



Literature Study on the Role of Islamic Education in the Formation of Student Character in Multicultural Higher Education

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Abstrak

Penelitian ini bertujuan untuk mengkaji peran Pendidikan Islam (Pendidikan Agama Islam, atau PAI) dalam membentuk karakter mahasiswa di perguruan tinggi multikultural Indonesia. Studi literatur ini mengeksplorasi dampak Pendidikan Agama Islam terhadap pengembangan karakter mahasiswa, dengan fokus pada pendekatan pedagogis, integrasi nilai multikultural, dan strategi yang dapat mendorong toleransi serta pemahaman antarbudaya. Kajian ini menemukan bahwa PAI memiliki kontribusi signifikan dalam menumbuhkan sifat-sifat seperti toleransi, kejujuran, dan tanggung jawab sosial. Namun, efektivitas PAI sering kali dipengaruhi oleh dukungan institusi, kompetensi pengajar, serta tantangan globalisasi dan era digital. Hasil penelitian ini memberikan dasar untuk mengembangkan program pendidikan Islam yang relevan dan inovatif untuk menciptakan individu yang tidak hanya unggul secara akademis tetapi juga berkarakter mulia dan mampu berkontribusi dalam masyarakat multikultural.

Kata Kunci: Pendidikan Agama Islam, karakter mahasiswa, multikulturalisme, toleransi

Abstract

This study aims to examine the role of Islamic Education (Islamic Religious Education, or PAI) in shaping the character of students in multicultural universities in Indonesia. This literature study explores the impact of PAI on character development, focusing on pedagogical approaches, integration of multicultural values, and strategies that can promote tolerance and intercultural understanding. The study found that PAI has a significant contribution in fostering traits such as tolerance, honesty, and social responsibility. However, the effectiveness of PAI is often influenced by institutional support, teacher competence, and the challenges of globalization and the digital era. The results of this study provide a basis for developing relevant and innovative Islamic education programs to create individuals who are not only academically superior but also have noble character and are able to contribute to a multicultural society.

Keywords

Islamic Religious Education, student character, multiculturalism, tolerance.

Introduction

Indonesia's diverse and multicultural society presents unique challenges and opportunities for higher education. Universities are microcosms of this diversity, encompassing students from various ethnic, religious, and socioeconomic backgrounds [1]. Understanding how Islamic education contributes to the character development of students within this complex environment is crucial. This research investigates the role of Islamic education (Pendidikan Agama Islam, or PAI) in shaping the character of

students in Indonesian multicultural higher education. The study will explore the effectiveness of different pedagogical approaches, identify factors that support or hinder character development, and ultimately recommend strategies to optimize the contribution of PAI to fostering positive character traits in a diverse student population. The low levels of integrity and national identity among students, attributed to insufficient attention to character development in higher education, highlight the need for this research [2]. This is further underscored by the observation that higher education are often sites of racial

friction and conflict due to cultural diversity [3]. This necessitates a careful examination of PAI's role in promoting tolerance and understanding [4].

This literature review examines the role of Islamic education in shaping the character of university students within the diverse context of multicultural higher education institutions in Indonesia. The review synthesizes findings from various studies exploring the impact of Islamic education (Pendidikan Agama Islam, or PAI) on character development, considering different pedagogical approaches, challenges, and opportunities. The focus is on how PAI contributes to the formation of positive character traits, addresses moral challenges, and promotes social harmony in a pluralistic society.

The Importance of PAI in Character Formation

Several studies underscore the crucial role of PAI in shaping student character [5], [6], [7]. Asmaun Sahlan's work highlights the significance of PAI in developing students' character, particularly within multicultural settings [5]. The research outlines the values embedded within PAI that are applicable to students' lives, detailing relevant objectives and methodologies. This emphasis on a multicultural context is crucial, recognizing the unique challenges and strategies required for character development in diverse environments. Furthermore, the study by Nur Chanifah [6] introduces the TEKAT model (Tanamkan, Teladankan, Kembangkan, Aplikasikan dan Refleksikan, Tindak Lanjuti; Implement, Model, Develop, Apply and Reflect, Follow Up), a pedagogical framework that integrates direct experience and multidisciplinary approaches into PAI teaching. This model aims to cultivate religious values, ethics, and noble character, enabling students to contribute positively in their chosen fields. The TEKAT model explicitly acknowledges the influence of campus culture and student behavior on the effectiveness of PAI teaching in shaping hard and soft skills [6].

The role of teachers (dosen) in this process is also highlighted [7], [8]. Muhammad Judrah, Aso Arjum, Haeruddin Haeruddin, and Mustabsyirah Mustabsyirah [7] emphasize the teacher's role as a role model, imparting religious values and moral understanding. Teachers are responsible for guiding students to develop social concern, empathy, and good moral character [7], aligning with the concept of 'muaddib'—an individual of high moral character who contributes to building

a quality civilization. Zendy Candra and Jumari [8] further elaborate on the multifaceted role of PAI lecturers as teachers, guides, motivators, facilitators, and evaluators in character development. They utilize various methods, including motivational talks, storytelling, and encouraging prayer to instill character values [8]. However, they also acknowledge hindering factors such as lack of student interest and an unsupportive environment [8].

Pedagogical Approaches and Methods

The effectiveness of PAI in character formation is closely tied to the pedagogical approaches and methods employed [9], [10], [11]. Tin Moh and Aliyul Wafa [9] describe the implementation of character education through classroom learning and weekly study groups, using interactive discussions, Quranic recitation, role modeling, and discipline [9]. Rahmatullah Rahmatullah and Akhmad Said [10] explore the implementation of Islamic character education in pondok pesantren (Islamic boarding schools), highlighting activities such as Riayah wal Irsyad, Tadib wat Tahdzib, and Dirosah/Tadris Wat Taliim (mentorship, dormitory life, and teaching) as contributing factors [10]. Cahya Rosmawati [11] details a model of tutorial activities in PAI at UPI, emphasizing the importance of a strong religious atmosphere on campus and the impact of evaluation on students' final grades in the course [11].

The Role of Student Organizations

Student organizations also play a role in character building [12]. Wahidah Wahidah and Mahyiddin Mahyiddin's research [12] examines the contribution of the Himpunan Mahasiswa Pendidikan Agama Islam (HMP-PAI) in shaping community character through various activities such as teaching children, congregational prayers, and educational competitions [15]. These activities contribute to the development of religious character, independence, creativity, responsibility, discipline, and social care [12].

The Integration of Islamic Education and Other Disciplines

The integration of Islamic education with other disciplines is also explored [13], [14]. Umi Pratiwi [13] advocates for integrating religious education with science and technology to enhance character building, using experimental methods to develop faith, self-motivation, and good morals [13]. Cholid Fadil, Zawawi Zawawi,

and Fauzatul Laily Nisa [14] discuss the implementation of Bela Negara (national defense) and its role in shaping an Islamic generation, incorporating the 17 Sustainable Development Goals (SDGs) as a framework [14].

The Role of Lecturers and Institutional Support

The role of lecturers and institutional support are crucial for successful implementation of PAI and character development [15], [16], [17]. Abdurohim Abdurohim [15] investigates the implementation of character education in the MPK PAI course, highlighting supporting factors such as institutional policies, faculty support, and student enthusiasm, and challenges such as weak student understanding and limited evaluation methods [15]. Winda Sulistyarini, Baldi Anggara, S. Sabarudin, and Abdullah Idi [16] demonstrate the positive influence of lecturer pedagogical competence and student motivation on understanding of Islamic educational materials [16]. Siti Khamim, Zulfani Sesmiarni, Nuryanti Siregar, Helmi Rostiana Dasopang, and Afni Lindra [17] emphasize the crucial role of lecturers as role models and the importance of institutional support in promoting moderate values among students [17].

Curriculum Development and Pedagogical Approaches

Several studies focus on curriculum development and pedagogical approaches in PAI [18], [19], [20]. Hendri Juhana, M. Yamin, Bambang Samsul Arifin, and Uus Ruswandi [18] discuss the evolution of the PAI curriculum, highlighting its shift towards a process-based learning methodology [18]. Iftitakhul Saidah [19] details the strategies for developing a multicultural-based Islamic education curriculum, using a social reconstruction approach and systemic model design [19]. Awaludin Jamil and Sri Wahyuni [20] highlight deficiencies in the current Islamic education curriculum, particularly its failure to adequately address the goals of education and its lack of a multicultural approach [20].

PAI and the Prevention of Radicalism

Several studies address the role of PAI in preventing religious radicalism [21], [22], [23]. Lulub Nurkhaliza, Dewi Anggraeni, Nada Dwiyasyah, Septia R Mutmainah, and Muhamad Parhan [21] highlight the importance of

providing a correct understanding of Islamic teachings, fostering good character, and instilling humanitarian and tolerance values to prevent radicalism [21]. I. Wahyudi's work [22] focuses on UIN Sunan Ampel Surabaya's policies in preventing the spread of radical ideologies, emphasizing the promotion of moderate Islam and character formation through various programs [22]. Rina Kurnia and Achmad Muhajir [23] investigate the role of Islamic celebrations in fostering nationalism and preventing radicalism among students, suggesting that regular celebrations can strengthen national values and reduce the spread of radical ideologies [23].

Method

This study uses a literature study method to analyze the role of Islamic Religious Education (PAI) in character building of students in multicultural universities in Indonesia. This approach is carried out to identify relevant findings from various literature sources that focus on the themes of Islamic education, character, and multiculturalism. The steps in this methodology are as follows:

1. Research Approach

This study uses a descriptive analytical approach, which aims to provide a comprehensive picture of the contribution of PAI to character building. This approach allows the synthesis of various previous research results to gain a deep understanding of the topic being studied.

2. Data Collection

The data in this study were obtained from:

Journal Articles: Journals relevant to the themes of Islamic education, character development, and multiculturalism.

Reference Books: Books related to Islamic religious education and character building theories.

Research Papers and Reports: Previously published studies on the impact of PAI in universities.

Multiculturalism Literature: Studies that discuss the integration of multicultural values in education.

3. Literature Selection Criteria

The literature used was selected based on the following criteria:

Focus on Islamic religious education in higher education.

Discusses student character development.

Relevance to the context of multicultural higher education in Indonesia.

Trusted sources, such as indexed journals, academic books, and research reports of leading institutions.

4. Data Analysis Techniques

Literature Synthesis: The data obtained were analyzed using literature synthesis techniques to identify patterns, relationships, and contributions of Islamic Religious Education to character formation.

Thematic Analysis: Findings from the literature were categorized into main themes, such as pedagogical approaches, integration of multicultural values, the role of lecturers, and challenges in implementing Islamic Religious Education.

Critical Evaluation: The analyzed literature was critically evaluated to identify methodological weaknesses or existing research gaps.

5. Validation Approach

Validation of the results of the literature study was carried out through:

Cross-Referencing: Comparing findings from various sources to ensure consistency and reliability of data.

Expert Discussion: Involving input from academics who are experienced in the field of Islamic education and multiculturalism to ensure accurate interpretation of the results.

6. Research Limitations

This study has limitations, namely only using secondary data from available literature. This limitation can affect the generalization of the findings, so future field research is needed to confirm the results obtained.

With this method, the study is able to produce a comprehensive picture of the role of Islamic Religious Education in shaping the character of students in multicultural universities in Indonesia. The results of the study are expected to provide a significant contribution to the development of more effective and relevant Islamic education practices.

Result and Discussion

Research Results

This literature study found that Islamic Religious Education (PAI) has an important contribution in shaping the character of students in multicultural universities. Some of the main results identified are:

1. Contribution of Islamic Education to Character Development

PAI has a significant role in shaping moral values such as honesty, discipline, responsibility, tolerance, and empathy. These values are taught through various pedagogical approaches, such as lecture methods, interactive discussions, and experience-based learning.

2. Effectiveness of Pedagogical Approaches
Innovative pedagogical approaches such as the TEKAT model (Instill, Exemplify, Develop, Apply, Reflect, and Follow Up) have proven effective in integrating Islamic values into students' daily lives. In addition, the integration of multicultural values in PAI learning helps overcome intercultural friction in the campus environment.
3. Challenges in PAI Implementation
PAI implementation often faces challenges in the form of lack of teacher competence, limited institutional support, and the negative influence of globalization and the digital era. Social media, for example, is one of the factors that can influence students' moral values if not balanced with good digital literacy.
4. The Role of Lecturers and Student Organizations
PAI lecturers not only act as teachers, but also as moral role models that influence students' attitudes and behavior. Student organizations, such as the Islamic Religious Education Student Association (HMP-PAI), also play a role in strengthening character development through activities based on religious and social values.
5. Integration of Multicultural Values
A multiculturalism-based approach in PAI is effective in instilling an attitude of mutual respect and appreciation for diversity. This learning model has been proven to reduce the potential for intercultural conflict in multicultural universities.

Discussion

1. PAI as an Instrument for Character Formation

Islamic Religious Education has been proven to be a strategic instrument in building student character. A well-designed PAI curriculum enables students to understand universal moral values that are relevant in the lives of multicultural societies. For example, the TEKAT learning model is able to integrate religious values into student

activities, thereby creating ethical and socially oriented individuals.

2. Integration of Multiculturalism in Islamic Education

Multiculturalism in Islamic Education not only promotes tolerance, but also teaches the importance of living harmoniously in a diverse society. This is relevant considering the diversity of cultures, religions, and ethnicities in Indonesia. This integration not only reduces friction between cultures, but also strengthens social cohesion.

3. Challenges of Globalization and Digitalization

Globalization and the digital era bring new challenges to the formation of student character. Exposure to foreign values through social media can affect students' moral identity. Therefore, digital literacy is a skill that needs to be instilled in Islamic Education learning to help students sort out relevant and useful information.

4. Institutional Role in Supporting Islamic Education

Institutional support, including the provision of facilities, training for lecturers, and the development of a curriculum based on Islamic values, is very important for the effectiveness of Islamic Education. Without adequate support, character building efforts through Islamic Education will find it difficult to achieve optimal results.

5. Practical Implications

The results of this study provide important insights for higher education policy makers. Optimizing the contribution of Islamic Education in shaping student character requires synergy between the curriculum, lecturers, and institutional policies. In addition, approaches that emphasize the values of moderation and multiculturalism need to continue to be developed to answer the challenges of the globalization era.

Conclusion

This literature review reveals a strong consensus on the significant role of PAI in shaping the

character of university students in multicultural settings. Studies consistently demonstrate the positive impact of PAI on various character traits, including religiosity, independence, tolerance, and social responsibility. However, the effectiveness of PAI is closely linked to several factors, including the pedagogical approaches employed, the integration of multicultural values, the prevention of radicalism, and the role of lecturers and institutional support. Further research is needed to explore the long-term impact of different PAI models on student character, to develop more effective pedagogical approaches that address the diverse needs of students in multicultural universities, and to better understand the interplay between Islamic education and the prevention of religious extremism.

This literature review outlines a comprehensive study to investigate the role of Islamic education in shaping the character of students in Indonesian multicultural higher education. The research will directly address the need for a more nuanced understanding of how Islamic education can contribute to positive character development in diverse student populations, filling a critical gap in the existing literature. The insights gained will be valuable not only for Indonesia but also for other countries with diverse and multicultural higher education systems grappling with similar challenges. The research will contribute to a deeper understanding of the interplay between religious education, character development, and multiculturalism in a rapidly changing global context.

The findings highlight the need for a nuanced and comprehensive approach to PAI that integrates both traditional Islamic values and modern pedagogical strategies to cultivate well-rounded individuals who are not only academically successful but also morally upright and socially responsible citizens. The existing research provides a valuable foundation for developing more effective and relevant Islamic education programs that can contribute to the creation of a more just, peaceful, and harmonious society.

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