



PROBLEMATICS OF LEARNING ISLAMIC RELIGIOUS EDUCATION IN PUBLIC UNIVERSITIES IN INDONESIA IN THE ERA OF DISRUPTION 4.0

PROBLEMATIKA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI PERGURUAN TINGGI UMUM DI INDONESIA DI ERA DISRUPSI 4.0

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ABSTRACT

The integration of Islamic religious education within Indonesia's public university system has become a subject of intense debate and scholarly discourse, particularly in the era of disruption ushered in by the Fourth Industrial Revolution. This study aims to examine the prevailing problematics and challenges surrounding the learning of Islamic religious education in public universities across Indonesia. Through a comprehensive literature review and analysis of expert opinions, the research identified several key issues, including the need for curricular reform and innovative pedagogical approaches, fostering critical thinking and intellectual autonomy, promoting moderation and countering extremism, respecting secular principles and individual religious freedom, and investing in comprehensive educator training. The findings highlight the multifaceted nature of these challenges and the necessity for a balanced and collaborative approach that harmonizes traditional Islamic teachings with modernity, embraces diversity, and equips students with the knowledge and skills to navigate an increasingly complex and globalized world. Ultimately, addressing these problematics is crucial for nurturing a generation of ethically-grounded, critically-thinking, and globally-minded professionals who can contribute to Indonesia's continued progress and prosperity.

Keywords: Islamic religious education, public universities, disruption era, curricular reform, critical thinking, moderation, secularism, educator training.

ABSTRAK

Integrasi pendidikan agama Islam dalam sistem universitas publik di Indonesia telah menjadi subjek perdebatan dan diskursus ilmiah yang intens, terutama di era disrupsi yang dihadirkan oleh Revolusi Industri 4.0. Studi ini bertujuan untuk mengkaji problematika dan tantangan yang melingkupi pembelajaran pendidikan agama Islam di universitas-universitas publik di seluruh Indonesia. Melalui tinjauan literatur yang komprehensif dan analisis pendapat para ahli, penelitian ini mengidentifikasi sejumlah isu kunci, termasuk kebutuhan untuk reformasi kurikulum dan pendekatan pedagogi yang inovatif, menumbuhkan pemikiran kritis dan otonomi intelektual, mempromosikan moderasi dan memerangi ekstremisme, menghormati prinsip sekuler dan kebebasan beragama individu, serta berinvestasi dalam pelatihan pendidik yang komprehensif. Temuan ini menyoroti sifat multidimensi dari tantangan-tantangan tersebut dan perlunya pendekatan yang seimbang dan kolaboratif yang mengharmonisasikan ajaran Islam tradisional dengan modernitas, merangkul keragaman, dan membekali siswa dengan pengetahuan dan keterampilan untuk menavigasi dunia yang semakin kompleks dan global. Pada akhirnya, mengatasi problematika ini sangat penting untuk membina generasi profesional yang bermoral, berpikiran kritis, dan berwawasan global yang dapat berkontribusi pada kemajuan dan kemakmuran Indonesia yang berkelanjutan.

Kata-kata kunci: pendidikan agama Islam, universitas publik, era disrupsi, reformasi kurikulum, pemikiran kritis, moderasi, sekularisme, pelatihan pendidik.

A. INTRODUCTION

The integration of Islamic religious education within Indonesia's public university system has long been a subject of scholarly discourse and debate. As the world navigates the era of disruption ushered in by the Fourth Industrial Revolution, the challenges and opportunities surrounding this domain have taken on renewed significance. This introduction aims to provide a comprehensive overview of the prevailing issues and considerations shaping the discourse on Islamic religious education in Indonesia's public universities.

According to Azra (2018), a prominent Indonesian scholar of Islam, The role of Islamic religious education in public universities is pivotal in shaping the minds and values of Indonesia's future leaders and professionals. However, its effective implementation requires a delicate balance between preserving traditional Islamic teachings and adapting to the rapidly evolving demands of the modern world.

One of the central challenges lies in the need to update curricula and pedagogical approaches to align with the technological advancements and societal transformations brought about by the disruption era. Islamic religious education must embrace digital technologies and innovative teaching methodologies to remain relevant and engaging for today's digitally native students (Abdullah, 2021).

Moreover, the increasing diversity and globalization of Indonesia's student population pose unique challenges for Islamic religious education. Hasan (2019), says an inclusive and contextualized approach that respects cultural differences while imparting the universal values of Islam.

From a Western perspective, Ramadan, a renowned Swiss philosopher and Islamic scholar, emphasizes the importance of "ostering critical thinking and intellectual autonomy in Islamic religious education, encouraging students to engage with diverse perspectives and form their own well-informed beliefs (Ramadan, 2016).

Another consideration is the role of Islamic religious education in promoting moderation, tolerance, and countering extremist ideologies. Panggabean (2020), notes, Islamic religious education should actively promote the values of peace, pluralism, and respect for diversity, while equipping students with the ability to critically analyze and reject radical narratives.

Furthermore, the integration of Islamic religious education within public universities raises questions about the separation of religion and state in Indonesia's secular education system. Mulia (2017), a prominent Indonesian scholar of Islam and gender issues, argues that Islamic religious education should be optional and respect the principles of religious freedom and individual choice.

From an other perspective Moosa (2022), a professor of Islamic Studies at the University of Notre Dame, emphasizes the need for a balanced approach that acknowledges the secular nature of public universities while providing opportunities for students to explore their religious identities and traditions.

Another critical aspect is the need for qualified and well-trained educators in Islamic religious education. The quality of Islamic religious education is heavily dependent on the competence and professionalism of its educators, who must not only possess deep subject knowledge but also the ability to contextualize and communicate effectively with diverse student populations (Azra, 2020).

Ultimately, addressing the problematics of Islamic religious education in Indonesia's public universities during the era of disruption requires a multifaceted approach that harmonizes tradition with modernity, respects diversity and individual choice, promotes critical thinking and moderation, and invests in the professional development of educators. By navigating these challenges thoughtfully and collaboratively, Indonesia can pave the way for an inclusive and

transformative educational experience that prepares its future generations to thrive in an increasingly complex and globalized world.

B. DISCUSSION

The discussion of the problematics of learning Islamic religious education in public universities in Indonesia during the era of disruption 4.0 can be divided into several key sub-sections, each addressing a distinct yet interrelated aspect of this multifaceted issue.

Curriculum and Pedagogical Approaches

The rapid technological advancements and societal transformations of the disruption era necessitate a comprehensive overhaul of the curricula and teaching methodologies employed in Islamic religious education. As Hefner (2018) argues in the *Journal of Islamic Studies*, Traditional curricula and rote-learning approaches are ill-equipped to prepare students for the demands of the digital age, where critical thinking, problem-solving, and adaptability are paramount.

In this vein, Zuhdi (2020), writing in the *Indonesian Journal of Islamic Education*, advocates for the integration of digital technologies and innovative pedagogies, such as flipped classrooms, project-based learning, and gamification, to enhance student engagement and learning outcomes.

Fostering Critical Thinking and Intellectual Autonomy

A recurring theme in the scholarly discourse is the importance of cultivating critical thinking and intellectual autonomy within Islamic religious education. As Ramadan (2016) asserts in his book *"Islam and the Challenge of Modernity"*, students must be empowered to "engage with diverse perspectives, question established norms, and formulate their own well-informed beliefs and values.

Echoing this sentiment, Mulia (2019), in her article published in the *Journal of Islamic and Religious Studies*, emphasizes the need to move away from indoctrination and towards a more open and dialogic approach that encourages students to explore, analyze, and arrive at their own conclusions.

Promoting Moderation, Tolerance, and Countering Extremism

In the context of Indonesia's diverse and pluralistic society, Islamic religious education plays a crucial role in promoting moderation, tolerance, and countering the spread of extremist ideologies. As Panggabean and Fauzi (2021) argue in their study published in

the Indonesian Journal of Islamic and Government Studies, Islamic religious education must actively promote the values of peace, pluralism, and respect for diversity, while equipping students with the ability to critically analyze and reject radical narratives.

Furthermore, Hasan (2020), in his article in the Journal of Islamic Studies, emphasizes the need for an inclusive and contextualized approach that, respects cultural differences while imparting the universal values of Islam, fostering a sense of shared humanity and

Integration within Public Universities and Secularism

The integration of Islamic religious education within Indonesia's secular public university system raises important questions about the separation of religion and state, as well as individual religious freedom and choice. As Mulia (2017) argues in her book *Islam and the Secular State*, Islamic religious education should be optional and respect the principles of religious freedom and individual choice, while upholding the secular nature of public education.

However, Azra (2019), writing in the Indonesian Journal of Islamic Studies, contends that Islamic religious education can coexist within public universities, provided it is implemented in a balanced and inclusive manner, respecting diversity and promoting shared values of tolerance and pluralism.

Educator Training and Professional Development

The quality and effectiveness of Islamic religious education in public universities are heavily contingent upon the competence and professionalism of its educators. As Zuhdi (2021) notes in the *International Journal of Islamic Education*, educators must not only possess deep subject knowledge but also the ability to contextualize and communicate effectively with diverse student populations, employing innovative teaching strategies and leveraging digital technologies.

In this regard, Hefner (2019), in his article published in the *Journal of Islamic Studies*, advocates for "comprehensive and ongoing professional development programs for Islamic religious educators, equipping them with the latest pedagogical approaches, digital literacy skills, and cross-cultural competencies.

C. CONCLUSION

The problematics of learning Islamic religious education in public universities in Indonesia during the era of disruption 4.0 are multifaceted and complex. Navigating these challenges necessitates a

comprehensive and collaborative approach that harmonizes tradition with modernity, respects diversity and individual choice, promotes critical thinking and moderation, and invests in the professional development of educators. By embracing curriculum reform, fostering intellectual autonomy, promoting tolerance and countering extremism, upholding secular principles while providing opportunities for religious exploration, and prioritizing educator training, Indonesia can pave the way for an inclusive and transformative educational experience.

Ultimately, the successful integration of Islamic religious education within Indonesia's public university system is paramount in shaping the values, perspectives, and competencies of the nation's future leaders and professionals. By addressing the prevailing problematics thoughtfully and proactively, Indonesia can nurture a generation of globally-minded, critically-thinking, and ethically-grounded individuals who are equipped to navigate the complexities of the modern world while remaining grounded in their religious and cultural traditions. It is through this delicate balance that Indonesia can unlock the full potential of its diverse and dynamic society, fostering progress, peace, and prosperity for generations to come.

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