



The Role Of Religion In Higher Education: A Need For Assessment On Religious Education In Indonesia

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Abstract. This article will discuss religious education in higher education in the process of forming national identity and uniting religious communities to be tolerant. This study starts from the problem of the emergence of various sentiments and conflicts between religious communities in Indonesia. Various historical records in Indonesia include religious conflicts from the 1990s to 2023, starting from conflicts in Poso, Ambon, Sunni VS Shia in Madura, religious conflicts in Bogor, Padang, etc. becoming an interesting phenomenon in Indonesia, even though religious education has been taught since For a long time in Indonesia, religious-based conflicts still continue to occur. The fundamental issue is what is the role of religious education in schools? How does religious education teach tolerance and unity? How religious education can contribute to the formation of national identity. This research will analyze and describe the perceptions of the younger generation, especially students, in viewing the role and function of religious education in the process of forming national identity and uniting religious communities to be tolerant. To what extent does religious education play an important role in these two aspects? This research method uses a mixed method approach. Research data was obtained through a survey of 101 students, interviews, and a literature review on religious conflict in Indonesia. The results of this research indicate that the role of religious education is still limited to measuring and improving individual spirituality and has not yet addressed the impact of religious education on social, artistic, cultural, legal and political sensitivity. Efforts to provide comprehensive assessments related to religious education have not been carried out across faiths/religions. Therefore, assessment and evaluation of religious education in higher education needs to be carried out.

Keywords: Religion, Education, National Identity, Politics, Ideology.

1. Introduction

Various studies about role religious education in universities tall pressing on aspects formation participant's character and morals educate. In article 35 clause explanation Constitution Number 12 of 2012 concerning Higher Education explains that “is meant with

“ eyes religious lectures ”, is education For form Student become a man of faith and trust to Almighty God One as well as moral glorious " [1]

Expected competencies in religious education in universities tall according to the Director's Decision General of Higher Education, Department of National Education of the Republic of Indonesia Number 38/DIKTI/ Kep /2002 concerning Signs Course Implementation Development Personality in Higher Education mentions

“Deliver student as intellectual capital carry out the learning process throughout life for become personality scientist _ respectful adults tall humanity and life” [2]

In various studies literature show that theme most discussed appear about role religious education in universities focuses on Islamic religious education. For example in study conducted by Deni S. Hambali and Abas Asyafah focus role Islamic religious education for student education trying vocation _ For bridge between understanding religious with practice in the world of work, related with ethos Work in Islam. Learning model Islamic religious education in one college tall vocational found No only emphasizes mastery _ knowledge Islam, but also implementation values in the Islamic religion in the world of work, such as ethos high work, honesty _ in work and look after brotherhood with fellow employee in a way inclusive. [3]. Studies conducted by Abdul Rohim too focusing on Roles Islamic religious education in higher education through approach phenomenology. Studies This lift issue role Islamic religious education is related with position and relevance Islamic religious education in universities tall general. Study results This show Islamic religious education in universities tall Still strong oriented towards tradition formalism and practice diversity Not yet have role and power for correct deep moral distortion life social. [4]. Study conducted by Marzuki _ show role Islamic religious education for can implications realization quality, creative, productive, and society _ based faith and devotion to Almighty God _ Esa. The approach taken by Marzuki leave from Islamic perspective and Islamic education in universities tall. [5] Likewise the study conducted by Muhammad Zaki discuss role and position Islamic religious education d General universities Based multiculturalism. Problem religious education taught since education base until with education tall Still considered Not yet Can answer problem social happening. _ Studies This reveal that religious teachers and lecturers tend to feel satisfied with teach material appropriate religious studies with demands curriculum participant educate Already considered feel Already religious with memorize material religion subject. Religion is lost transcendental and transcendental spirit wrapped in formal clothes. Study results This reveal religious education or life religiousness Not yet in a way maximum role reduce social problems that occur [6].

In its history existence religious education in Indonesia already has long been taught and become part from curriculum national from education base until education. Explanation general about Why Religious education is taught in universities Because religious education strives For educate and create students to become useful students For himself themselves

and also society in a way general. [7] Writing Naela Apriyati explain its important Islamic religious education in universities from Islamic perspective and provide moral message to Muslims that role education religion (Islam) to grow morals and character religious. The emphasis made by the author is also shown in the sentence last to say that " Remember you born embracing Islam, was introduced with the Islamic religion, and up to whenever you are That Muslim." [8]

Various study and discourse about role religious education in universities Lots own certain religious bias tendencies. Perception, conception, and view about role religious education in question part big and numerous leading to Islamic religious education. Islam became point step on in make assessment and review For see position and role religious education in universities. Whereas in context in Indonesia, religious education is not only owned by just one religion but there are also Islam, Christianity, Catholicism, Buddhism , Hinduism and Confucianism. However in various literature and studies Not yet touched in a way adequate and in-depth. Studies This more will give perspective more wide the role of religion in higher education. Neither does the religious roles in question only just put perspective on Islam as in studies previously Lots own contents of a particular religious nature in explain and give evaluation about role religious education or the role of religion in higher education direction is the religion of Islam as perspective in discuss the role of religion in higher education. This study will focusing on three different aspects _ with study previously First, focus return the role of religion in higher education high and important integrated and comprehensive assessment No put on one just the religious aspect. Second, review repeat base substance religious education in universities. And third positioning the role of religion here is the role of religion throughout this type of religion does not only just Islam but Christianity, Catholicism, Hinduism, Buddhism, Confucianism as well representation religious education in universities.

2. Methods

Method in study This use two approach that is method quantitative and qualitative. Method quantitative done with do survey to student for see views and perceptions student about role religious education in universities during This A total of 101 students came from from various area. This data will become part for analyzed and presented about perception and view student about the role of religion in higher education tall. How contribution religious education for reach objective for unite people, tolerance, and unity. Whereas method qualitative with analyze various data obtained from documents, articles journals, articles opinions, and regulations related with the theme raised. Analysis used in study This use analysis interpretation, regression, and analysis semiotics language.

3. Results and Discussions

Religion has roles and positions important for Indonesia. The role and position of this religion Already since the beginning of Indonesia's independence especially religion becomes part from guidelines and guides in life society, nation and state. Position this religion is important has give birth to policy related with religion in particular policy religious education in schools and various field other. On context policy directed religious education religious material becomes part important in curriculum national. From aspect regulations policy Religious education is included in the curriculum national and become eye studying must Already is in Indonesia. So that religious education does not foreign for Indonesian society. However evolving perspective about emerging religious education Still dominated Islamic education. Islam is the majority religion in Indonesia Lots coloring in study and discourse application religious education and roles religious education in formal institutions, up to the applicable laws own nuances religious with terms religious certain. is religious education has effective and delivering great contribution towards the integration process nation and state of course This need become ongoing study and discussion _ continuously done. phenomenon that occurs moment This become base for do reflection is religious education provided in schools and in the community past religious institutions or religious has give impact for enhancement quality life nation and state in the middle middle pluralistic Indonesian society. This study do survey to 101 students consisting of 58.4% women and 41.6% men.

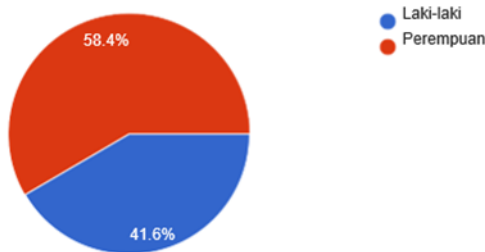


Fig 1. Gender Distribution [9]

Based on from graph 1 is related gender distribution of respondents Then given question related with is education religion Already reach goal in unite people religious For tolerant And united? Based on question This found answer as many as 33.7% of respondents say Not yet. And 66.3% of respondents say Already. As seen in graph 2 below.

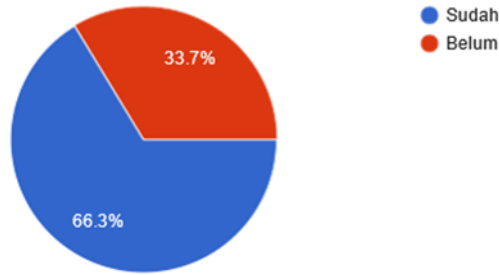


Fig 2. View Student [9]

Religious material specifically related to Islamic religious education with religious knowledge, such as creed material This taught to 1st semester student. Role Islamic religious education is considered Still A little contribute and play a role for student. Still ignoring it religious education. Student most Still not enough practice religious education. Religious education is necessary emphasized on aspects understanding and meaning of Islam for student. During this is what is obtained more religious education get Study recite the Koran, lecturer provide a link on YouTube about material religious studies for more Lots listen and learn religious teachings. The material about lectures religious opinion about Palestine, lecture about help humanity from people religious, no stop For read letter alfateha. [10] whereas in perspective student religious Christian show that material religious education is directed at some scope material including introduction to religion, stages development faith, religious approach, role and function religion, religion For peace. [11] For student adherents of the Buddhist religion material religious studies in college stated height _ is principal the teachings of the Buddha, and the Buddhist Pancasila namely 1. determined No kill creature live, 2. determined No take stuff that doesn't given, 3. determined No do immoral, 4. determined For said true, 5. determined For No drink the drink that caused it weak alertness. [12] for student Catholic outlined material obtained including integrity creation God, where all concerning about all over creation God has there and how effort man as creature social For responsible and protective all his creation. We also make discussion group about action what are we going to do For guard Wholeness creation God, too make reflection will our action. Material more Lots do reflection, meditation, and deepening self . [13] In perspective Hindu students the material provided including Panca Maha Yadnya, Veda As Source Teachings Vedas, Hindu Ethics, Tattwa In Hinduism.[14].

In the Director's Decision General of Higher Education Number 38/DIKTI/ Kep /2002 concerning Signs Course Implementation Development Personality in Higher Education outlines about substance material base religious education has group study consisting on:

Religious education

1. Almighty God _ Oneness and Divinity

- Faith and Devotion
 - Philosophy Divinity (Theology)
2. Man
 - Essence man
 - Essence and dignity man
 - Not quite enough answer man
 3. Moral
 - Implementation faith and piety in life together daily
 4. Knowledge, Technology and Art
 - Faith, knowledge and charity as unity
 - Obligation demand knowledge and practice knowledge
 - Responsibility to nature and environment
 5. Harmony between people religious
 - Religion is grace for all
 - Essence togetherness in plurality religious
 6. Public
 - Role people religious in realize public prosperous civil society
 - Responsibility people religious in realize rights basic human rights (HAM) and democracy.
 7. Culture
 - Responsibility people religious in realize method think critical (academic), work tough and fair .
 8. Political
 - Contribution of religion in life political nation and state.
 9. Law
 - Grow awareness For obey God's law
 - The role of religion in formulation and enforcement fair law
 - Function prophetic religion in law [2]

Based on material that has been formulated by the Directorate General Space Education scope material and studies religious education in universities concerning a number of fundamental aspects including the nature of God faith and theology, implementation values religious , as well concerning life social and field special like knowledge, arts and culture , law and politics apparently issue around art , culture and knowledge seldom become attention in the learning process religious education in universities tall . This matter can seen from view students taking part their religious education on certain aspects of religion someone is focusing theology and divinity more a lot, then on other aspects more emphasizes implementation in society. _ However other parts like knowledge, technology, art, culture, harmony between people religious not enough get attention to teaching religious education in universities. For that 's necessary exists assessment comprehensive For see contribution religious education for development knowledge, looking after and caring culture purposeful art. For civilization nation, as well guard harmony life between people religious. Religious education still centered on taste lecturer teach and how lecturer bring material teaching appropriate religious education with needs and interests learning as well as obligation for fulfill task teach as well as material. Aspects and scope for expand role and contribution religious education for life society and field other knowledge not yet become basic and deep attention.

4. Conclusions

Role religious education in universities in studies This show that Not yet until concerning encourage and support student For own sensitivity social, sensitivity arts, culture, science knowledge and technology, as well law, politics as has been given in lattice material base in decision Directorate General Higher Education. Study ever focused studies and publications are carried out Lots emphasize the issue deep religious education matter This is the Islamic religion, so not enough see in a way comprehensive about other religions because minimal literature and discussion about role religious education in universities tall in a way especially religion taught in universities in Indonesia, both Christians, Catholics , Hindus , Buddhists and Confucians. The results of this research indicate that the role of religious education is still limited to measuring and improving individual spirituality and has not yet addressed the impact of religious education on social, artistic, cultural, legal and political sensitivity. Efforts to provide comprehensive assessments related to religious education have not been carried out across faiths/religions. Therefore, assessment and evaluation of religious education in higher education needs to be carried out.

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