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DESCRIPTIVE OF QUANTITATIVE DATA | RESEARCH ARTICLE

Implementation of Islamic Religious Education Courses at the Center for the Implementation of Personality Formation Courses (PP-MPK) Universitas Sriwijaya, Indonesia

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Abstract: Islamic religious education has an important role in shaping the character and morals of students in higher education. The implementation of religious education aims to create a generation that is not only intellectually intelligent, but also has strong moral and spiritual integrity. In Indonesia, the implementation of religious education is strengthened by Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education. The method in this research uses qualitative methods with content analysis techniques. This student character formation course aims to instill noble values and build strong personalities in students. The implementation of learning material is carried out face-to-face in lecture classes and through e-learning. Islamic Religious Education at PP-MPK Sriwijaya University is a mandatory course which aims to equip students with a broad knowledge base, develop critical thinking skills, and shape student character. This course covers various topics related to Islamic teachings and is implemented through face-to-face, virtual face-to-face and via e-learning methods. The implementation of Islamic religious lectures is not only carried out in the classroom but is also carried out at the Al Ghazali Mosque on the Palembang and Indralaya campuses. In addition to promoting activities at the campus mosque, this activity aims to put into practice the learning of the theory that has been obtained in the classroom, so that students can later put it into practice. learning outcomes into the real world.

Keywords: Implementation, Islamic Religious Education, PP-MPK UNSRI.

1. INTRODUCTION

Islamic Religious Education plays an important role in shaping the character and morals of students in higher education. The implementation of this religious education aims to create a generation that is not only intellectually intelligent, but also has strong moral and spiritual integrity. In the context of higher education in Indonesia, the implementation of Islamic Religious Education is becoming increasingly important considering the ever-evolving social dynamics and increasingly complex global challenges. In accordance with Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, religious education is an integral part of the higher education curriculum that must be held to support the development of students' abilities in understanding and practicing religious teachings and forming characters with noble character. This law emphasizes that higher education aims to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. Islamic Religious Education is expected to contribute significantly to achieving these goals by instilling universal Islamic values. The urgency of implementing Islamic Religious Education in higher education can also be seen from the government's efforts to build a young generation with noble morals and a deep understanding of



religion. With good religious education, it is expected that students can make religion a moral foundation in everyday life, and be able to face various challenges and problems of life wisely. This implementation also aims to fortify students from the negative influences of globalization and modernization that can erode local religious and cultural values. This study is important to evaluate and describe the implementation of Islamic Religious Education in higher education, as well as to find solutions that can increase its effectiveness. Thus, the goals of higher education in accordance with Law Number 12 of 2012 can be achieved, namely to produce graduates who are not only academically superior, but also have noble morals and have strong personalities. As an institution of higher education, Sriwijaya University implements the Tridharma of Higher Education, namely education/teaching, research and community service, in accordance with Law No. 12 of 2012 concerning Higher Education and Government Regulation No. 42 of 1960 concerning the Establishment of Sriwijaya University and Decree of the Minister of National Education of the Republic of Indonesia No. 232/U/2000 concerning Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes. Deciding and establishing in Chapter I General Provisions, Article 1 paragraph 7 that the Personality Development Course (MPK) group is a group of study materials and lessons to develop Indonesian people who believe and are devoted to God Almighty and have noble character, have a steady and independent personality and have a sense of responsibility, community and nationality.

Educational services are organized in the framework of implementing the first Tridharma of Higher Education, national education aims to develop the potential of students to become people who believe and are devoted to God Almighty, have noble character, are healthy, faithful, capable, creative, independent and become democratic and responsible citizens. In 2016, the Decree of the Chancellor of Sriwijaya University Number 041/UN9/DT. Kep/2016 dated January 29, 2016 concerning compulsory university courses in the curriculum of the Undergraduate (S1) and Diploma (S0) Programs of Sriwijaya University was issued, that all Faculties/study programs of the Undergraduate (S1) and Diploma (S0) levels within Sriwijaya University must include the courses of Religious Education, Pancasila, Civic Education and Indonesian Language.

Table 1. Recapitulation of Religion course classes PP-MPK Sriwijaya University

Campus	Semester			
	Odd 2023/2024	Between 2024	Complete 2023/2024	Total
Indralaya	68	2	54	124
Palembang	53	0	25	78
	121	2	79	202

Based on the table above, it can be described the number of classes taught by religious lecturers in the odd, intermediate and even semesters of the 2023/2024 academic year. In the religious courses offered in each semester, where lectures are offered for Islamic, Protestant Christian, Catholic, Hindu, Buddhist and Confucian religious courses, these courses are offered in odd and even semesters.

2. LITERATURE REVIEW

Implementation is a key process in policy management that links policy decisions to desired outcomes. Hill and Hupe (2002) define implementation as a process that includes all activities and mechanisms required to bring a decided policy into practice. According to them, implementation is not only limited to technical implementation, but also involves complex interactions between various actors, resources, and policy contexts. Meanwhile, O'Toole (2000) states that implementation is a dynamic process that involves adapting and adjusting policies to real conditions in the field. According

to him, implementation must be seen as an ongoing process in which policies are adjusted to the challenges and obstacles that arise during their implementation. O'Toole also emphasizes that the success of implementation is highly dependent on the organization's ability to adapt and learn from experience.

2.1. Implementation of Religious Education in Higher Education

Religious Education in higher education plays an important role in shaping students' character and creating an academic environment based on moral and spiritual values. The implementation of Religious Education as a compulsory subject in higher education aims to provide a strong moral foundation for students so that they are able to face life's challenges wisely and responsibly (Mulyasa, 2004). In the context of higher education in Indonesia, religious education is integrated into the curriculum as an effort to ensure that every graduate has a good understanding and practice of religion.

2.2. Higher Education Policy in Indonesia

Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education mandates that every university must provide religious education as part of the compulsory curriculum. This policy aims to develop students' abilities in understanding, internalizing, and practicing religious values according to their beliefs. Religious education is expected to be able to produce graduates who are not only intellectually intelligent, but also have high moral and spiritual integrity (Directorate General of Higher Education, 2012).

2.3. Islamic Religious Education at PP-MPK Sriwijaya University

The Islamic Religious Education course is one of the Personality Development courses that must be taken by every student in completing their studies at a Public College. In its implementation, this PAI course takes place in 16 meetings per semester, with a weight of 2 credits and a time of 100 minutes. The lecture material in this course covers issues of faith, sharia and morals. In more detail, this lecture material discusses the problems of Reading and Writing the Qur'an, the Concept of the Divinity of Man and Nature in Islam, the Concept of the Qur'an, as-Sunnah, and ijhtihad in building Islamic culture in Indonesia, Fiqh Thoharoh, Implementation of Sharia (Faith and Piety) in Daily Life, Concept of morals, ethics and morals in Islam, Concept of science and technology and art in Islam, Fiqh of prayer (kaifiatus sholah), Concept of Islam in fostering society, state, and the environment (Harmony between religions), Concept of Islam in the economy of society (Islamic Economics), Concept of Islam on contemporary issues (Islamic Culture), Concept of Politics in Islam and Fiqh Janaiz. To overcome various challenges in the implementation of Religious Education, several efforts to improve quality have been made. One effective approach is the integration of technology in teaching, such as the use of e-learning and other digital media to make learning more interesting and interactive (Yusuf, 2009). In addition, training and development of lecturers' competencies are also very important to ensure that they have the skills needed to teach religious courses well. Periodic evaluations and feedback from students can also be used to continuously improve teaching methods and materials.

3. RESEARCH METHOD

The method in this study uses a qualitative method with content analysis techniques. The type of data used is secondary data. The study was conducted by identifying the implementation of Islamic religious education at PP-MPK Sriwijaya University, then the data was collected, analyzed and

concluded according to the needs using literature studies. PP-MPK Sriwijaya University is located on Jalan Palembang-Prabumulih KM 32, Indralaya, South Sumatra.

4. RESULTS AND DISCUSSION

The Islamic Religious Education course at PP-MPK Sriwijaya University is one of the general compulsory courses given at the beginning of the semester, which aims to: first, provide a foundation of knowledge and broad general insight for students. This is important to prepare students to be able to adapt to various situations and conditions in the future, second: develop students' critical and analytical thinking skills, this ability is important to help students solve problems and make the right decisions and the last is to form the character of students who are noble and responsible, this is important to make students individuals who are useful to society and the nation.

4.1. *The Implementation of The Religious Education Course is Carried Out 16 Times Each Semester*

This character formation course aims to instill noble values and build a strong personality in students. Islamic religious education, with its various themes, has an important role in achieving these goals. The following is the material or main topic of the Islamic Religious Education course in relation to the formation of student character at PP-MPK Sriwijaya University:

1. Read and write the Qur'an: Studying the Qur'an as a guide to life, increasing faith and piety, and fostering noble characters such as patience, discipline, and humility.
2. The Concept of the Divinity of Man and Nature in Islam: Understanding the attributes of Allah SWT, the relationship between humans and Allah and nature, and fostering a sense of gratitude, love, and responsibility towards His creation.
3. The concept of the Qur'an, as-Sunnah, and ijtihad in building Islamic culture in Indonesia: Understanding the sources of Islamic law and their role in building a progressive Islamic culture in Indonesia.
4. Fiqh Thoharoh: Learning the procedures for purifying and cleaning oneself, both physically and spiritually, fostering a character of discipline, cleanliness, and purity.
5. Implementation of Sharia (Faith and Piety) in Daily Life: Applying Islamic law in daily life, such as prayer, fasting, zakat, and hajj, fostering a character of obedience, discipline, and caring for others.
6. The concept of morals, ethics, and morals in Islam: Understanding noble morals in Islam, such as honesty, justice, and compassion, fostering a character that is noble and virtuous.
7. The concept of science and technology and art in Islam: Understanding the role of science and technology and art in Islam, as well as its application in life, fostering a creative, innovative, and critical character.
8. Fiqh of prayer (kaifiatus sholah): Learning the correct way to pray, fostering a character of discipline, focus, and solemnity in worship.
9. The concept of Islam in fostering society, the state, and the environment (Harmony between religious communities): Understanding the role of Islam in building a harmonious, just, and sustainable society, fostering a character of tolerance, mutual respect, and love of peace.
10. The concept of Islam in the economy of society (Islamic Economics): Understanding the principles of Islamic economics, such as justice, equality, and welfare, fostering honest, trustworthy, and caring characters for others.
11. The concept of Islam on contemporary issues (Islamic Culture): Understanding Islam's response to various contemporary issues, such as globalization, human rights, and climate change, fostering critical, solution-oriented, and responsible characters.

5. CONCLUSION

Based on the discussion above, it can be said that the Islamic Religious Education course at PP-MPK Sriwijaya University is a compulsory course that aims to equip students with a broad foundation of knowledge, develop critical thinking skills, and shape student character. This course covers various topics related to Islamic teachings and is implemented through face-to-face, virtual and e-learning methods. The implementation of Islamic religious lectures is not only carried out in the classroom but also at the Al Ghazali Mosque on the Palembang and Indralaya campuses, in addition to enriching activities at the campus mosque, this activity aims to practice learning on the theories that have been obtained in the classroom, so that students can later practice the results of their learning in the real world.

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