, setting the stage for a deeper understanding of human nature and its growth process.

In the context of student development, the concept of nafs in Islamic psychology has deep implications in the approach of Guidance and Counseling. The application of these concepts can be a strong foundation in helping students

recognize and understand themselves, overcome challenges, and navigate the problems they face. By utilizing an understanding of the dynamics of nafs, counselors can guide students in understanding their behavior and emotions, thus enabling them to develop a healthy and adaptive mindset. In addition, through the concept of nafs, students can also deepen their understanding of Islamic values and strengthen their faith. This process helps students integrate religious principles in their daily lives, providing them with crucial moral and spiritual guidance in dealing with a variety of situations. Thus, the Guidance and Counseling approach inspired by the concept of nafs not only helps students in personal and emotional development, but also enriches the spiritual dimension in their educational experience.

In addition to exploring it, the complex concept of nafs, in Islamic education, also involves the concept of tazkiyatun nafs which emphasizes the process of cleansing the soul (Maududin et al., 2021a). This principle focuses on purifying the heart and removing all forms of stains and lusts that hinder spiritual connection with God. By applying the concept of tazkiyatun nafs in an educational environment, the main objective is to cleanse the souls of students from internal disturbances that can hinder their moral and academic growth. This process involves strengthening Islamic values through the practice of prayer as well as the development of self-awareness of actions and their consequences. By cleansing their souls through the tazkiyatun nafs approach, it is hoped that students can experience a positive transformation in their behavior and gain stronger mental and moral stability, thus reducing delinquency and improving the quality of their overall educational experience.

The significant relevance of the concepts of nafs and tazkiyatun nafs in student development is becoming increasingly clear in the context of the implementation of the Merdeka Belajar curriculum (Indarta et al., 2022). This concept plays an important role in supporting a student-centered learning approach, which is a key focus in this curriculum. When designing and evaluating the Merdeka Belajar curriculum, it is important to include an understanding of nafs and tazkiyatun nafs, as this can provide a solid foundation for developing the psychological, moral, and spiritual dimensions of students. By taking into account the times, especially in the field of science and technology (IPTEK), this curriculum can be updated regularly to ensure conformity with growing challenges and opportunities. Thus, integrating the concepts of nafs and tazkiyatun nafs in the Merdeka Belajar curriculum will not only help produce academically qualified students, but also individuals who are competitive, ethical, and have deep spiritual awareness.

Mohammad Natsir's concept of three pillars of da'wah, which connects mosques, pesantren, and campuses as an integrated da'wah strategy, also has strong relevance in the context of tazkiyat al-nafs-based Islamic education (Maksum et al., 2023). Adopting this approach in an educational environment can provide a solid

foundation for shaping the character of students who are empowered, competent, and relevant to the demands of the 21st century. Through the integration of mosques as spiritual centers, pesantren as institutions of moral and religious learning, and campuses as centers of knowledge and creativity, students can experience holistic coaching that encourages the strengthening of their tazkiyat al-nafs. The concept of the three pillars of da'wah helps direct students to think critically, take ethical actions, and live life in a world with a balance between material and spiritual dimensions. Thus, Islamic education that combines the concepts of the three pillars of da'wah and tazkiyat al-nafs is able to create a generation that is not only academically intelligent, but also has noble character, broad insight, and is ready to face global challenges with confidence and integrity.

In order to deepen the formation of the foundation of religious life for learners, it is important to acknowledge the role played by religiosity and religious consciousness. In this context, Islamic education rooted in the concepts of nafs and tazkiyatun nafs has a fundamental role in guiding students towards strengthening faith and developing religious character (Utomo, 2021). The concept of nafs brings a deep understanding of the inner self and spiritual potential of man, while tazkiyatun nafs offers a systematic approach to cleanse the soul of negative influences (Fahrul et al., 2022). Thus, through the application of this principle in education, students can be invited to better understand religious values, experience positive inner transformation, and hone deep religious awareness. This approach forms a strong foundation for active involvement in religious practice, fosters love for God, and encourages religiosity in daily life.

## **METHOD**

This research uses a qualitative approach with a type of literature review research, which aims to explore the concept of nafs in Islamic psychology and its relevance to student development. The qualitative approach was chosen because it can provide an in-depth and contextual understanding of the concept of nafs and its influence on student development. This type of literature review research allows researchers to access written sources such as the Qur'an, hadith, writings of scholars, and Islamic psychology literature that discusses nafs and student development.

The data used in this study came from literature studies relevant to the research topic. This data consists of texts focusing on the concept of nafs in Islamic psychology as well as literature discussing how this concept can influence and be relevant to student development. In the process of collecting data, researchers search and select literature in accordance with the focus of research, both in the form of printed and electronic texts.

The analysis technique used is descriptive, where the researcher describes and elaborates in detail the concept of nafs in Islamic psychology as well as how it is applied in supporting student development. This descriptive analysis involves the

process of reading, identifying thematic patterns, deciphering meaning, and drawing conclusions based on information found in the literature (Sugiyono, 2017). Researchers also conduct comparisons between various literature sources to identify convergences or differences in views on the concept of nafs and its relevance to student development.

In the context of this study, descriptive analysis will help describe the concept of nafs in Islamic psychology comprehensively, explain various related dimensions, and illustrate how this concept can be applied in supporting student development (Anggito & Setiawan, 2018). Thus, this research method is expected to provide a clear and in-depth picture of the concept of nafs in Islamic psychology and its significance to student development, so as to contribute to the development of value-oriented education and spirituality.

## **RESULT AND DISCUSSION**

### **Deep Understanding of the Concept of Nafs in Islamic Psychology**

The concept of Nafs in Islamic Psychology is an interesting subject to explore further. In this discussion space, focus can be placed on several aspects, such as the role of Nafs in the teachings of the Qur'an and its application in the context of Islamic Guidance and Counseling. As stated by Dananier (2020), The Qur'an is considered the primary guide in living human life, and since nafs is an indispensable part of the nature of human creation, this concept is naturally represented in the Qur'an. This in-depth elaboration of the meaning of nature opens the door to various interpretations of the concept of nafs in the Qur'an, making further exploration of nafs a very intriguing one.

In the field of Islamic educational psychology, a deep understanding of the concepts of nafs finds a close relationship with several approaches in Guidance and Counseling, especially in the context of discussing personality theory, such as psychotherapy that involves the analysis of human instincts, such as the roles of the id, ego, and superego. This concept involves a deeper understanding of the psychological dynamics of individuals, and also paves the way to a broader view, as found in the concept of "meaningfulness of life" introduced by Frankl. This idea implies that life has a single purpose, which is to lead to one Perfect Being, God. Therefore, the approach in guidance and counseling in this context can be applied using a rich and deep framework of Islamic values. It provides a solid foundation for the implementation of counseling that blends psychological approaches with religious teachings, creating a holistic and meaningful space for student development.

Saimun (2022) reinforces the view that Islamic Guidance and Counseling has a significant role in assisting Muslim adolescents in gaining an understanding of their existence as servants of Allah, with the aim of carrying out worship and good practices in line with the teachings of Islamic Shari'a. The concepts of nafs that have

been described earlier become an important foundation in this Islamic Guidance and Counseling approach. Through an understanding of the dynamics of nafs, adolescents can be empowered to better understand and manage themselves, direct passions and emotions in line with religious values, and make ethical and responsible decisions. Thus, Islamic Guidance and Counseling serves as a bridge connecting understanding of nafs, psychological principles, and religious teachings, assisting adolescents in forming a strong Islamic identity and developing a deep relationship with Allah in every aspect of their lives.

In the Islamic perspective, the belief in two opposing human potentials, good and bad, reflects the complexity of human nature that includes both spiritual and physical dimensions. This concept, which has previously been discussed in the context of nafs, is closely associated with Islamic Educational Psychology as a foundation for individual development. Psychology within the framework of Islamic education acts as a guide to help explore and maximize good potential and control bad human potential. All psychological aspects and complex human potential are considered as a form of devotion to Allah SWT, where individuals strive to achieve good and avoid harmful things (Malik & Sugiarto, 2023). In this view, Islamic Educational Psychology has a deep goal, which is to introduce humans to the Creator, in the hope that an understanding of religious teachings will encourage them to become individuals of faith and piety. Through this approach, Islamic Educational Psychology not only focuses on aspects of psychological development alone, but also forms a solid moral and spiritual foundation in an effort towards balanced and holistic self-development.

In the overarching Islamic view, the dual role of man as servant of Allah Almighty and caliph of the earth illustrates a unique responsibility to be lived. This understanding involves the totality of dedication in service to the Creator as well as the responsibility to develop and prosper the earth as His representative. In this perspective, it is important to recognize that human beings have a variety of complex and interrelated aspects, ranging from physical to psychological and spiritual dimensions. Islamic education must also consider this entire spectrum in its efforts to form individuals who are of good character, knowledgeable, and high morals (Malik & Sugiarto, 2023). By paying attention to all these aspects, Islamic education is able to embrace the integral development of human physical, emotional, intellectual, and spirituality. In this case, Islamic Educational Psychology has an important role as a tool to understand and guide the overall development of individuals in order to fulfill the duties and responsibilities entrusted by Allah SWT.

Research conducted by Situmorang (2020) reveals a peculiar fascination with psychology in the Islamic view. The study highlights that classical Islamic scholars have made deep explorations of aspects of the soul and investigated the concepts of spirit and nafs by embracing the contributions of Muslim philosophers who adopted

Greek philosophical thought. This exploration not only involved theoretical analysis, but also included Sufis who developed a thorough understanding of the soul by integrating approaches based on *nash-nash naqliyah* (sources of religious teaching) and applying systematic, speculative, universal, and radical empirical methods. By combining these components, the approach of psychology in an Islamic perspective becomes increasingly profound and diverse, presenting a framework of holistic understanding of the human psyche in relation to religion, philosophy, and personal experience.

The concept of Nafs in Islamic Psychology is closely connected with the Qur'an and its application in Islamic Guidance and Counseling. This concept is also in line with Islamic values. Man has the duty to serve Allah and as a caliph on earth. Therefore, Islamic education needs to pay attention to all these aspects. Classical Islamic scholars have investigated the concepts of soul and nafs from a variety of viewpoints, including the influence of Greek philosophy and Sufi teachings. This integration forms a holistic view of the human psyche, through methods ranging from speculative to empirical. An understanding of the concept of Nafs in Islamic Psychology offers not only psychological insights, but also religious, philosophical, and practical dimensions that shape the individual as a whole in an Islamic perspective.

### **The Linkage of the Nafs Concept with Character and Moral Development**

The concept of nafs in Islam refers to the inner core or essence of man. This concept contains strong ties to the formation of character and morals of the individual. Character education and *tazkiyat al-nafs* (the process of purification of the soul) are closely related and mutually reinforcing to each other. Character education plays an important role in exploring creative potential, increasing productivity, and fostering morality, while instilling noble values, both human and values derived from religious teachings. Meanwhile, *tazkiyat al-nafs* has a central role in fulfilling the essential needs of creating a good soul, a harmonious family, a civilized society, a prosperous nation, and a prosperous world as a whole (Diyah, 2019). Thus, the concept of nafs forms an important foundation in the understanding of character building and purification of the soul in the context of Islamic education.

Character education has various implementation paths, including through civic education which is one of them. Effective and appropriate learning in civic education is able to form positive character values for all levels of society. In addition, local content education also has a significant role in building the nation's character, because this approach carefully considers the local environment and culture (Malik & Sugiarto, 2023). The concept of local content is in accordance with the *trikon* principle promoted by Ki Hajar Dewantara, where the concentric aspect emphasizes the importance of building harmonious relationships with the global community without forgetting local identity and personality. The integration

of character education, civic education, and local content approaches is an important pillar in forming a character, resilient, and culturally and socially sustainable society.

In the context of character and moral development, one important aspect is attention to the values of akhlaq education. The Book of Alaalaa written by Sheikh Az-Zarnuji is one of the works that contains wisdom and moral education values that remain relevant in facing the challenges of character education in the current era of globalization (Diyah, 2019). It teaches about noble behavior and morals, which have significant implications for shaping qualified individuals in a variety of social and global contexts. Therefore, a deeper exploration and study of the values of akhlaq education is needed, so that it can have a strong positive impact in efforts to build character in the midst of the dynamics of the globalization era which tends to be complex.

In an effort to continue the line of thinking that supports the development of character and individual potential, the educational concept framework of developmentalism applied by Moh. Sjafei at INS Kayu Tanam has proven its effectiveness. Sjafei teaches its students the values of deep nationalism, encourages the development of strong character, and promotes active, creative, and environmentally responsive education (Afdhal et al., 2022). This approach is similar to the multiple intelligences learning method proposed by Howard Gardner, who also emphasized the importance of recognizing diverse intelligences and individual potential (Nasozaro, 2019). Through the commensurate between these concepts, education at INS Kayu Tanam is realized in an inclusive and diverse format, which not only produces academically capable students, but also students who have sensitivity to human values, nationalism, and creativity needed in facing the complexities of the modern world.

In describing the foundation that promotes character and moral development, it is important to outline the importance of moral and national values education. In the midst of the challenges of ethical crisis and self-confidence experienced by the Indonesian nation, education of moral values and national spirit is a must (Nafisah, 2016). This situation has highlighted the urgency of nation-building efforts, especially in the context of nation and character building. The relationship between the concept of nafs previously reviewed in this discussion enriches the perspective of character building by emphasizing the importance of understanding and managing the dimensions of the human psyche holistically in the process of forming strong character and morals. By strengthening the foundation of moral and national values, as well as integrating an understanding of the concept of nafs, character and moral development efforts will be more directed and effective in forming a quality generation that is able to face various global challenges with a firm national identity.

### **The Relevance of the Nafs Concept in Student Identity Formation**

The concept of nafs in Islam carries a deep meaning, referring to the essence of the soul or heart contained in man (Aslami, 2016). An understanding of this concept provides a basic understanding of the sources of motivation and feelings that shape an individual. In the context of education, the role of the concept of nafs is very significant in the formation of student identity. A healthy and sturdy spirit has great potential to form good character in students, bringing a positive impact on their views, attitudes, and behavior in everyday life.

Zaman (2016) It also provides further insight into the concept of tazkiyatun nafs in the context of moral education. Researchers have linked the moral crisis that occurs in society with a polluted state of the soul and heart. Therefore, tazkiyatun nafs becomes the essence in restoring and cleansing the soul, with the aim of creating a pure and pure soul. This concept has profound implications in all aspects of life, from the individual to the family, society, nation, and world. Through the efforts of tazkiyatun nafs, the hope is the formation of a righteous soul, bringing a positive impact on all levels of society.

It is also important to link the concept of tazkiyatun nafs with character education in Indonesia. Character education and tazkiyatun nafs have a very close and complementary relationship. Character education plays an important role in developing students' creativity and productivity, while instilling strong moral values and internalizing human and divine values in their actions. By understanding and integrating the concept of tazkiyatun nafs, students' character building efforts will be more directed and meaningful, resulting in a generation that has a solid identity and high morality.

Thus, the concept of nafs in Islam has tremendous relevance in the formation of student identity. An understanding of a healthy soul, the application of the concept of tazkiyatun nafs in character building, and the linkage with character education in Indonesia, all form a strong basis in facing various challenges in educating the next generation with noble character and strong identity.

### **The Influence of the Nafs Concept in Overcoming Student Development Challenges**

The concept of Nafs in Islam refers to the self-identity or essence of the human soul that underlies all aspects of an individual's existence. Findings Farida (2019) demonstrate that an environment that supports religious and cultural values together has a positive impact on the spiritual consciousness of individuals, especially students It provides valuable insight into the influence of the academic social and cultural environment on the development of religious consciousness.

In addition, research Elfidayanti (2021) It has also highlighted the importance of the concept of Tazkiyat al-Nafs or self-cleansing taught in the Quran as a foundation in spirituality-based Islamic education. This concept offers a strong

foundation for the development of students' character and morals, and teaches the importance of cleansing the soul of negative passions. Through the application of this concept in education, students are given the opportunity to integrate spiritual values in daily learning, thus forming individuals who have moral integrity and good attitudes.

Research by (Haryati, 2019) observe the success of the natural school system in Pesantren Alam Indonesia in strengthening the spiritual, academic, and social dimensions of students. These findings suggest that a holistic approach involving the natural environment, social interaction, and spiritual education can create students who are balanced in various aspects of life. Thus, the concept of Nafs has great potential to positively influence students' religious awareness and spirituality. The implementation of the Nafs concept in education can be realized through a holistic approach involving the social and cultural environment, the development of spirituality, academic learning, and the development of social aspects, so as to produce a generation with integrity, noble character, and strong spiritual depth.

### **The Contribution of the Nafs Concept to 21st Century Competency Development**

The concept of nafs in Islam has significant potential in contributing to the development of 21st century competence, which is crucial in the face of the demands of the dynamic and complex modern world. The concept of tazkiyatun nafs, which refers to the process of cleansing the soul from negative passions and drawing closer to Allah through the practices of sholih, has a strong relevance in the development of individual character and morality. This process involves self-control, honesty, and responsibility, which are essential components in 21st-century competencies such as integrity, ethics, and initiative (Yuniarti, 2019).

In addition, the development of learning models involving second-hand based games and interactive media in mathematics learning also has the potential to improve 21st century competencies, such as creativity, communication, critical thinking, and cooperation (Apriyansyah & Kurniawaty, 2022; Sumiyati et al., 2021). The application of this method stimulates students to think outside the box, collaborate with classmates, and develop communication skills in articulating their ideas. The concept of tazkiyatun nafs, with a focus on purification of the soul and moral development, can provide a spiritual framework that empowers students to apply these positive values in daily interactions.

In the context of education, the implementation of the concept of tazkiyatun nafs also has the potential to reduce student delinquency. By providing a deep understanding of moral values and self-control, this concept can help steer student behavior in a more positive and responsible direction (Maududin et al., 2021b). Education based on the concept of nafs can form a young generation who have a strong character, high integrity, and the ability to face the changing times with their

heads held high.

Thus, the concept of nafs in Islam not only has a spiritual dimension, but can also make a real contribution in the development of 21st century competence. Through the concept of tazkiyatun nafs, individuals can develop strong character and morality, while innovative game-based learning methods and interactive media enrich 21st century competencies such as creativity and communication. By combining moral values and competencies of the 21st century, education can form individuals who are competitive, moral, and able to make positive contributions in society and the world.

### **The Positive Influence of the Nafs Concept on Students' Religious Awareness and Spirituality**

The concept of Nafs in Islam refers to the concept of self or human soul. Based on researchn Wahidin et al. (2022), It was found that the social environment and academic culture together have a positive impact on an individual's religious consciousness. These findings indicate that interactions with social and academic environments may influence an individual's understanding and awareness of religious values.

In addition, the results of the study (Maksum et al., 2023) shows that the concept of Tazkiyat al-Nafs (self-cleansing) contained in the Quran has potential as the basis of Islamic education that focuses on the dimension of spirituality. This research underscores the importance of combining religious teachings with education to shape the character of students with good morals through the process of self-cleansing and improvement of spiritual values.

Research by Amiruddin et al. (2021) also provides interesting insights, namely through observations of the natural school system in Pesantren Alam Indonesia. The results of this study show that a holistic approach that includes spiritual, academic, and social dimensions in education in natural schools can strengthen the formation of student character. Therefore, it can be concluded that the concept of Nafs has a positive impact on students' religious awareness and spirituality, and its implementation in education can be done by integrating aspects of the social and cultural environment, spirituality, academic, and social in a holistic approach.

Overall, these studies show that the concept of NAFS has a significant role to play in shaping students' religious awareness and spirituality. Through a holistic approach and integration with other aspects of education, the concept of Nafs can be applied in Islamic education to form individuals who have good morals and have strong spiritual awareness.

## CONCLUSION

The concept of nafs in Islam has a great impact on the education and development of individuals. A deep understanding of this concept opens up opportunities for further exploration of the role of nafs in the teachings of the Qur'an and Islamic guidance. This concept influences the formation of character, morale, student identity, and overcoming developmental challenges. The integration of nafs values in learning also contributes to 21st century abilities such as creativity, communication, and critical thinking. The concept of tazkiyatun nafs, namely purification of the soul, is an important basis in developing students' character with human and religious values. This concept also strongly influences the formation of student identity through everyday spiritual and moral values. The positive influence of the concept of nafs also involves an understanding of the role of the social and cultural environment on students' religious and spiritual consciousness. The integration of the concept of nafs in learning helps manage emotions before the core material, shape the character of students, teach cleansing the soul of negative traits and improve morals. Although the potential is great, further research is needed on its impact in overcoming student development challenges for a better understanding of its application. The integration of the concept of nafs in education is expected to form a generation with strong character, integrity, and high moral values, ready to face the modern world.

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