



## The Influence of Formal and Informal Education in the Development of Islamic Psychology to Improve Community Welfare

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### ABSTRACT

*This study aims to analyze the influence of formal and informal education in the development of Islamic Psychology to improve community welfare, especially among Muslim communities in Yogyakarta City. Using a quantitative method with a survey approach, this study involved 300 respondents selected through a stratified random sampling method, including those who had experience in formal and informal faith-based education. Data was collected through a structured questionnaire that measured participants' perceptions of the impact of such education as well as their psychological well-being. The results of the analysis show that there is a significant positive relationship between formal and informal education in Islamic Psychology and psychological well-being. Formal education makes a strong contribution to the development of knowledge, while informal education, such as recitation and pesantren, plays a role in the formation of spiritual values that support individual well-being. The findings confirm the importance of integrating formal and informal education in the context of developing Islamic psychology to achieve better community well-being. This study also provides recommendations for educational institutions to further optimize the synergy between these two types of education.*

*Keywords: Community Welfare, Formal Education, Informal Education, Islamic Psychology*

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## **INTRODUCTION**

Education is a fundamental tool that shapes the character, personality, and well-being of individuals and societies (Somad, 2021). Nowadays, education is not only focused on formal aspects, but also on informal education that plays a major role in shaping individuals' attitudes, values, and understanding of religion, society, and psychology. In the context of Muslim societies, the concept of well-being is often connected to Islamic Psychology, which refers to a psychological approach based on Islamic principles. Formal and informal education play an important role in shaping this psychological understanding, which has a significant impact on the overall well-being of society (Pambudi et al., 2023).

Formal education, which includes the official institutional curriculum, and informal education, which includes learning activities outside the school environment such as Islamic boarding schools, recitations, and family, have different but complementary contributions. The combination of the two can enhance an individual's understanding of the concepts of Islamic Psychology that promote well-being. Islamic psychology, which brings together modern psychological science with Islamic values, helps individuals understand the concept of life balance, inner peace, and a view of life that is directed towards true happiness (Damanil, 2020). Education implemented by integrating Islamic Psychology plays a role in developing a strong mentality, high morality, and emotional intelligence needed in everyday life.

Welfare in the Islamic context is not only material welfare, but also spiritual and emotional (Arroisi, 2022). Education that encapsulates the psychological aspects of Islam can lead individuals to true happiness that comes from inner peace, self-confidence, and religious sincerity. Studies show that individuals who have a deep understanding of Islamic Psychology are better able to manage emotions, deal with life pressures, and build healthy social relationships. Thus, the integration of formal and informal education in Islamic Psychology provides Muslim communities with a full understanding of how to achieve true well-being in accordance with Islamic principles. Research (Nudin, 2020) found that formal education in the field of Islamic psychology at the university level provides a deep theoretical understanding for students. However, they concluded that the practice of Islamic Psychology is learned more through informal education such as spiritual guidance, majelis taklim, and community activities. Through this informal education, Islamic values are more easily applied in daily life, which in turn improves the psychological well-being of the learners. Study (Wahyono, 2022) revealed that informal education in family and community settings can improve empathy, morality and individual well-being. The study showed that the application of Islamic values within the family sphere through informal education has a significant impact on mental health and a sense of inner peace. These findings strengthen the argument that informal education is an integral part of the development of Islamic Psychology that contributes to the well-being of society.

Research results from (Fasya, 2022) supported that the combination of formal and informal education is very effective in shaping mentality and character in accordance with Islamic Psychology. Formal education provides theoretical insights, while informal

education instills moral and spiritual values practically, they note that learners who are active in both types of education show better emotional and spiritual balance, which contributes to their psychological well-being. Based on the above, it can be concluded that the integration of formal and informal education in learning Islamic Psychology has a significant effect on the well-being of Muslim communities. Formal education provides an in-depth theoretical foundation, while informal education complements with practical applications that instill spiritual values, empathy, and morality in daily life (Mukhlis, 2023). These two types of education complement each other and serve as the foundation for improving people's psychological well-being in a holistic manner.

This research aims to highlight the important role played by formal and informal education in the development of Islamic Psychology as a tool to improve people's well-being (Laia et al., 2024). In the current context, where people's stress levels and psychological distress are increasing, this research offers valuable insights into the importance of holistic learning, which not only focuses on intellect but also on spiritual and emotional balance. Through the development of Islamic Psychology in education, individuals are expected to achieve a more holistic well-being, not only in material terms, but also in psychological and spiritual aspects (Afandi & Erdayani, 2022). While there have been many studies on Islamic Psychology, there is still a lack of research exploring the combined impact of formal and informal education in shaping the psychological well-being of Muslim communities (Nashori, 2020). Previous research tends to focus on certain aspects of education or only on one type of education, either formal or informal. By combining these two types of education in the research, it is expected to provide a more comprehensive understanding of how Islamic Psychology can be effectively implemented in the context of education to achieve sustainable welfare for society.

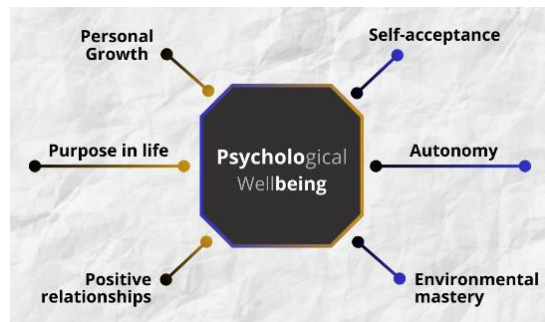
This research aims to dig deeper into how formal and informal education can synergize in developing Islamic Psychology, so that it can make a significant contribution to the welfare of society. Using a holistic approach, this research will analyze the impact of these two types of education on individuals' understanding of Islamic Psychology and their psychological well-being.

## **RESEARCH METHODOLOGY**

This study uses a quantitative method with a survey approach to analyze the influence of formal and informal education in the development of Islamic Psychology to improve community well-being, with the aim of providing an overview of the relationship between formal and informal education in its contribution to individual psychological well-being. The study population consisted of Muslim communities in Yogyakarta City who have experience in formal and informal religious-based education, such as school or university institutions for formal education and pesantren or recitation for informal education. The research sample was drawn using stratified random sampling method to ensure proportional representation of participants with diverse formal and informal education backgrounds. The sample totaled 300 respondents, who were selected based on the criteria of active involvement in both formal and informal education. Data were collected using a structured questionnaire consisting of three main sections: participant

demographic data, a scale measuring participants' perceptions of the impact of formal and informal education in Islamic Psychology, and a psychological well-being scale.

Gambar 1. Psychological Well-being



Psychological Well-being, is a validated instrument for measuring Psychological Wellbeing, designed to measure respondents' perceptions of the contribution of Islamic Psychology from formal and informal education in their daily lives as well as their perceived well-being in emotional and spiritual aspects.

The study was conducted over a period of three months, from September to November 2024. The questionnaires were distributed in person and through an online platform to facilitate data collection from various locations. Respondents were given 20 minutes to complete the questionnaire, and each answer was monitored to ensure data quality, respondents who did not complete the questionnaire were excluded from the final analysis. The collected data were analyzed using descriptive and inferential statistical methods to determine the relationship and influence of formal and informal education variables on psychological well-being. (Thahir et al., 2021). Pearson correlation analysis was used to determine the relationship between formal and informal education intensity and psychological well-being scores, while multiple linear regression tests were applied to assess how much formal and informal education predicted psychological well-being. The analysis was conducted using the latest version of SPSS software. To ensure validity, the questionnaire was tested through content validation involving Islamic Psychology experts and research methods experts, while the reliability of the questionnaire was tested using Cronbach's Alpha reliability test to ensure internal consistency of the instrument. The results of the validity and reliability tests showed that the questionnaire had a high level of confidence with a Cronbach's Alpha value of more than 0.70. The t-test for the comparison of two groups (formal and informal education) was used to evaluate the difference in influence between the two on psychological well-being. ANOVA test was also applied to analyze the difference in psychological well-being based on the level of involvement in formal and informal education. (Mayangsari, 2023). In addition, post hoc tests (such as Tukey) were used to make specific comparisons between different groups of involvement in formal and informal education.

This methodology provides an overview of the influence of formal and informal education in Islamic Psychology on the well-being of Muslim communities in Yogyakarta. However, this study has limitations in terms of specific geographical areas and does not include other variables that may also influence psychological well-being, such as social support or economic factors. The results of this study may have

generalization limitations, so it is recommended to involve a wider population in follow-up research. The method provides enough detail for other researchers to replicate the study, especially in the context of Muslim communities with formal and informal education backgrounds (Kalang, 2020).

## **RESULT AND DISCUSSION**

The main finding of this study shows that there is a significant influence of formal and informal education on the psychological well-being of Muslim communities in Yogyakarta. Respondents who are actively involved in both formal and informal faith-based education show higher levels of psychological well-being than those who are only involved in one type of education. Pearson correlation analysis indicated a positive relationship between the intensity of involvement in both formal and informal education and psychological well-being. In addition, regression test results showed that both formal and informal education contributed significantly as predictors of psychological well-being. The significance of these findings highlights the importance of integrating formal and informal education in supporting individuals' psychological well-being, especially in the context of Islamic Psychology (Rohimah et al., 2024). Formal education provides a framework of theoretical knowledge and analytical skills, while informal education, such as in pesantren or recitations, provides spiritual and emotional nurturing. This combination creates a balance that supports psychological well-being, as reflected in the higher well-being scores of respondents with active involvement in both. This confirms that Islamic-based education, both formal and informal, has a positive impact on individuals' daily lives, particularly in the emotional and spiritual aspects (Awhinarto & Suyadi, 2020).

These results are in line with previous studies, which show that religious education in general has an important role in shaping psychological well-being and positive emotions in individuals. Study by (Al Mustaqim, 2023) showed that faith-based education increased levels of life satisfaction and emotional calmness. Another study by (Tampubolon, 2020) also confirmed that individuals who receive faith-based education both formally and informally have more positive attitudes and are able to cope better with stress. The results of this study reinforce these findings and extend them by adding the specific context of Islamic Psychology and its influence on the well-being of Muslim communities in Yogyakarta. Alternatively, although involvement in formal and informal education was shown to have a significant influence, it is possible that other external factors, such as social support and economic status, also influence psychological well-being. However, this study focused on formal and informal education as the main variables to measure psychological well-being. Thus, it is important for future research to consider these other variables to gain a more comprehensive understanding of the factors that influence psychological well-being in the context of Muslim communities.

The implications of the findings support the importance of strengthening the formal and informal education system that is oriented towards the values of Islamic Psychology in Muslim communities (Muksin & Mudlofir, 2024). Educational institutions can capitalize on these findings by considering approaches that integrate formal teaching



and spiritual development through informal education. This would not only improve cognitive aspects but also shape more positive emotional attitudes, which in turn support psychological well-being (Rohmatillah, 2024). However, this study has limitations, one of which is the geographical focus limited to Muslim communities in Yogyakarta. This may affect the generalizability of the findings to Muslim populations in other regions or cultural contexts. In addition, this study did not include other factors that could also potentially affect psychological well-being, such as social support, economic factors, and deep personal experiences. For this reason, future research is recommended to expand the coverage area or add other relevant variables in order to provide more comprehensive insights into the influence of formal and informal education in the development of Islamic Psychology. In conclusion, this study shows that formal and informal education play an important role in building the psychological well-being of Muslim communities, and these results are in line with existing literature on the role of religious education in promoting well-being. By understanding this relationship, the education community and policy makers are expected to encourage a holistic approach that combines formal and informal education in fostering well-being.

## **CONCLUSION**

This study shows that there is a significant influence of formal and informal education on the psychological well-being of Muslim communities in Yogyakarta. This finding confirms the importance of the integration of both types of education in supporting individual well-being, with formal education providing a foundation of knowledge and skills, while informal education contributes to spiritual and emotional development. As such, this study not only adds insight into the role of education in Islamic psychology, but also has practical implications for the development of a more holistic education curriculum within Muslim communities. The importance of this study lies in its ability to provide a deeper understanding of how education, both formal and informal, can be optimized to enhance psychological well-being. The findings contribute to the existing literature on the relationship between education and well-being, suggesting that an approach that combines the two can produce a positive impact (Wulandari, 2024). By incorporating the perspective of Islamic psychology, this study provides guidance for policy makers and educators to design a more comprehensive program that focuses not only on academic achievement, but also on character development and spirituality.

As such, this research is worth noting in the context of previous studies on religious education and psychological well-being. The findings obtained can serve as a foundation for further research exploring other factors that influence well-being, as well as practical application in better educational curricula. This paves the way for the development of a more prosperous and competitive society, which is in line with Islamic values.

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