

THE ESSENCE OF THE NEEDS OF STUDENTS IN ISLAM

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ABSTRACT

This study aims to understand the essence of students' needs from an Islamic perspective and how fulfilling these needs can support a holistic and balanced educational process. In Islamic education, students' needs encompass not only physical and intellectual aspects but also spiritual and ukhrawi (hereafter-related) dimensions, with the goal of shaping a whole and morally upright personality. Understanding these needs is essential to ensure that the learning process is meaningful and aligned with the students' natural disposition (fitrah). The research method used is qualitative with a descriptive approach. Data were obtained through library research by reviewing various secondary sources such as books, academic journals, articles, and other relevant documents. The results show that students' needs in Islam include spiritual, intellectual, emotional, and physical needs, which must be fulfilled in a balanced manner. Islamic education emphasizes the importance of comprehensive development of students' potential in order to produce individuals who are monotheistic, knowledgeable, and virtuous. This has significant implications for teachers in developing contextual and value-based learning strategies.

Keywords: Students' Needs, Islamic Education, Potential Development, Meaningful Learning

ABSTRAK

Penelitian ini bertujuan untuk memahami esensi kebutuhan peserta didik dalam perspektif Islam serta bagaimana pemenuhan kebutuhan tersebut dapat menunjang proses pendidikan yang holistik dan seimbang. Dalam pendidikan Islam, kebutuhan peserta didik tidak hanya mencakup aspek jasmani dan intelektual, tetapi juga aspek spiritual dan ukhrawi yang bertujuan untuk membentuk kepribadian yang utuh dan berakhlak mulia. Pemahaman terhadap kebutuhan ini penting agar proses pembelajaran berjalan secara bermakna dan sesuai dengan fitrah peserta didik. Metode penelitian yang digunakan adalah metode kualitatif dengan pendekatan deskriptif. Data diperoleh melalui studi pustaka (library research) dengan mengkaji berbagai sumber sekunder seperti buku, jurnal ilmiah, artikel, dan dokumen lain yang relevan dengan tema penelitian. Hasil penelitian menunjukkan bahwa kebutuhan peserta didik dalam Islam meliputi kebutuhan spiritual, intelektual, emosional, dan fisik, yang harus dipenuhi secara seimbang. Pendidikan Islam menekankan pentingnya pengembangan potensi peserta didik secara komprehensif agar tercipta insan yang bertauhid, berilmu, dan berakhlak. Hal ini memberikan implikasi penting bagi guru dalam menyusun strategi pembelajaran yang kontekstual dan bernilai.

Kata Kunci: Kebutuhan Peserta Didik, Pendidikan Islam, Pengembangan Potensi, Pembelajaran Bermakna

INTRODUCTION

In Islam, students are every human being who throughout his life is always in development, so it is not only children who are under the care of their parents, not only children of school age, but includes all human beings both as individuals and as groups, whether human beings are Muslim or not, or in other words human beings as a whole. Everyone involved in an educational activity, whether formal, informal, or non-formal, must be able to develop and socialize various problems related to students properly and correctly, for the sake of implementing fun learning activities for teachers and also for students. Among the things that need to be considered are about the essence of students, the obligations and duties of students, or the ethics of students in pursuing knowledge. To become a good student, it is better to have and develop noble qualities and avoid reprehensible qualities, because these noble qualities will make it easier for students to pursue knowledge, on the other hand, despicable qualities will hinder students in pursuing knowledge (Harahap, 2016).

A student, he is not just an object of education, but at certain times he will be the subject of education. This proves that the position of students is not just passive like an empty cup that is ready to receive water anytime and anywhere. However, students must be active, creative and dynamic in interacting with their teachers, as well as in efforts to develop their knowledge.

The existence of students as one of the sub-systems of Islamic education is very decisive. Because it is impossible for the implementation of Islamic education not to come into contact with individuals who are in the position of students. Educators have no meaning without the presence of students. Thus, it can be said that learners are the key that determines the occurrence of educational interactions, which in turn greatly determines the quality of Islamic education. (Imamah, 2023)

LITERATUR REVIEW

The Essence of Students' Needs in Islam

Islamic education views students as beings endowed with *fitrah* (innate potential) bestowed by Allah SWT. This *fitrah* includes spiritual, intellectual, emotional, and physical aspects, all of which must be developed in a balanced manner through the educational process. This view aligns with the goal of Islamic education, which is to shape *insan kamil*—a complete human being in terms of faith, knowledge, and character. According to Al-Ghazali, education should serve as a means of purifying the soul, instilling divine values, and developing the intellect to attain closeness to Allah SWT (Ghazali, *Ihya' Ulumuddin*).

From the Islamic perspective, students' needs are not limited to worldly matters such as knowledge, food, or skills but also include *ukhrawi* (hereafter-related) needs that focus on salvation and happiness in the afterlife. According to Al-Attas (1991), the aim of Islamic education is to instill *adab* in students, reflecting a harmonious relationship between a human being and God, fellow beings, and the self. Thus, the fulfillment of spiritual needs is an inseparable part of the Islamic educational process (Asroni & Fil, 2025).

Classical and contemporary scholars categorize students' needs in various ways. Yusuf Qardhawi (2005) divides human needs into three: *dharuriyyat* (primary), *hajiyyat* (secondary), and *tahsiniiyyat* (tertiary). Spiritual needs such as faith, worship, and closeness to Allah SWT fall under the *dharuriyyat* category. In the educational context, teachers are responsible for fulfilling these needs by guiding students in internalizing the teachings of Islam.

Psychologically, Islam highly values the innate potential present in every child from birth. Ibn Sina and Ibn Khaldun both asserted that humans are born with intellectual potential (*'aql*) that can be sharpened through education. This reinforces the importance of meeting students' intellectual needs—both in general and religious knowledge—through approaches that are contextual and appropriate to their developmental stage.

The emotional aspect is also a crucial concern in Islamic education. According to Al-Nahlawi, teachers should not merely transmit knowledge but also nurture the hearts and emotions of their students with compassion, patience, and exemplary conduct. Fulfilling emotional needs is closely tied to creating a conducive, safe, and meaningful learning environment (Nahlawi, 2003).

Physical needs are also not overlooked in Islam. The Prophet Muhammad SAW emphasized the importance of hygiene, health, and physical endurance. In the educational context, this includes providing a clean learning environment, adequate facilities, and a balanced schedule between study and rest.

Literature also stresses the crucial role of teachers in understanding and responding to students' needs. Zakiah Daradjat states that in Islam, a teacher is not merely an instructor but also a character builder and spiritual guide. Teachers must be able to holistically understand students' needs and adjust their teaching methods according to the students' background, age, and cognitive and affective development (Agus, 2019).

In the modern context, fulfilling students' needs in Islamic education must be responsive to contemporary challenges. Technology, social media, and globalization influence students' learning styles and psychological needs. Therefore, contemporary scholars such as Syed Naquib Al-Attas and Tariq Ramadan suggest that Islamic education should remain rooted in its core principles while being open to relevant modern methodologies that do not conflict with Islamic values.

In conclusion, the literature reveals that understanding the essence of students' needs in Islam encompasses spiritual, intellectual, emotional, and physical dimensions, which must be addressed proportionally and integratively. Islamic education views these needs as part of the self-purification (*tazkiyatun nafs*) process, achievable only through holistic, purposeful, and value-based education.

METHOD

The research method used in the Scope of Philosophy research is a qualitative research method with descriptive use of the secondary method. The secondary method is a data collection method that is carried out using data that has been collected from several other sources such as journals, books, articles, and other data sources.

In this study, data on the coverage of Philosophy was collected from trusted journals that had been published previously. The secondary method is used because data on the coverage of Philosophy is already available in previously published journals. This method can provide a better understanding of the scope of the Philosophy of Education and can be used as the basis for further research. The data collection technique is carried out by means of literature study and document analysis. The research method used in this study is descriptive using qualitative.

RESULTS AND DISCUSSION

Learners are one of the components in the Islamic education system. Students are raw materials in the process of transformation called education, in contrast to other components in the education system because we receive this "material" as half-finished, while other components

can be formulated and according to the state of facilities and existing needs.

Formal learners are people who are in the phase of growth and development both physically and psychologically, growth and development are characteristics of an educator who is at risk of guidance from an educator. Growth concerns the physical, development concerns the psychic (Muhammad Risal, 2023)

According to article 1 paragraph 4 of the Law of the Republic of Indonesia no. 20 of 2003 concerning the national education system. Students are members of the community who try to develop themselves through the educational process at certain levels and types of education.

Syamsul Nizar in his book entitled Islamic education philosophy of historical, theoretical, and practical approaches, and describes six criteria for students. That is:

1. Learners are not miniature adults but have their own world. This is very important to understand so that the treatment of them in the educational process is not equated with adult education, both in terms of teaching methods, the material to be taught, the source of materials used and so on.
2. Students have a period of development and growth. This understanding is quite necessary to know so that Islamic educational activities are adjusted to the level [of growth and development that exists generally passed by every student. This is very reasonable, because the level of ability of students is determined by the age factor and the period of development or potential they have.
3. Students are human beings who have needs, both those related to physical and spiritual needs that must be met. Among these needs are biological needs, affection, security, self-esteem, self-realization, and so on. This is important for educators to understand so that their educational tasks can run properly and correctly.
4. Students of God's creatures who have differences both due to innate factors and the environment where isa is located. An understanding of individual differentiation of learners is essential for an educator to understand. This is because it concerns how to approach educators in dealing with these various attitudes and differences in a dynamic atmosphere without having to sacrifice the interests of one party or group.
5. Students have two physical and spiritual elements, the physical element is Training and habituation that is done through the educational process. While Spiritual, it has the power of conscience and the power of sense. To sharpen the intellect, the educational process should be directed to hone the power of intellectualization through rational sciences. As for sharpening the sense of taste, it can be done through moral education and worship. This concept means that an Islamic education process should be carried out by looking at the students as a whole.
6. Students are human beings who have the potential of nature that can be developed and developed dynamically. Here, the task of the educator is to help develop and direct the development in accordance with the desired educational goals. Without relinquishing its humanitarian duties either vertically or horizontally.

We can understand that students are someone who needs knowledge or knowledge, guidance, and direction from educators. In the Islamic view, knowledge comes from Allah. Meanwhile, the process of receiving knowledge is through the transfer process from a teacher.

Because of the nature of knowledge from Allah SWT, students should get closer to Allah swt. Through the knowledge learned. The essence of students is all human beings and members

of society who try to develop themselves through the educational process to become human beings who have knowledge, faith and piety and noble character so that they are able to carry out their functions as servants and worship to Allah and as caliphs. Therefore, so that an educator with all his characteristics. And vice versa, students in seeking knowledge must also have good ethics and morals and hope for the pleasure of Allah SWT. (Muhammad Risal, 2023)

Individual behavior is a form of the impulse to meet his needs. This need is the core of human nature. Thus, it can be understood that school activities are in principle also a manifestation of fulfilling the needs of the individual. Therefore, a teacher needs to know and understand the level of needs of his students, so that he can help and meet their needs in various educational activities, including learning activities. In addition, by knowing the needs of students, teachers can provide lessons as accurately as possible according to the needs of their students.

In Islamic education, students occupy a very important position as the main subject in the learning process, Islam views that every child has a nature and potential that must be developed optimally. Therefore, understanding the needs of students is an important part of realizing an effective, humane, and Islamic education. This need has various aspects, both physical, spiritual, intellectual, and social.

The needs of students are everything that must be met so that their learning process and development can take place optimally. In the Islamic perspective, needs are not only limited to worldly things, but also concern ukhrawi needs, that is, needs that support salvation and happiness in the hereafter. This shows that Islamic education is comprehensive and balanced. The main goal of understanding the needs of learners is to create a learning process that is meaningful and appropriate to their development. In addition, fulfilling intellectual, emotional, and physical needs while still being based on Islamic teachings. This understanding also helps teachers in developing relevant and contextual learning strategies.

Types of needs of students in Islam:

1. spiritual needs, namely the need to play, worship, and have noble character.
2. intellectual needs, which include the need for science and critical thinking skills.
3. emotional needs, such as the need for affection, recognition, and a sense of security.
4. social needs, which are the need to interact and cooperate with others.
5. physical needs, such as nutritious food, hygiene, and health.

Implementation in schools. In this practice, the fulfillment of the needs of students Islam provides a strong foundation in meeting the needs of students. In the Qur'an, for example, in QS. Luqman verses 13-19, explained about moral education, monotheism, and parental advice to children. The Prophet Muhammad's hadith also states that every child is born in a state of fitrah which shows that every child has a sacred innate potential and perils are developed through education. This principle is the basis in Designing education This principle is the basis in designing Islamic education to humanize students.

The needs of students are a need that must be obtained by students to gain knowledge maturity. The needs of these students must be met or given by educators to their students, namely:

1. Physical needs, students always experience rapid growth. This physical growth process has 3 stages:
 - a. Ages 0-7 years, students are in the childhood phase.
 - b. Ages 7-14 years, students are usually in school and receive formal education.

- c. At the age of 14-21 years, students begin to experience puberty which leads to adulthood.

During the developmental period, educators must pay attention to the changes and development of students. At this age, students experience various experiences, especially during puberty, namely indirectly shape their personality. In addition to paying attention, educators must always provide guidance, direction, and guidance towards maturity. So Thus, students will be able to take responsibility for the decisions they make in their life journey in the community. (Zailani, Pohan, S., & Pasaribu, M. (2021).

2. Social Needs

Etymologically, it refers to the living environment. In essence, the word social is always associated with the environment that students will take in the educational process. Therefore, social needs are needs that are directly related to the community, so that students can interact with the surrounding environment. For example, to be accepted by his friends in a reasonable way and also to be accepted by people higher than him, namely such as parents, teachers, and leaders. This need needs to be met so that students can get positions and excel in education. Therefore, it can be concluded that social needs are used to provide recognition of students as individuals who want to be accepted for their existence in society in accordance with their identity. This is in accordance with the word of God. (Zailani, Pohan, S., & Pasaribu, M. (2021).

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ هَالِلٍ أَتَقُكُمْ إِنَّ هَالِلٍ عَلِيمٌ
خَبِيرٌ

Meaning: "O mankind, We have created you from a man and a woman and made you into nations and tribes so that you may know each other" (QS. Al-Hujurat/49; 13).

3. The Need To Get Status

Something that is needed by students to get a position in an environment. This is very important for students, especially during puberty, with the aim of fostering an attitude of independence, identity, and a sense of self-pride. In the process of meeting these needs, usually a student wants to become an individual who can be proud of or be someone who is really useful and able to blend perfectly in the community environment (Zailani, Pohan, S., & Pasaribu, M. (2021).

4. Independent Needs

When a student goes through childhood and enters adolescence. Educators need to provide enough freedom for learners to shape their personalities based on personal experiences. This is important because in adolescence, students begin to have ambitions and ideals that begin to appear and think about them. It is these ideals and ambitions that will guide them in choosing the steps to take in the future. This experience helps students become more independent. Both in their view of the future and in achieving their ambitions. This independence is dizzy to avoid the rebellious nature of students and eliminate dissatisfaction

with the trust given by parents or educators. Too many constraints can save a learner's creativity and confidence in developing, therefore, providing purposeful freedom is key to helping them grow into independent and confident individuals. (Zailani, Pohan, S., & Pasaribu, M. 2021).

5. Physical Needs

Physical needs are basic needs of every human being that are instinctive and are not influenced by the environment and education. The physical needs of students that need attention from teachers at school include:

Eat, drink, clothes, oxygen, rest, physical health, exercise, and avoid various threats. If these physical needs are not met in addition to affecting the personal formation and psychosocial development of students, it will also greatly affect the teaching and learning process in schools. (Muhammad Risal, 2023).

6. The need for a sense of security

A sense of security is a very important need for the lives of students, especially a sense of security in the classroom and school. Every student who comes to school craves a safe, comfortable and orderly atmosphere of school or class, as well as being free from noise and various threatening situations. The loss of a sense of security among students can also cause damage to their interpersonal relationships with others.

Arousing hatred towards people who are the cause of a loss of security in him. More than that, feelings of insecurity will also affect the learning motivation of school students. (Muhammad Risal, 2023).

7. The need for compassion

All students are in dire need of affection, both from parents, teachers, schoolmates, and from people around them. Students who receive affection will feel isolated, inferior, uncomfortable, sad, restless, and may even experience learning difficulties, and trigger the emergence of malicious behavior. Such conditions in turn will weaken their motivation to learn. (Muhammad Risal, 2023).

8. The need for rewards

The need for appreciation can be seen from the tendency of students to be recognized and treated like a proud person. They want to have something, want to be known and want to be recognized for their existence in the midst of others. Those who are valued will feel proud of themselves and be happy, their outlook and attitude towards themselves and others will be positive. On the other hand, if students feel undervalued, underpaid, or not less than given a positive response to something they do, then their attitude towards themselves and their environment becomes negative. (Zailani, Pohan, S., & Pasaribu, M. (2021).

9. The Need for Religion

Since birth, humans have needed religion. It means faith that is believed by the mind, absorbed by feelings and implemented in actions, deeds, words, and attitudes. The needs of students, especially those who are teenagers, sometimes cannot be met when they are confronted with religion, social values and customs, especially when their social growth has come, which often dominates their minds. This conflict further sharpens the situation when teenagers are faced with various situations, such as movies on television or wide layers that show immodest scenes, fun clothing fashion, reading books and newspapers that present

images that do not heed moral and religious rules. All of this causes confusion for teenagers who do not have a basis of usefulness and faith. Therefore, it is very important to instill moral and religious values as well as social and moral values to humans, especially for adolescents from an early age. In the development of adolescents, they will encounter many things that are prohibited by the religious teachings they adhere. This will make the contradiction of knowledge and beliefs obtained with the practices of the community in their environment. Therefore, in such a situation, the role of parents, teachers and scholars is very necessary.

Students at a young age begin to be interested in knowing about the truth and ideal values. They have a desire to know what the purpose of life is and how that part is obtained. Therefore, they need clear knowledge as a satisfactory philosophy of life that is in accordance with human values, so that it can be used as a guide in navigating this life. These truths and values are only found in religion. Therefore, students really need religion.

10. The Need to Excel

To meet this need, students must first meet the needs for status and independence, these two aspects are very closely related to the need to excel. After students succeed in gaining status and independence, they will gain confidence and independence. These two elements are important factors that will guide students towards achieving achievements. (Zailani, Pohan, S., & Pasaribu, M. (2021).

11. The need to vent

So we can understand that students have various needs, both external and spiritual needs. For the development of these two aspects, knowledge and educators are needed in accordance with the needs of these students. So that the development of the potential that exists in educators can be achieved.

CONCLUSION

In the Islamic perspective, students' needs encompass spiritual, intellectual, emotional, social, and physical dimensions that must be fulfilled in a balanced manner. Islam views students as individuals who possess *fitrah*, or a pure innate potential, which must be developed through a guided educational process grounded in divine values. The fulfillment of these needs aims not only at achieving worldly success but also at attaining happiness in the hereafter. Therefore, Islamic education emphasizes the importance of character formation, instilling the values of monotheism (*tawhid*), and the integrated development of intellect and soul. Teachers play a central role in understanding students' needs and implementing contextual and humanistic learning strategies. Thus, the essence of students' needs in Islam lies in shaping holistic individuals—faithful, knowledgeable, and morally upright—through an educational approach that is comprehensive and aligned with Islamic principles.

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