

## **THE URGENCY OF CONTINUOUS COMPREHENSIVE RELIGIOUS LEARNING (ISLAM) FOR STUDENTS IN PUBLIC UNIVERSITIES (CASE STUDY AT PSDKU BRAWIJAYA UNIVERSITY KEDIRI)**

Ali Musthofa  
Tribakti Lirboyo Islamic University, Kediri

**Keywords:**

Comprehensive Religious Learning,  
Public Universities

**\*Correspondence Address:**

Email: [alimusthofaalthof@gmail.com](mailto:alimusthofaalthof@gmail.com)

**Abstract:** Religious education, especially Islam, has an important role in shaping the character and morals of students in public universities. However, in many institutions, religious learning is still less comprehensive and has not been integrated in a sustainable manner. This has the potential to cause gaps in the understanding of religious values that can affect students' attitudes and behaviors amid the various moral challenges faced in the modern era. This research aims to identify the importance of comprehensive and sustainable Islamic religious learning for students in public universities, as well as to provide an overview of learning models that are effective in forming a deep and applicable understanding of religion. This research uses a qualitative method with a case study approach. Data were collected through in-depth interviews and observations of lecturers and students in several classes of new students in semester 1. Data analysis was carried out thematically to identify important elements in sustainable religious learning. The results show that continuous and comprehensive religious learning enhances students' understanding of Islamic values, encourages the formation of good character, and helps students deal with moral issues in their social environment. Consistent implementation of learning is also proven to support the development of students' integrity and social sensitivity.

### **INTRODUCTION**

In a fast-paced and challenging modern life, the need for students to have a deep understanding of religion is becoming increasingly relevant. Students as the younger generation have an important role in advancing the nation and building civilization. A broad understanding of religion will help them live a life full of values and principles, which can be a moral guide in dealing with various life problems. In addition, a deep understanding of religion is also able to shape good character and morality, so that students are able to play a positive role in society and maintain a balance between science and spirituality. (Iqbal, 2022) However, the limited learning time given in universities is one of the main obstacles. Generally, religion courses are only taught in the first two semesters in most faculties and study programs. This leaves students

with less opportunity to deepen their understanding of religion, especially in terms of more in-depth studies. With such limited time, students only receive basic knowledge, while broader aspects, such as interpretation and contextual understanding, are often neglected. This is also the case at PSDKU Universitas Brawijaya Kediri, where the desire to deepen religious understanding as a provision for spiritual life is so apparent compared to the understanding of the field of study. From our observations during 45 days of learning in 6 meetings in the classroom at PSDKU Universitas Brawijaya Kediri provides a glimpse that still needs in-depth analysis.

In addition to time constraints, students' interest in deepening their religious knowledge is also relatively low. Many students are more interested in academics and careers that are considered more relevant to their future. Most focus on technical competencies and professional knowledge, so religious understanding is sometimes seen as less important. This leads to a gap in religious knowledge among university students, which can result in their lack of understanding of moral principles in their daily lives. (Manggali et al., 2024) On the other hand, there are many Muslim students who are still unfamiliar with the norms, rules and values taught in Islam. This could be due to the lack of access to comprehensive religious learning and engaging methods in the formal education environment. As a result, many students do not have a good understanding of religious teachings, which in turn affects their behavior and the way they live their daily lives. Most students at PSDKU Brawijaya University Kediri are still indifferent and reluctant to show the profile of Muslim students who are capable of living their daily lives according to proper Islamic norms.

(Awalia & Hidayat, 2023) This situation shows the need for a more innovative and relevant approach to religious education in higher education. Religious education that only focuses on formal aspects will not be effective in increasing students' spiritual awareness. For this reason, there needs to be an effort on the part of academics and higher education institutions to design learning methods that can attract students' interest in exploring religious teachings. One way is to introduce collaborative or digital methods that suit the characteristics of today's young generation.

With a deeper and broader understanding of religion, students are expected to live a more meaningful life and have a more inclusive and humanist view of religion. They will not only be trained to understand religion in the form of rituals, but also as a moral foundation that guides them in their actions and attitudes.

## RESEARCH METHODS

The research method in this study uses a descriptive qualitative approach to explore the urgency of learning Islamic religion comprehensively and continuously for students in public universities, especially at PSDKU Brawijaya University Kediri. Data were obtained through in-depth interviews with several lecturers and several new first semester students, as well as religious teaching staff in various universities. (Romlah, 2021) In addition, a literature review was conducted to understand religious views and Islamic education from an academic and practical perspective, as well as analyzing various relevant educational policies. The collected data were then thematically analyzed to identify the patterns, needs, and benefits of implementing sustainable Islamic religious education in a public university setting. (Ardiansyah et al., 2023)

## RESULTS AND DISCUSSION

### **The Importance of Religious Learning in Public Universities**

Religious education in public universities has a vital role in shaping the character of students who are not only intellectually superior, but also have spiritual and ethical depth. With increasing global challenges, technological developments, and various cultural influences that are easily accessible, students need a solid value foundation to live a meaningful life. Comprehensive and sustainable religious education helps students understand the basic teachings of Islam in depth, so that they are able to navigate the differences in values that they face on a daily basis wisely. (Iqbal, 2022) In addition, learning Islam in general universities can enrich the academic experience by emphasizing cross-disciplinary understanding. Religion is not only limited to worship, but also teaches universal values such as justice, honesty and cooperation. Through an integrative learning approach, students can see the connection between scientific knowledge and religious values, creating more critical and holistic thinking. This will support them to become graduates who are not only professionally competent but also have high moral integrity.

Consistent and continuous religious learning is also important to overcome the spiritual emptiness that students often experience. A stressful academic life can lead to stress and existential confusion. Religious education that touches on these spiritual aspects can be a source of inner strength for students, helping them face various pressures with more calm and confidence. This is where religious guidance plays an important role in instilling the concept of calmness and resilience in facing life's challenges. (Hazin & Laila, 2022) Furthermore,

continuous religious learning in public universities plays a role in promoting the values of tolerance and harmony. In a diverse society, students need to learn how to appreciate differences and build harmonious relationships with others. Islamic religious education can provide an understanding of the importance of respecting diversity, emphasizing the value of mutual respect in differences, and reducing the potential for conflict arising from differences in belief backgrounds.(Alwi & Ma'awiyah, 2022)

No exception in PSDKU Brawijaya University Kediri as a bona fide and trusted state public university should also pay attention to the needs of its Muslim students to be facilitated in getting religious learning services (Islam) with adequate time allocation. Thus there is a connection in the continuation of religious learning (Islam) starting from the primary, secondary and tertiary levels. Thus, the urgency of religious learning in public universities is very large and strategic in forming a generation that is noble, broad-minded, and resilient in the face of change. Comprehensive Islamic religious education, with an approach that is relevant and follows the times, allows students to explore religious teachings more critically and productively. This not only enriches their academic horizons but also prepares them to become individuals who contribute positively to society.

Higher education, in this case PSDKU Brawijaya University Kediri, which is a place for galvanizing agents of change, is also very necessary to provide good and correct understanding to students for provision in the struggle in the wider community as part of those who can contribute morally, spiritually, socially and materially.

### **Comprehensive and Sustainable Islamic Religious Learning Model**

The importance of a comprehensive and sustainable Islamic religious learning model for students in public universities is increasingly felt, especially in facing the complex dynamics of life. Religious learning is not only focused on ritual aspects, but also includes moral values, ethics, and principles that can be applied in everyday life. This comprehensive learning model aims to provide a deep understanding of Islamic teachings, so that students are able to internalize these values in various aspects of life, both academic and social.(Sunarya & Handayani, 2024)

The comprehensive religious learning model integrates various aspects of Islamic knowledge such as aqidah, sharia and morals in the education curriculum. In addition, the learning method is not only in the form of lectures or lectures, but also involves discussions, case studies, and active collaboration between students to hone their analytical skills in

understanding religious concepts. This approach allows students to relate Islamic values to real-life situations and encourages them to apply this understanding in the context of modern life. The sustainability of this learning model is very important to ensure that students do not only get a superficial or theoretical understanding of religion. (Daheri et al., 2023) Continuous learning provides space for students to dig deeper and develop their religious understanding gradually. This can be done through programs such as religious mentoring, spiritual guidance, and involvement in regular campus religious activities. With a sustainable approach, students can experience a continuous transformation process in their attitudes and behavior.

Higher education (PSDKU Brawijaya University Kediri) is very likely to be the hope of the next generation in living a life based on moral, spiritual, social and material. Because it can answer and provide the needs of Muslim scholars who are able to combine understanding of worldly and eternal competencies in a comprehensive manner whose learning process still follows the adult learning model in independence. (Saepudin, 2018) This comprehensive and sustainable approach also responds to the needs of students who have diverse religious education backgrounds. Most students may not have a strong understanding of religion when entering public universities. Thus, this model serves as a means to harmonize religious understanding among students in order to be able to carry out their role as a young generation with Islamic character in an increasingly plural society.

Overall, a comprehensive and sustainable Islamic learning model in public universities is an important step in building a generation that not only has academic competence, but also has strong moral and ethical integrity. Through this model, students are expected to be able to become wise individuals in addressing the various challenges of modern life without losing their Islamic identity.

## **CONCLUSIONS AND RECOMMENDATION**

Comprehensive and sustainable Islamic religious learning for students in public universities, especially at PSDKU Brawijaya University Kediri, has an important role in shaping a personality with integrity, tolerance, and broad insight. Through religious education that not only teaches ritual aspects, but also moral, social, and spiritual values, students can understand and practice Islamic teachings in their daily lives. A deep understanding of Islamic values is expected to be the foundation for students to face various moral and social challenges in the era of globalization, as well as to build an inclusive and dialogical attitude towards diversity. Reflecting on the lives of most people who are hedonistic and materialistic, PSDKU

Brawijaya University Kediri really needs to provide additional time for students to get religious learning services not only in the first 2 semesters but during the study period at PSDKU so that students have boundaries in practicing science combined with a good and correct and appropriate understanding of religion.

The importance of Islamic religious learning also lies in the effort to prepare a generation that not only excels in academics, but also has emotional and spiritual intelligence. With continuous religious education, students are expected to have strong spiritual and ethical depth in their profession and social life. Continuous learning also allows students to continuously update and deepen their understanding, so that religion can be a relevant and applicable guide to life, not just a theory. In conclusion, continuous Islamic religious learning in public universities is an important investment in forming a generation that is able to contribute positively in a multicultural society.

## REFERENCES

- Alwi, S., & Ma'awiyah, A. (2022). Sistem Pendidikan BoardingSchool dalam Peningkatan Pemahaman Pendidikan Agama Islam Mahasiswa Institut Agama Islam Al-Aziziyah Samalanga. 1(1).
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. Jurnal IHSAN : Jurnal Pendidikan Islam, 1(2), 1–9. <https://doi.org/10.61104/ihsan.v1i2.57>
- Awalia, R., & Hidayat, D. (2023). Problem Pembelajaran Pendidikan Agama Islam di Perguruan Tinggi Umum.
- Daheri, M., Kholis, N., & Syah, I. (2023). Transformasi Pendidikan Agama Islam dalam Membangun Karakter Mahasiswa Generasi Alpha.
- Hazin, M., & Laila, A. (2022). Problematika Manajemen Pendidikan Agama Islam di Sekolah dan Kampus Umum. AKSI: Jurnal Manajemen Pendidikan Islam, 1(1), 71–82. <https://doi.org/10.37348/aksi.v1i1.205>
- Iqbal, R. (2022). PEMBENTUKAN KARAKTER MELALUI PENDIDIKAN AGAMA ISLAM DI PERGURUAN TINGGI UMUM. 8.
- Manggali, C. A., Hayati, D. N., & Mundofi, A. A. (2024). Outcome Based Education pada Kurikulum Merdeka: Tantangan dan Peluang dalam Pendidikan Agama Islam.





Romlah, S. (2021). PENELITIAN KUALITATIF DAN KUANTITATIF.

Saepudin, J. (2018). IMPLEMENTASI PEMBELAJARAN PENDIDIKAN AGAMA ISLAM  
DI INSTITUT TEKNOLOGI BANDUNG. *Al-Qalam*, 24(2), 258.  
<https://doi.org/10.31969/alq.v24i2.525>

Sunarya, F. R., & Handayani, S. (2024). Manajemen Kurikulum dan Sistem Penilaian  
Pendidikan Tinggi dalam Merencanakan Kurikulum Merdeka Belajar Kampus  
Merdeka. 13(3).