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Exploring the Influence of Islamic Religious Education on the Development of Student Religious Identity at the Indonesian University of Education

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Abstrak

Penelitian ini bertujuan untuk menjelaskan pengaruh mata kuliah Pendidikan Agama Islam terhadap tingkat kereligiusan mahasiswa di Universitas Pendidikan Indonesia, menganalisis penerapan yang dilakukan untuk meningkatkan kereligiusan mahasiswa, dan mengeksplorasi dampak yang dirasakan oleh mahasiswa setelah menyelesaikan mata kuliah Pendidikan Agama Islam. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan data dari literatur yang relevan. Populasi penelitian terdiri dari 34 mahasiswa yang pernah mengontrak mata kuliah Pendidikan Agama Islam di Universitas Pendidikan Indonesia. Pengumpulan data dilakukan melalui penyebaran angket menggunakan Google Form. Hasil penelitian menunjukkan bahwa keikutsertaan dalam mata kuliah Pendidikan Agama Islam berpengaruh pada tingkat kereligiusan mahasiswa dalam kehidupan sehari-hari. Pendidikan Agama Islam dapat menjembatani mahasiswa dalam memperkuat identitas keagamaan dalam spektrum yang lebih luas.

Abstract

This study aims to explain the influence of the Islamic Religious Education course on the level of student religiosity at the Indonesian University of Education, to analyze the application made to increase student religiousness, and to explore the impact felt by students after completing the Islamic Religious Education course. This study uses a quantitative approach using data from relevant literature. The study population consisted of 34 students who had contracted Islamic Religious Education courses at the Indonesian University of Education. Data collection was carried out by distributing questionnaires using Google Forms. The results of the study show that participation in Islamic Religious Education courses affects the level of religiousness of students in everyday life. Islamic Religious Education can bridge students in strengthening religious identity in a wider spectrum.

Introduction

In the current era of growing globalization, there are also more challenges and temptations because the world seems to have no boundaries for obtaining information via the internet. The era of globalization is a time when there are challenges that can change conditions in various aspects which can become an arena for clashes of socio-cultural values (Zainuddin in Silfiyasari, 2020). In recent years, attention to religion and religious practice has seen a decline among the younger generation. Many students face challenges

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in maintaining and strengthening their religious beliefs in the midst of changes in social, culture and values that continue to develop in society (Firdaus, 2022). In the context of development and modern social dynamics, the influence of Islamic religious education on the level of religiousness of students has become an increasingly relevant and significant topic. As the younger generation involved in the educational process, students are often in a period of transition and exploration of identity, where the power of religion and belief becomes an important aspect that can shape their mindset, values and actions in a changing society (Farida, 2023). As human beings in their lives can develop well, this is in line with the theory above that all the potential that is brought from birth to the realization of life welfare and for Muslims to realize the true happiness of life in accordance with the demands of Islamic teachings is through the process of Islamic education with values existing socio-cultural values.

Several studies have shown that the influence of Islamic religious education on the religious level of students. (Anwar, 2016) "The Role of Islamic Religious Education in Forming National Character" this study aims to determine religious character education which has an important role in human life as well as personal life and society as a whole to build a dignified national civilization. Another study "Understanding of Islamic Religious Education in Building a Religious Environment from the Perspective of Parents" the purpose of this study was to provide parents with an understanding of Islamic Religious Education and its implications in shaping a religious environment. This research is expected to make a positive contribution in increasing parental and community understanding of the importance of Islamic Religious Education in shaping the Islamic character of children and building a healthy religious environment (Susilowati, 2023). The purpose of this research is to find out how much influence Islamic religious education has among college students. Then this research seeks to find out how Islamic religious education in tertiary institutions affects students' understanding and appreciation of Islamic religious teachings. Islamic Religious Education has a very important role in increasing the level of religiousness of students today. In the context of modern life which is full of challenges, the influence of religion becomes increasingly crucial to build a strong moral foundation and support individual spiritual development. Through Islamic Religious education, students can gain a deep understanding of religious teachings, ethical values, and spiritual practices that can guide them in facing moral dilemmas and searching for a deeper meaning in life. Therefore, research on the influence of Islamic religious education on the level of religiousness of students is very important to understand its impact on shaping individual character and maintaining the continuity of religious life in this changing era.

According to Hasan (2003) in Hasmori, A (2011) explains that education can be understood from two different perspectives. The first perspective is related to society. The community regards education as a process that transmits or transmits culture, which includes cultural values, from the older generation to the younger generation on an ongoing basis so that society can survive and develop. This opinion seems to simplify that education is a conscious and planned effort made to create a pleasant learning atmosphere so that students can actively develop their potential in obtaining spiritual strength, self-control, personality, intelligence, noble character, and the skills needed. both for themselves and for society. Education includes the teaching of specific skills as well as those that are invisible but more profound, such as imparting knowledge, judgment

and wisdom. According to Dewi, et al. (2018) in Primary (2022), revealed that religiosity refers to the awareness and belief of each individual in God Almighty, faith, attitudes, and religious behavior which are structured in mental systems and personality. The faith that a person has has an impact on his ability to think positively in terms of realistic adjustments and positive expectations. Religiosity is a factor that is closely related to the values possessed by individuals.

Ulum, Bahrul, et al. in his research entitled "The Impact of Islamic Religious Education Courses on Academic Ethics: Studies of Al-Azhar University Students in Indonesia" in 2021 concerning the impact of Islamic Religious Education courses on academic ethics, the results of research on five aspects of academic ethics as indicators of successful learning of PAI courses show that Islamic Religious Education has a significant influence on the formation of morals. This can be seen from the very good level of adherence of UAI students to academic ethics, except for one aspect, namely not committing falsification, which requires further attention and supervision. Then, Suhaimi (2019) in his research entitled 'Effectiveness of Islamic Religious Education Courses in Student Moral Development: Descriptive-Analytical Studies at Madura University' shows that Islamic Religious Education Courses at Madura University have an important role as general basic courses (MKDU) which is required for first and second semester students. Its implementation uses a content-based curriculum, Competency-Based Curriculum (KBK), and still refers to the Indonesian National Qualifications Framework Curriculum (KKNI). Various learning methods, with laboratory-based learning and mentoring systems are considered the most effective and the availability of adequate lecture support facilities for Islamic religious education. With these elements, it can be concluded that the Islamic Religious Education Course has proven to be very effective in fostering student morale, both cognitively, affectively, and psychomotorically.

Islamic Religious Education has a significant influence on the development of one's religious identity. Through Islamic Religious Education courses, students are given an in-depth understanding of religious teachings, values and practices in Islam. The material taught covers various religious aspects such as faith, worship, ethics, and Islamic law. Islamic Religious Education helps students understand and internalize basic religious values, such as piety to Allah, mutual love for fellow human beings, and carrying out religious obligations. This course also introduces students to religious practices such as prayer, fasting, and zakat, as well as provides knowledge about adab and ethics in everyday life. Through learning Islamic Religious Education, students are given the opportunity to deepen their understanding of their beliefs, strengthen their religious identity, and develop a commitment to carrying out religious teachings. They are also invited to reflect on the moral and ethical values taught in Islam, and apply them in everyday life. In addition, Islamic Religious Education also plays an important role in shaping tolerance, mutual respect, and promoting interfaith dialogue. Through a deep understanding of Islam, students can understand and respect different religious beliefs, and are able to communicate well in a multicultural environment. Overall, Islamic Religious Education provides a solid foundation for the development of students' religious identity. Through understanding and applying Islamic teachings, students can strengthen and actualize religious values in everyday life, as well as become individuals who are more aware of and responsible for their religious duties.

Literature Review

Objectives of Islamic Religious Education at the Indonesian University of Education

Islamic Religious Education is basically a process of transferring values, skills and knowledge that aims to guide students to behave in accordance with Islamic values or morals and educate students to explore or study Islamic teachings. Islamic Religious Education also has characteristics, namely the material taught is not enough to be known and understood, but to be practiced in everyday life (Zulkifli, 2018). As for regulations regarding religious education, namely Law Number 20 of 2003 concerning the National Education System in Article 37 Paragraph (1) explains that "Religious education is intended to form students into human beings who believe and fear God Almighty and have noble character". Thus, this makes the Islamic Religious Education course a general subject that must be followed by all Muslim students at tertiary institutions, one of which is the Indonesian University of Education. The Islamic Religious Education course is a course held at the Indonesian University of Education as a general subject that must be followed by all Muslim students in semester 2.

The Islamic Religious Education course at the Indonesian University of Education has 15 lecture materials namely methodology in understanding Islam; people and religion; Al-Qur'an as the first source of Islamic teachings; hadith as the second source of Islamic teachings; ijtihad as an instrument for the development of Islam; belief system in Islam; worship; piety; munakahat (building an Islamic family) and Mawarit (management of inheritance in Islam); management and utilization of assets in Islam; schools of thought in Islam; morals as a moral aspect; da'wah and Amar Ma'ruf Nahi Munkar; jihad; and leadership in Islam. Apart from learning material in class, this course also requires all students to take part in the UPI tutorial, namely studying the Qur'an including tajwid on the Qur'an. The lecture system in the Islamic Religious Education course is by discussing by presenting the theme of the material presented by each group and the task of the lecturer in this course is to guide students in carrying out lecture discussions and provide explanations, directions, and additional lecture material presented. Thus, the purpose of holding the Islamic Religious Education course as a general course that must be followed at the Indonesian University of Education is that students are expected to be able to carry out Islamic teachings as a whole, have noble character, have broad insight into Islamic teachings, and have the ability to implement Islamic values. -Islamic values in everyday life (Hidayat).

Implementation of PAI in the Curriculum of the Indonesian University of Education

Islamic Religious Education leads to the formation of personal character who has noble character which not only imparts knowledge but also carries out forms of religious activity. With the existence of Islamic Religious Education, it is hoped that it can become a basis and foundation in student life both during the educational process and in life after the education period is over. Therefore, Islamic Religious Education is one very important thing, especially in the world of education. This is because in Islamic Religious Education there are various important teachings which are the way of life which have become the basis of life, both life in this world and life in the hereafter. Islamic Religious Education is defined as conscious guidance or leadership carried out by educators on the physical and

spiritual development of students towards the formation of the main personality (Muhaimin, 2012: 106). The objectives of Islamic Religious Education are (1) Islamic Religious Education can increase faith and piety; (2) The main priority in Islamic Religious Education is the balance between worldly affairs and ukhrawiyah; (3) Islamic Religious Education is learning that involves a process of humanizing humans that aims to become perfect human beings who respect one another; (4) Islamic Religious Education does not only lead to cognitive purposes but relates to affective and psychomotor aspects; (5) Substantively, Islamic Religious Education focuses on the formation of students who have morals and morals so that they become ideal human beings in various spheres of life.

In the Religious Education Curriculum at Public Higher Education (PTU) and UUSPN No. 2/1989 article 39 paragraph 2 states that Religious Education is a conscious effort to prepare students to believe, understand, live and practice religious teachings through guidance, teaching and training activities by taking into account the demands to respect other religions in inter-religious harmony relations in society to create national unity. Islamic Religious Education aims to form students to create good for themselves and others. In addition, with the existence of Islamic Religious Education it is hoped that it can create individuals who have virtuous character. According to the Decree of the Director General of Higher Education No. 38/2002 the general objective of Islamic Religious Education in tertiary institutions is to provide a foundation for personality development for students to become intellectuals who believe and fear God Almighty and have noble character. The implementation of Islamic Religious Education at the Indonesian University of Education follows the principles set by the National Education Standards Agency (BSNP) and the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia. The implementation of Islamic Religious Education at the Indonesian University of Education involves several aspects, namely (1) Learning Objectives; (2) Learning Content; (3) Learning Methods; (4) Learning Evaluation; (5) Cross Disciplinary Integrity; (6) Student Development.

Research methods

This study uses a type of quantitative research with a focus on library research by reviewing several journal articles that are relevant to the issues that are used as the topic of this research. Quantitative research is a type of research whose data uses samples in the form of numbers or numbers and is factual or objective (Abdullah, 2015). The data sources used are data from previous research that are relevant to the research topic, namely "The Influence of Islamic Religious Education on the Religious Level of Students" using the help of Publish or Perish software to find reference sources. The procedure for collecting data is by making several questions using the Google Form with 15 questions which are divided into two parts, namely self-assessment and the percentage of student religiousness in worship with the number of respondents as many as 34 students from the Indonesian University of Education who have contracted Islamic Religious Education course. In this study, researchers collected samples and analyzed data to determine the effect of PAI courses on the religious level of UPI students. Basically, answers from respondents in quantitative research allow researchers to be able to conclude, as well as generalize a population that is represented by respondents.

Result and Discussion

The first question concerns self-assessment in assessing how religious students are. Self-assessment is that students assess themselves related to their status, process, and level of achievement of the competencies they have learned in certain learning (Rohman, 2013).

How religious do you think you are?

Very bad	2,9%
Bad	8,8%
Currently	58,8,%
Good	29,4%
Very Good	0%

Table. 1 Self-assessment

Of the 34 respondents, 20 people (58.8%) stated that they were not too religious but not bad either. However, this percentage cannot be used as a benchmark in increasing their religion. According to Rohman (2013), there are several possibilities for subjective students in making assessments because they are driven by the desire to get good grades.

How well do you understand in PAI Courses?

Very Bad	2,9%
Bad	2,9%
Currently	35,3%
Good	55,9%
Very Good	2,9%

Table 2. PAI understanding level

As much as 55.9% (19 students) understand PAI courses. Followed by a percentage of 35.3% (12 students) understood but not too much, and 2.9% each (1 student) chose very not understanding, not understanding, and very understanding. The conclusion is that students are more likely to understand.

Is PAI important in your life

Very	0%
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unimportant	
Not important	2,9%
Currently	0%
Important	23,5%
Very Important	73,5%

Table 3. The importance of PAI in life

As many as 73.5% of students think that PAI courses are very important for their lives. Even though the previous percentages tended not to be too high, students are aware that contracting PAI courses is very important for their lives.

Have you applied it in your daily life?

Never	0%
Seldom	2,9%
Once	50%
Often	47,1%
Every day	0%

Table 4. Application in life

Although most UPI students think that PAI courses are important, all UPI students have never applied them in their daily lives. Only 50% answered ever, 47% often, and 2.9% rarely applied it. In addition to self-assessment, this research also measures how often UPI students always carry out their prayers. Questions asked about prayer, fasting, alms, praying, and awareness of their sins.

Question	Yes	Once	No
Do you always pray 5 times	76,5%	20,6%	2,9%
Do you always pray sunnah	5,9%	91,2%	2,9%
Do you pray after Shalat	94,1%	5,9%	0%
Do you observe Sunnah Fasting	5,9%	91,2%	2,9%
Do you give charity	17,6%	82,4%	0%

Are you aware of the sins you commit	76,5%	20,6%	2,9%
Are you trying to reduce the sin	94,1%	5,9%	0%

From the results of the respondents' answers, it can be seen that the answers YES and RARE are the ones with the most percentage. The conclusion that can be drawn is that UPI students tend to do their worship diligently. This means that the PAI course has succeeded in making its students apply the values of religious obligations. Although there are still some students who have not been able to apply it.

The results of this study are that the Islamic Education course at the Indonesian University of Education has quite an effect on increasing the religiousness of its students. This is also reinforced by Primary theory, et al (2022) that there are 4 factors that can affect a person's religiousness, namely:

1. The influence of education and teaching. At UPI itself the PAI course is required to be contracted by all students and must follow tutorials.
2. The experiences experienced shape religious attitudes. Implementation of tutorials at UPI is sufficient to provide experience for students
3. Needs that have not been met. By contracting PAI courses, students can gain knowledge that may not have been studied before.
4. Intellectual factors.

Conclusion

The results of this study indicate that the Islamic Religious Education Course has a significant influence on the level of student religiousness. In general, most of the students have performed the 5 daily prayers in daily life, although not always in congregation, and also worked on other sunnahs, although not routinely. After taking the PAI course, students reported positive impacts such as increased piety, prudence in actions, and increased skills in reciting the Qur'an (Source: Questionnaire filling out). The results of the study also show that students' self-assessment of the level of religiousness is still lacking, but they have shown good religious practice in everyday life. Thus, it can be concluded that the Islamic Religious Education Course has a positive influence in increasing the level of student religiousness.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

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