ISLAMIC RELIGIOUS EDUCATION IN HIGHER EDUCATION IMPLEMENTATION OF SCIENCE AND SOCIAL CHANGE

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Keywords:	ABSTRACTS
Islamic Education, Implementation of Knowledge, Social Change	***Background:*** *Islamic Religious Education (PAI) plays a critical role in shaping students' character and morals, not only by imparting knowledge of Islamic teachings but also by instilling spiritual and ethical values that influence social behavior.* ***Purpose:*** *Given ongoing social transformations, such as technological advancements and cultural shifts, the importance of PAI has become more pronounced. Globalization and modernization present both opportunities and challenges, including moral decay, identity crises, and social conflicts. In this context, PAI serves as a moral guide, helping students navigate these complexities.* ***Method:*** *This study, using a qualitative research method with a phenomenological approach, aims to inform the improvement of PAI teaching quality and highlight its significance in addressing evolving societal dynamics.* ***Result:*** *The findings show that PAI fosters moral responsibility and social awareness among students, equipping them to face modern challenges. Moreover, integrating contemporary pedagogical methods with traditional Islamic teachings enhances PAI's effectiveness in shaping students' character in an era of rapid social and technological change.*

A. INTRODUCTION

Islamic Religious Education (PAI) in higher education plays an important role in shaping student character and morals. However, there are various problems faced in implementing PAI in higher education environments. The PAI curriculum in several universities is still not fully relevant to the needs and challenges of the times. The material taught is often less contextual to contemporary issues, such as globalization, technology, and social change. This makes PAI look less attractive and less applicable for students (Hidayatulloh 2022).

The PAI curriculum often does not discuss contemporary issues such as globalization, digital technology, environmental ethics, human rights, and religious pluralism. In fact, these issues are very relevant to student life in the modern era and require special attention in religious education. Teaching methods that are still dominated by traditional approaches such as lectures and memorization make PAI material less interesting and applicable. Students need a more interactive and contextual approach to understand and internalize religious values (Juhana et al. 2022).

The PAI curriculum is often not integrated with modern science. This results in a separation between religious knowledge and general knowledge that students study, thereby reducing the relevance and applicability of religious education in everyday life. The main focus of the curriculum is often only on cognitive aspects (knowledge), while affective (attitude) and psychomotor (action) aspects receive less attention. In fact, character and moral development are two of the main goals of religious education (Sumarsono 2021).

It is necessary to revitalize the PAI curriculum by adding material that is relevant to contemporary issues. These include topics such as technology and ethics, globalization, environmental sustainability, and human rights. Adopting more modern and interactive teaching methods such as group discussions, project-based learning, case studies, and the use of educational technology can make PAI material more interesting and applicable. (Selamet, Supiana, and Yuliati Zaqiah 2022)

In learning, it encourages integration between religious education and modern science so that students can see the relevance and applicability of religious values in various areas of life. Emphasizes character and moral development through a balanced curriculum between cognitive, affective, and psychomotor aspects. This can be done through practical activities such as social work, community service, and mentoring programs (Daulay and Salminawati 2022).

Regarding teaching methods, many PAI teachers still use conventional methods such as lectures and memorization, which are less interactive and participative. This method tends to make students passive and less involved in the learning process, so that understanding and internalization of religious values is less than optimal. Integration between religious knowledge and general knowledge is still a challenge. Many students feel that religious teachings are irrelevant to the modern science they study. This is caused by a lack of efforts to link religious values with other scientific disciplines (Eddy Saputra et al. 2023).

Students' interest in Islamic Religious Education (PAI) courses in higher education can vary depending on various factors, including the relevance of the material, teaching methods, and students' perceptions of the importance of religious education in their lives. The following are several factors that influence student interest in PAI courses. Suitability to the needs of the times coupled with material that is

appropriate to contemporary issues and challenges faced by students in everyday life tends to be more interesting ("Analisis Faktor-Faktor Yang Mempengaruhi Minat Belajar Mahasiswa Di Masa Pandemi Pada Mata Kuliah Penulisan Karya Ilmiah Di Universitas Muhammadiyah Sumatera Utara" 2021).

Interactive teaching methods, such as group discussions, case studies, and project-based learning, can increase student engagement. Integrating technology in teaching, such as the use of social media, video, and e-learning platforms, can make learning more engaging. Adequate facilities, such as comfortable classrooms, access to digital learning resources, and a conducive campus environment, can increase student interest (Joko, Nugraha, and Restiawati 2023).

The problem of curriculum dualism arises when the Islamic religious education curriculum is not integrated with the general science curriculum. This creates a gap between religious knowledge and secular knowledge, so that students have difficulty seeing the connection between the two. There is a gap between the theory taught in Islamic religious education and real practice in everyday life. Students often find it difficult to apply religious values in their scientific and professional contexts (Irawan 2022).

There is often a gap between theoretical learning in class and the application of religious values in everyday life. Students are not equipped with the ability to implement religious knowledge contextually. PAI learning tends to be partial, separate from other related disciplines. However, contemporary social issues require a cross-disciplinary approach to be understood and solved comprehensively (Kamil and Supriatna 2024).

The focus of PAI learning is still largely on cognitive aspects and less emphasis on developing students' soft skills. In fact, soft skills such as critical thinking, problem solving, and leadership are really needed in implementing religious values in society. There are limited facilities and infrastructure, as well as quality teaching resources, to support the optimal implementation of religious knowledge. This can hinder innovation and the development of more applicable learning methods.

There is a tendency towards conservatism among some religious educators, which hinders the adaptation of the curriculum to contemporary social issues. Reforms in Islamic religious education are often seen as a threat to traditional values. These issues need comprehensive attention and solutions so that PAI courses can contribute effectively in encouraging the implementation of religious knowledge and positive social change (Rofiq and Hasbi 2021).

PAI can encourage students to have critical awareness of social, cultural, and political issues. With critical analysis skills, students are expected to be able to understand social phenomena comprehensively and objectively. PAI learning not only discusses doctrine and rituals but also emphasizes the internalization of the values of justice, equality, and humanity. These values can become a basis for students to be involved in positive social change (Griya Danika, Merliana, and Gantiano 2022).

PAI courses can equip students with empathy, communication, and leadership skills in a social context. This is important to encourage students to get involved in community empowerment activities and social change movements. Integrative PAI learning can connect religious knowledge with other scientific disciplines so that students have a holistic view. This allows them to apply religious values in various life contexts (Abdul Qadir 2022).

Through PAI activities that involve community service, students can develop a sense of social responsibility. This can encourage them to be actively involved in social change movements that are in line with religious teachings. In order for PAI's role in encouraging social change to be optimal, curriculum innovation, learning methods, and collaboration with various other institutions are needed. Thus, PAI can become an agent of significant social transformation.

In an effort to develop students' social sensitivity and leadership through Islamic Religious Education (PAI) in higher education. Strengthening experience-based learning by applying learning methods such as service learning, community engagement, and community empowerment projects. Through direct involvement in the community, students can develop empathy, communication, and leadership skills (Prasetia, Fahmi, and Faizin 2023).

Strengthen courses or training that emphasizes the development of soft skills, such as leadership, communication, and social entrepreneurship. This can equip students with practical skills to engage in social change. Through these various efforts, it is hoped that PAI learning in higher education can contribute effectively to developing students' social sensitivity and leadership as agents of social change (Rozaq and Nugrahani 2023).

Students think PAI only discusses dogmatic aspects of religion without touching contemporary issues enough. This makes PAI considered less relevant to students' needs and interests. PAI learning in universities is still dominated by the lecture method and emphasis on memorization. Students feel less interested in learning approaches that tend to be conventional. PAI learning still seems to stand alone and is less integrated with other lecture material. Students feel that PAI does not have a strong connection with the study program they are taking (Agung, Mahpur, and Zawawi 2022).

For some students, PAI is only considered a mandatory course that must be taken to fulfill the regulations, not because of interest or need. This causes student learning motivation in PAI to be low. Lack of student involvement in learning PAI learning still tends to be lecturer-centered, so students are less actively involved. Students feel that PAI learning is less interactive and does not meet their learning style.

B. METHOD

The method used is qualitative methodology. This means that the data collected is not in the form of numbers, but rather the data comes from interview scripts, field notes, personal documents, observations, and other official records, so the aim of this qualitative research is to describe the empirical reality behind the phenomenon in depth, in detail, and complete. The qualitative method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out in combination, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization (Lexy J. Moleong 2019).

The approach taken is phenomenology. Phenomenology is an approach in qualitative research that aims to understand subjective experiences and individual perspectives on a phenomenon. This method, which has its roots in the philosophy of Edmund Husserl and was further developed by figures such as Martin Heidegger, Jean-Paul Sartre, and Maurice Merleau-Ponty, focuses on how individuals interpret and give meaning to experiences (Tamangkeng and Maramis 2022).

Phenomenological Reduction, This process involves "bracketing" existing assumptions and knowledge to understand phenomena based on individual experiences as they really are. Researchers must set aside preconceptions and focus on direct descriptions of experiences. The phenomenological approach emphasizes detailed descriptions of subjective experiences rather than explanations or theories about why these experiences occur (Muslih et al. 2021).

The main focus of phenomenology is to understand an individual's subjective experience. This includes the feelings, perceptions, and meaning that individuals give to their experiences. Data is collected through in-depth interviews, observations, and personal documents such as journals or letters. Semi-structured interviews are often used to allow participants to relate their experiences freely. The phenomenological method approach provides rich and deep insight into individuals' subjective experiences. By holding back prejudices and biases, researchers can understand how individuals give meaning to experiences (Nasir et al. 2023).

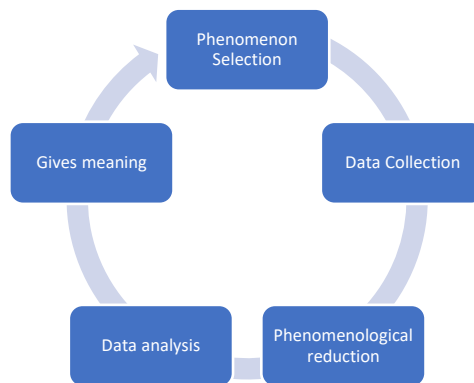Figure 1 Steps in phenomenological research

Figure 1

1. Selection of phenomena, researchers choose the phenomena to be studied, usually based on interest in certain experiences experienced by individuals or groups.
2. Data collection. Data is collected through in-depth interviews, observations, and personal documents such as journals or letters. Semi-structured interviews are often used to allow participants to relate their experiences freely.
3. Phenomenological Reduction. Researchers apply phenomenological reduction to restrain their own assumptions and biases. This allows them to understand participants' experiences as they really are, without prejudice.
4. Data analysis, identifying key themes in the data that reflect the essence of the experience being studied. Describing the Essence of the Experience: Describes the essence of the experience studied using the identified themes. Creating a Thematic Structure: Organizing themes in a coherent structure to understand the experience as a whole.

5. Provide meaning. Researchers give meaning to the experiences described, often by connecting themes found in the data to the broader context or relevant theories.

C. RESULT AND DISCUSSION

Islamic Religious Education (PAI) is an important component in the education system in Indonesia, which aims to shape student character and morals in accordance with Islamic values. However, the phenomenon that occurs in various universities shows a decline in student interest in this subject. This phenomenon raises concerns about the future of religious education among the younger generation, as well as its implications for the formation of student character and morality.

The PAI curriculum in higher education may not fully suit the needs and interests of current students. An approach that tends to be monotonous and non-interactive often makes students feel bored and less interested. Not to mention the less attractive learning models and methods. The use of conventional and less innovative teaching methods can reduce student interest. The lack of use of technology and interactive learning methods makes PAI courses less interesting compared to other more dynamic courses.

Students often feel that the material taught in PAI courses is less relevant to their daily lives. When students do not see a direct connection between PAI material and the challenges and problems they face, their interest in this course tends to decrease. The stereotypical view that religious courses only discuss ritualistic and dogmatic aspects without providing space for critical discussion and reflection can make students less interested in studying PAI.

The social and cultural environment in higher education also plays an important role. If the campus environment does not support the strengthening of religious values, students may feel less motivated to take PAI courses seriously. Students often focus more on courses that they consider more relevant to their career and academic future. PAI courses may not be considered a top priority when compared to other courses directly related to their field of study.

Students often focus more on main courses that are considered more important for their careers, thereby neglecting Islamic religious education. The lack of efforts to foster and develop students' interest in Islamic religious education in the campus environment can be a factor causing students' lack of interest in learning Islamic religious education.

To minimize this phenomenon, efforts are needed from various parties, such as the campus, lecturers, and students themselves. For example, by improving the relevance of the material, using more interesting methods, and building an environment that is more conducive to developing students' interest in Islamic religious education. A campus environment that supports the strengthening of religious values. In this way, Islamic religious education in higher education can be more effective in shaping students' character and morals, as well as preparing them to face life's challenges with a strong spiritual foundation.

Therefore, to increase student interest in Islamic religious education, it is necessary to develop a curriculum that is more relevant to students' daily lives. Teaching materials must be linked to contemporary issues they face, such as ethics in technology,

the environment, and society. Integrating religious education with other scientific disciplines to demonstrate its relevance in various fields of study.

Integrating technology in the teaching and learning process, such as e-learning, learning videos, and interactive applications. Using methods such as problem-based learning (PBL), project-based learning (PjBL), and flipped classroom to increase active student participation. Using case studies relevant to local and global contexts to discuss religious issues.

Provide awards for students who demonstrate achievements in religious courses or contribute to religious activities. The suitability of religious education to relevant conditions, as well as no longer dichotomizing religious subjects from other subjects, makes students more interested in studying religious subjects.

This phenomenon shows that the integration of multidisciplinary material helps students understand Islamic teachings in relevant social, economic, and political contexts. This approach enriches their understanding of how Islamic values can be applied in various aspects of life. The use of real-life case studies shows that students are better able to relate religious teachings to real situations, increasing the relevance and applicability of learning.

The application of PjBL, which is one of the learning models used, can help students develop social projects that have a direct impact on society. This project not only enhances students' academic understanding but also their practical and leadership skills.

Student participation in social activities and community service strengthens the link between theory and practice. Students who were more involved showed increases in social empathy and responsibility. By witnessing the reality of life for themselves, students know directly, not just what they say, so that they present a different feeling at this time than just the information received.

The implementation of digital technology in PAI learning increases accessibility and interactivity, enabling more flexible and adaptive learning. The use of technology is very relevant to the current conditions of students. The use of social media as an effective educational tool in reaching students more widely and spreading educational messages related to Islamic teachings and social change.

Islamic religious education in higher education has succeeded in instilling the values of justice, prosperity, and humanity in students. Students who take part in the PAI program show an increase in active participation in social actions based on Islamic teachings. The integration of innovative teaching methods, practical activities, use of technology, and competency-based curriculum development plays a very important role in achieving learning goals.

Islamic religious education in higher education not only aims to instill spiritual and religious values but also to develop a deep understanding of how Islamic teachings can be applied in contemporary social contexts. With the increasingly complex social challenges facing modern society, it is important to integrate science with religious teachings so that students can contribute effectively in creating positive social change.

In terms of implementation of knowledge and social change, students show an increased critical understanding of Islamic teachings in the contemporary social context. They are better able to relate religious concepts to social issues such as social justice, human rights, and environmental ethics. This understanding helps students to see religion not only as a ritual practice but also as a moral guide in everyday life.

The learning development and innovation carried out make the learning environment more effective. The learning model is adapted to the theme and material discussion. Models and learning strategies encourage students to be more active in learning. Assessment is not only carried out on tests but includes all learning activities, so that religious material is no longer textual but more contextual.

Through learning methods such as Problem-Based Learning (PBL) and Project-Based Learning (PjBL), students develop applicable skills that are useful in real life. They learn how to apply Islamic principles in solving social problems and developing projects that have a direct impact on society. These skills include problem solving, teamwork, and effective communication skills.

Students become more aware of social issues around them and more motivated to get involved in social actions. Participation in social activities and community service helps them understand the importance of an active role in promoting social justice and welfare. This awareness is reflected in their involvement in awareness campaigns, community empowerment programs, and volunteer services.

Implementing Islamic values in learning helps shape student character and morals. They better understand the importance of values such as honesty, fairness, caring, and responsibility. This character formation is not only useful in academic life but also in their social interactions outside campus. The use of technology and social media as part of teaching methods increases student engagement and makes learning more interactive and interesting.

The implementation of knowledge in Islamic religious education in higher education not only functions as a means of transferring knowledge but also as a platform for self-development that allows students to contribute to positive social change in accordance with Islamic values. With a comprehensive and interdisciplinary approach, PAI can create a generation that is critical, responsible, and ready to face social challenges constructively.

So that there is no longer a dichotomy between religious knowledge and general knowledge, so that in the end students realize that all types of knowledge are equally important, even religious knowledge is the foundation for students in implementing other knowledge in facing social change, where humans are currently so close to technology, where on the one hand it can help human life, on the other hand it can have a bad impact. Understanding religion can be a filter for students to maximize any opportunity to be positive and beneficial for themselves and others.

The implementation of knowledge and changes in students can be demonstrated through several changes. That student participation in religious activities such as studies, congregational prayers, and Islamic events on campus has increased. This shows an increase in awareness and commitment to religious practices. Students show a deeper understanding of Islamic teachings after taking PAI courses, which is reflected in their ability to apply these teachings in everyday life.

Inclusive Islamic religious education has succeeded in instilling an attitude of tolerance among students. They appreciate differences in religion, culture, and views in the campus environment. Students from different religious backgrounds show an increase in working together and collaborating on campus projects, reflecting a strong attitude of inclusivity.

Islamic religious education increases feelings of empathy and solidarity among students, which can be seen from their increased initiative in helping fellow students

who are experiencing difficulties. Students' attitudes towards ethical values such as discipline, honesty, and responsibility have increased. They are more likely to practice these values in their academic activities and daily life.

There is an increase in learning motivation among students after taking PAI courses, which can be seen from their active participation in class discussions and academic assignments. Students become more critical and analytical in dealing with contemporary issues, using an Islamic religious perspective to find constructive solutions. Students demonstrate better communication skills, both among fellow students and with lecturers and staff. This reflects an increase in the quality of social interactions on campus.

Students show an increase in independence and the ability to make wise decisions based on religious values. The findings show that Islamic religious education in higher education has a significant impact on student attitudes on campus. Increasing religious awareness, attitudes of tolerance, social awareness, ethical and moral development, involvement in academic activities, quality of social interaction, as well as student leadership and initiative, shows that Islamic religious education not only plays a role in the spiritual aspect but also in shaping student character and behavior holistically.

D. CONCLUSION

Based on the analysis and findings obtained, the following are the conclusions from a study on Islamic Religious Education in higher education in the context of the implementation of science and social change, Islamic Religious Education has succeeded in strengthening spiritual and moral values among students. This is reflected in increased religious awareness, a deeper understanding of Islamic teachings, and a commitment to implementing these values in everyday life. Students develop strong ethics and morals, which are reflected in more ethical and responsible behavior. The implementation of PAI in tertiary institutions increases student learning motivation, which contributes to increasing academic achievement. Students become more critical and analytical in dealing with contemporary issues, using an Islamic perspective to find constructive solutions. Islamic religious education in higher education not only provides theological understanding but also shapes student character and behavior, encouraging inclusive attitudes, social awareness, and active participation in social change. Thus, PAI in higher education contributes significantly to creating a better academic environment and a more harmonious and competitive society.

E. SUGGESTIONS AND ACKNOWLEDGMENTS

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