

COGNITIVE LEARNING THEORY AND ITS APPLICATION IN LEARNING ISLAMIC RELIGIOUS EDUCATION AT SMK MUHMMADIYAH 1 SUMEDANG

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Abstract

Cognitive theory is an important aspect of educational theory, but it is nevertheless misunderstood by some educators. Interestingly, by the beginning of the 15th century, Muslim scholars had begun to emphasize the importance of returning to Islamic teachings based on the Quran and Hadith. It could be that modern theories of learning are rooted in these Islamic teachings or at least have equivalents that can be found. By examining the theoretical concepts of cognitive learning through the lens of Islamic education, this study aims to compare and distinguish Western concepts from those sourced from the Qur'an and Hadith. The research methodology used is literature research, which involves searching for in-depth literature on cognitive learning theory and Islamic education. From the point of view of Islamic education, the findings of this study show that cognitive theory must prioritize the development of students' thinking abilities while still paying attention to their physical and psychological growth. In addition, the study emphasizes that the process of transmitting knowledge is integral, and educators hold an important responsibility in facilitating the cognitive expansion of their students.

Keywords: *Cognitive Learning Theory, Islamic Education, Islamic Religion*

INTRODUCTION

Naturally, humans are born in a state of no existential abilities, but potentially, humans are born in a state of carrying basic abilities commonly called fitrah. This trait can then be developed through education. So that with education, humans are able to develop all their potential. So that in the science of education itself, humans are called

homo educandum, which are creatures that need education (Nurhadi, 2020). Education itself is a conscious effort made by guiding, teaching, and training students to be able to cause changes in students with the aim that students are able to adapt to their environment. So that in self-learning there will be a learning process. Learning is very important in education, so without learning, basically education would not exist (Nuraeni & Irawan, 2021).

Cognitive theory is classified as a theory that plays an important role in the development of educational theory, but there are still few educational practitioners who understand the concept of cognitive theory. Sometimes they indirectly practice cognitive theory in the learning process, but they do not know that what they practice is the fruit of the thinking of cognitive figures (Kolb et al., 2014).

Islam as one of the paradigms in education has a construction based on the universal values of Islam itself. These values are based on the principle of monotheism and the principle of unity of the source of Islamic teachings. From these principles, the term education was then planted as an Islamic philosophical view of education. That is, education in an Islamic perspective cannot be separated from the principles of Islamic teachings.

However, in the last century, Islam has regressed in various aspects of life, including the development of science when compared to the western world. So that at the beginning of the 15th century A.H., Muslim scholars strengthened the spirit to return to Islamic teachings based on the Quran and Hadith. So it is not impossible if modern theories of learning exist in the Qur'an and Hadith, or at least find their equivalent. So that the western concept can be juxtaposed with concepts based on the Qur'an and Hadith. Therefore, this study aims to dissect how the concept of cognitive learning theory actually is. The results of this research analysis are expected to be able to add insight and provide understanding to educational practitioners related to cognitive learning theory, especially for Islamic education practitioners. (Mansir & Purnomo, 2020).

METHODS

This research method uses field research methods, the author seeks to collect relevant data about the cognitive theory of J. Bruner, Ausubel, and Robert M. Gagne, as well as how it is applied in teaching Islamic religious education at SMK Muhammadiyah 1 Sumedang. This study adopts a qualitative approach, utilizing verbal explanations to explain research findings. This research draws on a variety of academic sources, including books, scientific articles, and previous studies, to explore the contextualized application of cognitive theory in PAI learning, thus providing valuable empirical insights into education in Indonesia.

The data collection techniques are in the form of observation, interviews and documentation studies at laksanakan from June 21, 2023 to July 30, 2023 at SMK Muhammadiyah 1 Sumedang. While data analysis techniques using data obtained from observations, interviews and documentation studies then the data is processed by simplifying existing data so that it is easy to understand. This process is a process of processing data obtained through observation, interviews and documentation and then presented in the form of paragraphs (Ananda et al., 2022), The next process is the provision of the meaning of the explanation based on the data that has been obtained and presented descriptively, then conclusions are drawn.

RESULTS

The cognitive psychology school is one of the streams that influence learning practices applied in schools. The brain is the center of attention that cognitive talks about. Cognitive experts argue that the most important thing in the learning process is how humans process and store information. This is the focus of cognitiveism. This school does not completely reject behavioristic theories, but tends to develop specifically regarding the existence of mental states that can influence the learning process. Cognitive psychology argues that complex mental processes are involved in learning, i.e. memory, attention, learning, concept formation and problem solving. This theory talks about how humans process information and form mental representations of people, objects, and other events (Kaplick et al., 2019).

Jean Piaget was a figure who developed cognitive theory, a Swiss psychologist who lived from 1896 to 1980. His theory contributed to many key concepts in developmental psychology and had an influence on the development of the concept of

intelligence. This theory talks about the incorporation and acquisition of schematics (schemes of how a person perceives his environment) in his developmental stage and how when a person acquires a new way of mentally presenting information. Cognitive theory states that humans develop their cognitive abilities through self-based actions on the environment. The term cognitive has its roots in the word cognition which means understanding or understanding. In general, cognition means the setting, acquisition, and use of knowledge. Later this cognitive theory developed and became popular as one of the discussions of human psychology, that is, a general concept that includes the concept of recognition related to any mental behavior related to problems thinking, understanding, paying attention, giving, thinking, considering, processing information, imagining, estimating, solving problems and beliefs (Supala et al., 2023). According to experts of the cognitive school, a person's behavior depends on cognition, that is, how a person recognizes, thinks and understands the situation in which the behavior occurs (Danczak et al., 2020).

The discourse of cognitive psychology is a reference to cognitive learning theory, namely cognitive activity in learning. These theorists sought to scientifically analyze how mental processes and memory structures. The focus of the discussion of cognitive psychology is cognitive structure, that is, knowledge that has been stored by individuals that includes their long-term memory. According to cognitive psychology, humans are creatures that actively seek and select information for processing. They focus on how to understand individual processes of searching, organizing, selecting and remembering information by involving individual mental learning. The development of individual mental structures corresponds to a person's cognitive development. The higher the cognitive development of a person, the higher the ability of a person to process information obtained from the surrounding environment (Gilissen et al., 2020).

According to cognitive theory, learning is a change in understanding and perception. Learning is not just about observable behavior changes. The basic assumption of this theory is that everyone has experience and knowledge within themselves whose experience and knowledge are organized in the form of cognitive structures. According to this theory, the goodness of the individual's learning process lies in his ability to adapt new lessons to his cognitive structure (Kolb et al., 2014).

Including that emphasized in cognitive theory, namely that the parts of a situation are interconnected, if separated will lead to a loss of meaning. Dr. C. Asri Budiningsih in his book *Learning and Learning* explains that "cognitive theory views that learning is an internal process that includes memory, emotions, information processing, and psychological aspects". So that the learning process occurs when there is a stimulus received and adjusts to the cognitive structure that is owned and formed from previous knowledge and experience.

The development of the mental structure of the individual corresponds to his cognitive development. The higher a person's cognitive development, the higher his skills or abilities in processing knowledge and information received from the environment. Therefore, cognitive learning theory is referred to by several terms, namely cognitive development theory, social cognition theory, and information processing theory.

Learning is an active mental process of remembering, achieving, and using knowledge. According to cognitive theory, learning is perceptual. Then a person's behavior is based on his perception and understanding of the situation with respect to his learning goals. So learning is a change in perception and understanding. According to cognitive psychology, learning is an attempt to understand or understand something and this effort is made by students actively, that is, by seeking experience, information, solving problems, paying attention to the environment, doing something to achieve a certain goal (van der Zanden et al., 2020).

The rationale of cognitive learning theory is rational. This theory holds the philosophical ass, that is, the way we learn (the mind is the way to acquire knowledge). According to this school, learning is a person's ability to explain or phenomena that occur in the environment. And cognitive theory explains how a person thinks in learning. Therefore, cognitiveism places more emphasis on the learning process than learning outcomes. Because learning does involve complex thought processes (Kaplick et al., 2019).

From the description above, several related keywords can be drawn regarding iveistic cognitive learning theory, namely: (1) A person's behavior is influenced by the thought process that occurs in the learning process. (2) Learning is a change in perception and understanding, not just an observable change in behavior. (3) Learning is

not just a stimulus or response, but also involves the mentality of someone who is learning. (4) Cognitive is more concerned with the learning process than learning outcomes. (5) Learning is the process of organizing cognitive and perceptual aspects to understand something. (6) Cognitivism holds the philosophical assumption that thinking is the basis for acquiring knowledge. There are several figures and their respective views on cognitive learning theory, among others: Jean Piaget, Jerome Bruner, and David Ausubel. The author will explain how the four figures view cognitive learning theory (Nurhadi, 2020).

1. Piaget's Theory of Development.

Jean Piaget (1896-1980) was a Swiss biologist and psychologist, he was able to develop the theory of cognitive development. In this theory, Piaget explained his views on how children learn. His theories also contributed much to the main concepts of developmental psychology and had an influence on the development of the concept of intelligence. Piaget is also cited as a pioneer of cognitive schools. His thoughts on the stages of individual development are widely used as a reference for understanding individual cognitive development. The focus of Piaget's theory of cognitive development is how the minds of students develop naturally, from children to adults. Piaget found that children's cognitive formation was active. There are four factors that can affect cognitive development: 1) physical environment, 2) maturity, 3) social influences, and 4) processes of self-control. So information is not only poured into the mind of the individual, but there is an interaction between the individual and the environment (Hakimzadeh et al., 2021).

Cognitive development is a genetic process, that is, a process that works on the basis of the biological mechanisms of development of the nervous system. The older a person gets, the more his cognitive abilities improve as his nervous system becomes more complex. So that the difference in the age of children will have an impact on differences in thinking power or mental strength. According to Piaget, the learning process occurs through three stages, namely the stages of assimilation, accommodation, and balance. The explanation is as follows: First Assimilation is the process by which new information and existing cognitive structures are combined or integrated. In other words, the process of assimilation is the process of integrating new information into existing schemes, so that schemas develop. Example of assimilation process: a student has learned and

understood the principle of multiplication, then he learns division, there will be integration or union between the principle of multiplication that has been learned and understood with the principle of division to be used as new information (Kurniati et al., 2020).

Second, the process of accommodation, the process by which cognitive structures are adapted to new situations. In other words, the accommodation process is the process of rearranging or changing mentally as a result of new information. An example of an accommodating process is as follows: after students have learned the principle of division, they will work on the division problem as an exercise, meaning that students have been able to apply or use the principle of division in new situations.

Third, the equilibrium process, the process by which assimilation and accommodation are adjusted on an ongoing basis. In other words, balance is a continuous adjustment between assimilation and accommodation. The process of equilibrium is also the process by which the external environment is adapted to the cognitive structures already present in the learners. This process is very necessary to maintain the mentality of learners and be able to grow and continue to develop their mentality.

According to Piaget, the learning process that individuals go through must be adjusted to their cognitive development, namely based on age. According to him, there are four stages of cognitive development of the individual in which these stages are hierarchical in nature that must be passed in order and the individual cannot learn anything beyond his cognitive stage. The four stages are as follows, First, Sensory Motor Intelligence / Sensory Motor Stage (birth – 2 years). The characteristic of this stage is that the child's actions depend on the five senses (sensory) and his actions (motor). At this stage the development of children can be observed, but they still think simply and are not yet able to think conceptually. At this stage too, children's understanding depends on their senses and body movements. Some of the abilities that children have at this stage are: a) he sees that he is different from the surrounding objects, b) lights and sounds are used as stimuli, c) tends to pay attention to something longer, d) assumes that an object is always there even if it is out of reach by the senses. A common example of this first stage is that when a child's wish is not followed or granted, they will cry without thinking why their wish was not followed or granted. Second, Preoperation Thought / Pre-

Operation (2-7 years) The characteristics of this stage are language skills and mastery of concepts. At this stage, the child still depends on special things obtained from the five senses, the child has not been able to find relationships and has not been able to conclude things consistently. At this time, the child is not yet able to perform inductive and deductive reasoning, still in the transductive stage, which concludes one particular thing with another. This stage is divided into two, namely a) prelogical (aged 2-4 years), where children are able to use language and develop concepts even though it is still very simple and there are still frequent errors in understanding objects. The characteristics of this stage are: self-counter that stands out, is able to classify objects singly and stands out, can collect objects based on correct criteria, and is able to arrange objects sequentially but has not been able to explain the difference. b) intuitive (age 4-7 years), at this stage the child is able to give symbolic messages about the condition of his heart, especially for those who have a lot of experience. The characteristics of this stage are: children are less aware that they are able to form groups or categories of objects, are able to know logical relationships with more complex things, are able to implement their ideas, and children begin to be able to get objects right. In this pre-operational stage, children can represent objects with words and pictures. His thinking is still egocentric, which is difficult to accept other people's opinions. And able to classify objects based on one feature, for example the classification of objects that are red but have different shapes. An example of child behavior at this stage is assuming animism, that is, assuming that all inanimate objects have feelings, for example, fallen leaves caused by a swaying tree. When they draw, they will tend to draw according to their imagination, for example drawing a beautiful princess like Cinderella according to their imagination.

Third, Concrete Operation (7-11 years) The characteristic of this stage is that the child's ability to think logically begins to develop. Children can infer things from real situations and use concrete objects. There are several important processes in this stage, which are as follows: 1) Sorting, the ability to sort objects by size, shape or other characteristics. For example, sorting objects from smallest to largest. 2) Classification, the ability to name or identify an object based on its size, appearance, or other characteristics. Examples such as children no longer assume all objects have feelings. 3. Decentering begins to be able to consider several aspects of the problem to find a solution. For example, children no longer assume that a short large bottle is less than a long small bottle. 4) Reversibility, begin to be able to understand that numbers or objects can

change, then return to their original state. For example, the child can specify $2 + 2 = 4$ and $4 - 2 = 2$, which are the numbers added earlier. 5) Conservation, the ability to understand that quantity, length or quantity is not tied to the arrangement or appearance of objects or objects. For example, children can find out that drinking water in a small glass when poured into a large glass, the amount is the same. 6) The egocentric nature begins to disappear, the ability to accept the point of view of others. Children become sociocentric and try to understand people and convey their feelings and arguments to adults and their friends.

Fourth, Formal Operations (11-18 years) The characteristic of this stage is that cognitive skills reach the peak of their development. At this stage a person is cognitively able to perform abstractions without using real objects, abstraction reasoning ability increases so that he is able to think deductively. From a biological perspective, this stage appears at puberty. An example of child behavior at this stage is that when fruit falls from a tree, the child no longer says that the fruit fell because it was shaken by the tree, but that the fruit fell because of the force of gravity. In another example such as rain, children no longer say rain is caused because the sky is crying, but say rain occurs geographically.

Active experiences experienced by students will tend to further enhance cognitive abilities, while passive experiences tend to have an impact on the development of cognitive abilities. Then the higher a person's cognitive abilities, the more organized and abstract in thinking. So teachers must understand the stages of child development in order to be able to create a learning process that suits students' abilities. Piaget stated that the learning applied was not in accordance with the abilities and characteristics of students and did not provide meaningful meaning.

According to Piaget, there are several factors that can affect a person's cognitive development, namely: 1) Physical, which is where the individual interacts with the outside world which is a source of new knowledge. However, this will go smoothly if the individual's intelligence is able to take advantage of new experiences. 2) Maturity, namely the maturity of the shafar system in individuals has an impact so that children are able to maximize physical experiences to gain new benefits or knowledge. Maturity also provides opportunities to develop children's cognitive abilities. 3) Social influences, which include the social, family, and educational environment. 4) Self-regulation (equilibration), that is,

the process of self-regulation and correction, regulates interaction with the environment and experience.

2. Bruner's Learning Theory (*Discovery Learning*)

Jerome. S Bruner was born in New York in 1915. Bruner was one of those who disagreed with behavioristic theory. He proved this by pursuing cognitive psychology for over 45 years. He initiated the theory of discovery (discovery learning). In using this discovery, students play an active role in the learning process to solve problems and gain knowledge on their own. This method can give meaningful meaning to the knowledge gained. Based on the point of view of cognitive psychology, that in order to improve the quality of educational output, students must be mentally involved in the learning process. This is an effective method (Takaya, 2008).

Piaget's opinion was used as a basic idea by Bruner, namely that children play an active role in learning. This theory is called discovery learning, which is how children actively retain and change information. Discovery is what is distinctive of Bruner's theory from other learning theories, which means learning by discovering one's own concepts. In this case Bruner divides three stages, which are as follows: 1) The information stage is the stage in which individuals acquire new knowledge or experience, either adding information, refining and deepening information. 2) The transformation stage, which is the stage of understanding, digesting, and analyzing new information and converting it into a new form, in this case the teacher's help is needed. 3) The evaluation stage, which is to test the relevance and accuracy of the knowledge that has been changed in the second stage earlier. In learning theory according to Bruner, there are also four themes of education: 1) State the importance of knowledge structure. 2) Students' readiness to learn. 3) Emphasize the value of intuition in the educational process. 4) Student motivation in learning and how teachers stimulate this motivation.

According to Bruner, teachers should provide opportunities for students to determine concepts, rules, theories or understanding through examples they encounter in life so that the learning process becomes better and creative. The learning process will also be maximal if the teacher pays attention to the stages of cognitive development of children, which are as follows: 1) Enactive (enactive, 0 – 2 years) At this stage, children try to learn or manipulate objects directly. He is able to understand

objects but cannot explain them in words and describe them in his mind. 2) Iconic (iconic, 2-4 years) At this stage the child begins to see the world from pictures or visualizations. Children do not manipulate objects directly, but are able to go through the description of objects, but it is still difficult to explain them in words. 3) Symbolic (symbolic, 5-7 years) At this stage the child manipulates symbols directly and does not use objects or images. Children are also at this stage influenced a lot by language and logic so that they have abstract ideas. According to Bruner, teaching something to children does not need to wait for a certain stage of development. Children's cognitive development can be improved by compiling the material to be studied and adjusting it to the stage of development. So that if the material to be taught is well arranged, then children can learn even though the child's age can be adequate.

3. Ausubel's Theory of Meaningful Learning (*Meaningful Learning*)

David Paul Ausubel is a cognitive psychologist who states that the success of student learning depends on the meaningfulness of the teaching material studied. For Ausubel, learning must be meaningful for learning to have meaning. Meaningful learning here means the process by which new information can be connected or found relevant to a child's cognitive structure. In meaningful learning, students are not required to find themselves (ARSLAN & GÖRGÜLÜ ARI, 2022). Therefore, teachers are required to be able to organize and present what students need to learn, while students themselves are required to understand and master what is conveyed by the teacher. In essence, according to Ausubel people gain knowledge through acceptance, not through discovery. What is taught by the teacher is in the form of concepts, ideas, principles that are accepted by students, but can also be found by students. There are three components for meaningful learning to be possible, if one of these components is not present, then meaningful learning cannot be done, namely organized subject matter, students are able to understand the material, and students assimilate the material learned to the cognitive structure that has been learned. If any of these components are absent, then learning is called rote learning, not meaningful learning. So that the knowledge possessed by students affects whether the learning process is meaningful or not (Gibson, 2004).

DISCUSSION

The Concept of Islamic Education

In Islamic education, there are several terms that are often used to represent it, namely: First, Tarbiyah. According to Shaykh Ali, tarbiyah comes from the word rabba which means to care, educate, nurture, develop, and others. Then according to Daim tarbiyah means caring for or paying attention to how the child grows so that it grows perfectly in every element in the child including body, spirit, and mind. According to Rosidin, tarbiyah representation in education is the educational process that children go through, starting from the education of parents, teachers, and the social environment.

Second, ta'lim. According to Abd al-Fattah al-Jalal, ta'lim is education aimed at infants, children, adolescents, and adults. Ta'lim does not only include aspects of cognition, affective and psychomotor aspects are not forgotten. The term ta'lim in education relates to the learning process. Among the forms of ta'lim in education is the process of transmitting knowledge carried out by educators and students go from not knowing to knowing, not understanding to understanding. Meanwhile, according to Abrasyi ta'lim is only concerned with the realm of cognition. And according to Al-Attas, ta'lim talks about the process of transmitting knowledge by educators to learners.

Third, Tazkiyah means purification. Tazkiyah is not only about the human senses but also joyful for the soul. The Qur'an itself mentions how important the purity of the soul is. In the world of education itself, the form of tazkiyah is represented through the motivation that is always given by educators to students in order to maintain and increase the enthusiasm of students in learning. According to Al-Farabi, humans are called rational animals. Human beings have the ability to sense and intelligence. So Al-Farabi argues that man is capable of acquiring knowledge through the power of the mind, imagination, and the power of the senses. Al-Farabi also argued that science is organized and logical so that it can be digested and understood by humans.

In Islamic education, knowledge can not only be acquired or trained through brain-based learning processes, but the heart or intuition. Because in Islam itself there is knowledge that is kasbi (the result of human effort) and is ladunni (as a gift from God). As opposed to Ibn Khaldun, a teacher must pay attention to the physical and

psychological development of students. This is very important because if teachers deliver lessons without paying attention to physical and psychological development, it will have an impact on dull thinking due to finding it difficult to understand teaching materials and lack of motivation to learn and even distance themselves from learning. This is in line with what Sheikh Nawawi said, namely: "That one who puts knowledge out of place, including dzhalim, is obliged to the pious to give advice in all matters to suit the circumstances. Just as a doctor treats the sick according to his illness."

Islamic Education Perspectives Cognitive Learning Theory

Cognitive theory makes the brain the center of attention. Cognitive experts argue that the most important thing in the learning process is how humans process and store information. This is the focus of cognitiveism. In the Qur'an Surah Ad-Dzariyat verse 21 also emphasizes how humans are able to use their brains optimally to gain understanding and knowledge. And according to Al-Farabi himself regarding the concept of Islamic education, he also views that the brain in the form of thinking, sensing, and imagination power is an important aspect to obtain and understand something.

The cognitive theory put forward by Piaget that the learning process carried out by individuals must be adjusted to their cognitive development, that is, there are four stages of development. This was also conveyed by Ibn Khaldun, namely to avoid student boredom because it is difficult to digest and understand science and even avoid learning, educators should pay attention to the physical and psychological development of students in order to prepare themselves appropriately for students. This is able to provide understanding for students of teaching materials from educators and do not feel bored in undergoing the learning process.

The cognitive theory proposed by Ausubel states that learning is meaningless if students are able to relate new information to the cognitive structure they have. Therefore, teachers are required to be able to regulate what students will learn, and students are required to be able to understand and master what is conveyed by the teacher (McAlearney et al., 2012). In the concept of Islamic education, the term *ta'lim* has the same principle as Ausubel's theory, which is more directed at the transmission of knowledge carried out by educators to students and the process of transformation from not knowing to knowing, not understanding to understanding. Then cognitive

theory according to Bruner that in conducting discovery learning, the figure and role of the teacher is needed in order to be a guide for students to be able to find new theories, concepts and principles. In tazkiyah itself, the role of the teacher is needed not only as a motivator to maintain the balance of students' enthusiasm, but also as a guide to get the right understanding and achieve a clean soul. In general, cognitive theory, following student development is the main point because the learning process will be maximized when it can be adjusted to the cognitive development of students. This is the concern of tarbiyah, namely how the educational process runs according to the development of the child himself (Mansir & Purnomo, 2020).

Applications of Cognitive Theory Learning in PAI Learning

In the cognitive learning approach, students put forward through three stages: assimilation, accommodation, and equilibrium. In assimilation, the student merges with his environment; accommodation shows their ability to adapt to new stimuli; While equilibrium indicates a deliberate focus on learning. These stages are adjusted to the level of student development, namely: enactive, economic, and symbolic. Cognition theory emphasizes understanding students' cognitive structures in order to effectively design PAI lessons that are appropriate to their abilities. The PAI curriculum is structured in a structured manner, ranging from simple material to sophisticated material (Kurniati et al., 2020).

The emphasis of teaching techniques is not only memorization, but understanding the material studied. In turn, comprehension will lead to facilitating memorization for students. Picture stories serve as learning aids that improve elementary students' ability to understand PAI material. It is based on the idea that when students interact with the learning material, they become more efficient in understanding and become proficient in the subject matter.

By following the theory of cognitivism, the Indonesian education system, especially in Islamic religious studies, provides opportunities to develop students' individual abilities in the school environment. Through this approach, the school encourages critical thinking and reasoning as primary goals. Thus, the school is an institution that instills a paradigm of critical reasoning, aimed at strengthening students' evaluation abilities of object descriptions. In short, the goal of cultivating a culture of critical reasoning is essential in

the education of every student. Under certain circumstances, scientific content is not always prioritized in Islamic education, where scientifically described objects become the focal point of academic culture. When it comes to critical thinking, cognitivism highlights that the recognition and design of cognition is recognized through the facilitator, i.e. the teacher. The improvement of students' mindset is achieved through the recognition of their academic achievement and their ability to transform their knowledge into a clear narrative. Cognitivist educational theory upholds the importance of freedom of thought and inclusivity in harnessing these powers. A balanced mental state in academic, social, and spiritual settings represents a core objective of Islamic education, where the interrelationships of these three elements are sought (Chastain & Woerdehoff, 2016).

From Bruner's point of view, the cognitivist approach requires learning methods that go beyond cultivating critical reasoning skills. To be more specific, this approach seeks to instill in students a greater awareness of social and environmental issues. Through innate concern for these issues, students can cultivate greater sensitivity and social awareness. Ultimately, this is the overarching goal of the cognitive approach. In the perspective of Gredler (1991), education is a sequence of processes that help the formation of cognitive abilities and ethical principles of students. The student's relationship with others and his environment is influenced by this awareness. Through observation, it is not uncommon for social deviations to occur among students in various institutions, including Islamic institutions. Akibatnya, kurikulum dan metode belajar-mengajar seringkali menyatu untuk menjadikan pendidikan Islam sebagai solusi yang berharga untuk tantangan masyarakat, membuka jalan menuju masa depan dan memperkuat peradaban melalui pendidikan.

Application in grade 12 senior high school, hijayah letter recognition material is used to apply cognitive theory. The teacher introduces the material, followed by providing motivation to students who will then process to memorize and understand the material. Furthermore, students can recall the knowledge they have gained by rewriting it. From the learning process, students will get to know the hijayah letters. This is evidenced by their progress from simply writing individual letters to writing pairs and finally mastering the composition of verses and hadiths without requiring examples for reference. The cognitive theory of sharing knowledge acquired during the learning process, also known as Robert M. Gagne's 9-stage cognitive process, and J. Bruner's enactive, iconic, and symbolic terms.

CONCLUSION

Cognitive learning theory is a learning theory that prioritizes the learning process and pays attention to the cognitive development of learners. Cognitive theory is a product of the thinking of cognitive psychologists that has a great influence on the development of the learning process. In the perspective of Islamic education, this theory is relevant to the principles of Islamic teachings. Although not all cognitive concepts are in line with the concept of Islamic education, some aspects that are relevant to Islamic teachings can help the development of Islamic education. The development is good in learning preparation, learning process, to evaluation of learning outcomes.

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