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Available at:

<https://journal.nahnuinisiatif.com/index.php/ARJI>

Volume 7 Number 3 Year 2025

 DOI : 10.61227

 E-ISSN : 2775-0787

 P-ISSN : 2774-9290

1191



Konstruksi Identitas Keagamaan Mahasiswa PAI di Tengah Arus Pemikiran Keislaman Modern

1416 – 1428


The Construction of Religious Identity Among Islamic Education Students Amid the Current of Modern Islamic Thought

Article Submitted :
2025-05-07

Article Received :
2025-05-23

Article Published :
2025-07-01

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Kata Kunci:

Identitas keagamaan,
Mahasiswa PAI,
Pendidikan,
Globalisasi.

Abstrak: Pada era globalisasi saat ini, membentuk identitas keagamaan menjadi tantangan tersendiri, terutama karena pengaruh teknologi seperti media sosial. Banyak mahasiswa yang menjadi lalai dalam beribadah karena terlalu asik menggunakan media sosial. Selain itu, lingkungan pertemanan di kampus juga turut memengaruhi karakter dan kebiasaan mereka, karena teman sebaya bisa memberikan pengaruh besar terhadap perubahan sikap seseorang. Oleh karena itu, penelitian ini bertujuan untuk memahami bagaimana identitas keagamaan mahasiswa Pendidikan Agama Islam (PAI) dapat tetap kuat meskipun berada di tengah arus pemikiran Islam modern. Penelitian ini menggunakan metode deskriptif kualitatif dan dilakukan di UIN Raden Intan Lampung, dengan responden mahasiswa PAI semester 2. Data dikumpulkan melalui wawancara menggunakan teknik *snowball sampling* dan dianalisis dengan metode Miles & Huberman. 1. Reduksi Data 2. Penyajian Data 3. Penarikan Kesimpulan dan Verifikasi. Hasil analisis menunjukkan bahwa identitas keagamaan mahasiswa PAI mengalami perkembangan yang positif berkat proses pembelajaran di kampus, lingkungan pertemanan yang mendukung, serta penggunaan media sosial secara bijak. Secara keseluruhan, mahasiswa PAI mampu membentuk dan mempertahankan identitas keagamaan mereka dengan baik, meskipun dihadapkan pada tantangan globalisasi dan perkembangan zaman. Penelitian ini menunjukkan bahwa mahasiswa Pendidikan Agama Islam memiliki

semangat yang tinggi terhadap ajaran agama, termotivasi dalam belajar, dan mampu menggunakan teknologi dengan baik. Mereka juga bersikap terbuka terhadap perbedaan, menjalin hubungan sosial yang baik, serta memiliki kesadaran untuk belajar secara mandiri.

Keywords:

Religious identity,
PAI students,
Education,
Globalization.

Abstract: : In today's era of globalization, shaping religious identity poses a significant challenge, particularly due to the influence of technology such as social media. Many students become negligent in performing religious practices as they get too absorbed in using social media. Additionally, the campus peer environment also plays a crucial role in shaping their character and habits, as peers can strongly influence changes in one's attitude. Therefore, this study aims to understand how students of Islamic Religious Education (PAI) maintain a strong religious identity amid the currents of modern Islamic thought. This research employs a descriptive qualitative method and was conducted at UIN Raden Intan Lampung, involving second-semester PAI students as respondents. Data were collected through in-depth interviews using the snowball sampling technique and analyzed using the Miles & Huberman model. 1. Data Reduction 2. Data Presentation 3. Drawing Conclusions and Verification. The findings indicate that PAI students' religious identity has developed positively through campus learning processes, supportive peer environments, and the wise use of social media. These results demonstrate that PAI students are capable of firmly maintaining their religious identity despite the influences of globalization and contemporary Islamic thought. This research shows that Islamic Education students have a high enthusiasm for religious teachings, are motivated to learn, and are able to use technology well. They are also open to differences, establish good social relationships, and have awareness to learn independently.


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Available at : <https://journal.nahnuinisiatif.com/index.php/ARJI>

 DOI : 10.61227

 P-ISSN : 2774-9290

 E-ISSN : 2775-0787



INTRODUCTION

Education is a fundamental pillar in building a progressive and ever-evolving society. (Azizah et al., 2025; Kamaruddin et al., 2023; Novitriani et al., 2024; Pratiwi et al., 2025; Ranialini et al., 2024). In addition, education serves as a key element in preparing for future success, especially amid the challenges and competition of globalization. (Salsabila Salsabila et al., 2024) Rapid development has increased the demand for intelligence and quality of life, thereby making the role of education more complex. (Masgumelar & Mustafa, 2021) According to the National Education System Law, the primary goal of education is to develop students' potential so that they become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and responsible democratic citizens. (Uyun Mulziyah, Yayuk Yuliana, Arifatun Nikmah, 2024). One of the important aspects to consider in education is the formation of religious identity. (Sari et al., 2025)

Religious identity is defined as an individual's awareness and acknowledgment of being a Muslim, reflected through beliefs, values, habits, and lifestyles aligned with Islamic teachings. (Utami et al., 2021) In the educational context, Islamic identity encompasses beliefs and values, religious practices, as well as traditions and culture. (Khairullah, 2024) The purpose of forming a religious identity is to cultivate good character, create noble morals (*akhlakul karimah*), and foster students who are morally upright and responsible. (Khairullah, 2024) This identity formation involves introducing faith in Allah, methods of worship, virtuous behavior, and love for Allah and His Messenger. (Hasdiana, 2024)

Islamic education plays a significant role in building and strengthening a Muslim's identity by offering broader access to religious knowledge and opportunities to interact with the global Muslim community. (Fikri, 2024; Salisah et al., 2024) Islamic identity itself is shaped through a complex interaction between internal factors such as personal religious conviction and external factors such as social environment, culture, and technological developments that influence how younger generations perceive and practice their faith. (Nasaruddin & Safrudin, 2023) Developing Islamic identity among youth requires multiple approaches, one of which is a holistic approach. This approach includes relevant religious instruction, engagement in religious activities, intergenerational dialogue, and the development of contextual and critical understanding of Islamic teachings.

In this regard, family-based education plays a very important role and becomes the main responsibility of parents and society in shaping Islamic identity among young people. (Nasaruddin & Safrudin, 2023) In today's context, Islamic identity faces major challenges in maintaining its relevance amidst the rapid pace of social change, while still preserving its core values. (Khairanis & Aldi, 2025) This development coincides with the rise of social networking platforms widely used by the public, particularly students, as communication media that allow them to interact with others across various locations. (Putri et al., 2023) Social media also facilitates their access to fashion trends. However, on

the other hand, excessive use may lead to addiction, thereby weakening their enthusiasm for performing prayers. (Luthfia, 2025)

In the era of globalization, Islamic education and the formation of Muslim identity face several major issues. First, there is a clash between Islamic values and global values heavily influenced by Western culture. Second, difficulties arise in integrating modern technology and educational methods with traditional Islamic principles. Third, Islamic education is expected to respond to contemporary issues such as pluralism, secularism, and radicalism. These challenges require serious attention and in-depth analysis in order to find appropriate solutions. (Fikri, 2024). In this context, unique occurrences observed during qualitative research become important, as they may reveal realities on the ground that are often invisible in theory but have a profound impact on how Muslims construct their religious identity.

This study aims to examine how students shape their religious identity when faced with contemporary Islamic thought in the university environment. (Andika, 2022) This research is expected to offer benefits in three main areas. First, in terms of education, it can provide insights into how Islamic religious instruction can be tailored to meet the needs of youth in the digital age. Second, the findings of this study may serve as a guide for teachers, parents, and communities to support adolescents in developing a strong Muslim identity. Third, in social life, this research is expected to help shape a generation of honest young people capable of making positive contributions to the campus environment. (Hamdi, 2025).

The findings of studies conducted by several experts, such as Nassarudin (2023), Muhammad aufa Muis (2024), Ferdy Saputra(2024), reveal that Islamic Religious Education (PAI) plays a highly significant role in shaping and developing students' character, especially amidst the challenges of the modern era such as the digital age and globalization. Through religious education, students are not only equipped with religious knowledge but also with moral and ethical values that form the basis of behavior. Furthermore, the formation of Islamic identity among the millennial generation cannot be separated from the active roles of various parties, including families, educational institutions, and society. These three entities share responsibility in supporting meaningful religious education that aligns with the conditions of the times. Religious learning that is relevant and rich in positive values whether acquired through formal institutions like schools and campuses or through surrounding social environments greatly aids students in shaping themselves into resilient and morally upright Muslims amidst the current of global change. However, from the three writings, none has examined how the construction of the religious identity of PAI students is dynamically formed in the midst of the diverse and often contradictory flow of modern Islamic thought. That part is important to study because it can provide a deeper understanding of the process of forming students' religious identity reflectively and contextually, as well as how they respond to the ideological and practical challenges of various contemporary Islamic thought patterns in the era of globalization and digitalization .

The novelty of this research lies in its emphasis on the crucial role of Islamic Religious Education (PAI) in shaping and developing students' character, particularly in a digital era full of challenges. (Rina Amelia, Slamet Triyadi, 2023). Amid the stream of globalization that brings numerous external influences. (Khairanis & Aldi, 2025), PAI also serves as a moral stronghold that helps students uphold noble values and good character. Moreover, the formation of Islamic identity among the millennial generation cannot be carried out by a single party alone it requires collaboration between families, educational institutions, and the community. These three environments must provide religious education that is relevant, meaningful, and responsive to contemporary needs so that Islamic values are deeply embedded in the younger generation.

This research is deemed important because, in today's era of globalization, Islamic education faces serious challenges in preserving Islamic values and fostering a strong Muslim identity. (Syed Abdul Rahman et al., 2022). The clash between global culture—heavily influenced by Western values—and Islamic teachings demands that educators seek the right approach so that Islamic values can still be understood and practiced by the youth. Additionally, the difficulty in integrating modern technology with Islamic principles, along with the demand to address contemporary issues such as pluralism and radicalism, underscores the need for deeper study. Therefore, this research aims to present an accurate picture of the realities on the ground and serve as a foundation for formulating relevant and applicable solutions for the advancement of Islamic education in the future.

The results of this study are expected to provide concrete contributions in designing a model of Islamic education that is more adaptive to the progress of the times without losing the essence of Islamic teachings. This research may also serve as a reference for teachers, lecturers, and education practitioners in developing instructional strategies capable of forming both character and Islamic identity among students in a holistic way. Additionally, it could encourage greater involvement from families and society in supporting Islamic education processes, and help educational institutions offer religious learning that is contextual and relevant to the social realities faced by today's millennial generation.

METHOD

The research method refers to the way used to obtain data in order to achieve the desired objectives. Based on the observations conducted, this study uses a qualitative approach. In this study, the author used the Snowball sampling technique and the research subjects being researched were Islamic education students. According to Hasdiana, the qualitative method describes phenomena and experiences presented in a descriptive form. Therefore, this approach is appropriate for exploring complex social phenomena, such as how students form their religious identity amid the development of modern Islamic thought. Subsequently, the research findings will be explained descriptively. This study aims to provide an in-depth depiction of how students construct

their Islamic religious identity in the flow of modern Islamic discourse, including the processes involved, the challenges faced, and the influencing factors.

In this research, data were collected through interviews, observations, and documentation. In-depth interviews were conducted with several students to understand their experiences in forming religious identity. Observations were made by directly observing students' religious activities and social interactions on campus. Additionally, documentation such as activity notes and social media uploads were also used to complement the data. The data analysis technique employed Miles and Huberman's interactive model, which includes data collection, data reduction, data presentation, and drawing conclusions. This approach is considered appropriate for understanding complex social dynamics and enhances data validity through the triangulation of various information sources.

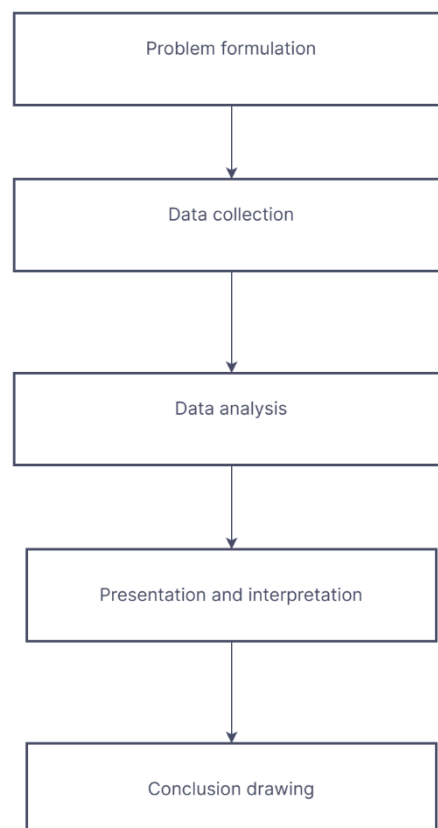


Figure 1. Research Flow Image Design

RESULTS AND DISCUSSION

Results

The results of interviews conducted with several Islamic Education (PAI) students at UIN Raden Intan Lampung, including those with the initials T.I, T.C, A.W, and I.F., are summarized in the following findings:

Table 1. The Results of Interviews

No	Question	Answer
1	Commitment to Prayer	Students understand that prayer is a mandatory act in Islam that must be performed under any circumstances. From a young age, they were accustomed to praying with discipline, thanks to the influence of their families and religious education at school.
2	Motivation for Choosing the Islamic Education Major (PAI)	Some students were inspired by religious teachers who served as good role models and motivated them to become religious educators. Others chose the PAI major due to personal aspirations to serve as religious teachers and spread Islamic teachings. For them, Islam is not just a religion but also a way of life that provides direction, meaning, and peace.
3	Development of Religious Identity	Students who live in Islamic dormitories (<i>ma'had</i>) feel their religious understanding has grown stronger due to supportive environments and routine Islamic activities. Meanwhile, students who do not live in <i>ma'had</i> also deepen their religious understanding through classes and interactions with religious peers.
4	Influence of Social Media	Social media can be beneficial, such as aiding in learning, sharing information, and maintaining relationships. However, when used unwisely, it can have negative effects, like spreading fake news or causing feelings of inferiority due to constant comparisons with others. Therefore, students realize the importance of using social media wisely to maintain its positive impact.
5	Social Relationships with Friends and Lecturers	Students recognize that positive attitudes such as mutual respect and kindness are essential in building good relationships with both peers and lecturers. They prefer to be in a positive environment with friends who provide good influence and are open to advice from lecturers..
6	Attitude Toward Technological Advancement	Students have an open view toward technology, seeing it as a useful tool to support life and learning. Even though they follow modern

		trends, they still hold on to religious and cultural values as a guide in life.
7	Attitude Toward Differences of Opinion	Some students are open and willing to listen to others' opinions, even when they differ. However, there are also students who firmly hold on to their beliefs when they are confident in their convictions. In general, they respect differences and understand that learning is a lifelong process.
8	Awareness of the Importance of Independent Learning	Students understand that learning does not only happen in classrooms, but also through the internet, reading books, and everyday experiences. They also hope that technological advancements can be utilized to support their faith without neglecting the religious values that guide their lives.

Based on the table above, it can be concluded that the interview results indicate students have a strong commitment to prayer instilled since childhood through family and religious education. Their motivation to choose the Islamic Education major is driven by inspiration from teachers, personal calling, and viewing Islam as a guide in life. Their religious identity is shaped by both *ma'had* and non-*ma'had* environments, as well as social media, with awareness of its wise use. They maintain positive social relationships, are open to differences, and adopt a selective attitude toward technology while upholding religious values. Their awareness of the importance of independent learning is also reflected in their efforts to integrate technology with faith in everyday life.

Discussion

This study aims to examine how students form their religious identity in response to contemporary Islamic thought within the university environment.(Fitri et al., 2024) Based on the data analysis, it was found that students experienced an increase in their understanding of religious identity, which was gained through Islamic Religious Education (PAI) at the university level. This identity formation is not only shaped through formal learning in the classroom but also influenced by personal experiences, social environments, and individual reflection during their academic journey.(Achmad et al., 2023)

One of the significant aspects contributing to the formation of students' religious identity is their habit of performing prayers regularly. For them, prayer is not merely a religious obligation but also a means to maintain a connection with God and instill self-discipline.(Kurniawan et al., 2024). This aligns with Lawrence Kohlberg's theory of religious character development, which posits that worship habits are part of the process of embedding religious values within individuals. (Ibda, 2023) These habits were

established in early childhood, indicating the essential role of family and early formal education in laying the religious foundation of students. (Yuhana, 2022)

In social sciences, identity has long been perceived as something fixed, personal, and unchangeable. However, this research shows that identity is not always like that. It can evolve, be discussed, negotiated, and even reconstructed based on one's experiences and social environment. This is evident in how the religious values instilled from childhood influence their decision-making in life. (Nurma dan Sigit Purnama, 2022), including when choosing a major. The motivation to pursue a degree in Islamic Religious Education (PAI) reveals meaningful reasons. Some students said their decision was inspired by the exemplary conduct of religious teachers who influenced them. (Munawir, 2023) This supports the view that role models play a significant role in shaping religious aspirations. On the other hand, their motivation also stems from a personal drive to spread Islamic values through education. This shows that the formation of religious identity is not only shaped by external factors but also the result of personal awareness and deliberate choice.

This awareness is further strengthened by a supportive campus environment, both through formal academic processes and non-formal social and religious activities on campus. (Baidarus & Fithri, 2024). For students living in *ma'had Al-Jami'ah*, the campus environment serves as a supportive space for reinforcing their religious identity. Structured religious activities, such as Islamic studies, congregational prayers, and daily supervision, help them deepen their religious understanding in practical ways. (Sobari et al., 2025) Even students who do not reside in *ma'had* experience improved religious comprehension through classroom discussions, interactions with religious peers, and independent learning. This demonstrates that the formation of religious identity is flexible and context-dependent, not confined to a single type of environment.

Students show a mature attitude in dealing with modern Islamic thought, which often emerges both in class and on social media. They understand that social media can have both positive and negative impacts, depending on how it is used. (Lestari et al., 2022). Their ability to use social media wisely shows that they are capable of selecting religious information thoughtfully and are open to differing opinions. (Dwistia et al., 2022). This indicates that their religious identity is not static but continues to develop in a critical and reflective manner.

Based on research conducted by Ferdy Saputra (2024), differences were found compared to this study. The previous research focused on character development of students through Islamic Religious Education in the digital era, while this study highlights how the religious identity of Islamic Education (PAI) students is formed amidst the influence of modern Islamic thought. Despite being influenced by such ideas, the students are still able to maintain their religiosity. Furthermore, this study differs from the previous one in terms of focus while the earlier research emphasized character development, this study concentrates on the construction of students' religious identity.

In the process of forming their religious identity, students often face difficulties in maintaining their faith due to being easily influenced by unproductive habits, such as spending too much time on social media or gathering without clear purpose. (Rabaani & Indriyani, 2024). These behaviors can cause them to neglect both obligatory and voluntary acts of worship. Unhealthy social interactions may also lead to lifestyles that contradict religious values. (Lestari et al., 2020). A liberal campus environment and the lack of spiritual guidance can worsen this situation. Therefore, Islamic Religious Education plays a crucial role in guiding students to remain steadfast in practicing their religion amid the forces of globalization. (Kulsum & Muhid, 2022).

Overall, the formation of Islamic religious identity among PAI students faces various challenges and influences that can affect their mindset, even as they live in the era of globalization. (Rofi'i & Latifah, 2023). However, they can still preserve their religious identity by using social media wisely and choosing friends who help bring them closer to Allah SWT. (Alanshori & Zahidi, 2025). Thus, their religious identity remains intact, and they can leverage technology to strengthen it (Rofidah & Muhid, 2022).

This research expands the understanding that the formation of religious identity is multidimensional and contextual, not merely a product of theological doctrine. This finding encourages the development of an interdisciplinary perspective that combines religious studies, technology, and social sciences. This has the potential to enrich the theoretical framework in contemporary Islamic education, especially in facing the challenges of modernity and the digital era. These findings can be used to design a more adaptive curriculum, which not only emphasizes the cognitive aspect, but also on the formation of Islamic character and values that are relevant to the challenges of the times..

CONCLUSION

The religious identity of students is dynamic and can develop according to their life experiences and social environment. Habits such as performing prayers regularly and using social media wisely play an important role in shaping and maintaining that identity. Despite challenges from globalization and negative habits, students can still uphold their religious values by thinking critically, being selective, and acting with careful consideration. Over time, their religious identity will grow more mature in line with a deeper understanding of religious teachings and the social interactions they engage in.

Students' religious identity is changing and developing, depending on their life experiences and the social environment that influences them. Habits such as praying regularly and using social media wisely help shape and maintain this identity. Despite challenges from globalization and negative habits, students can still maintain their religious values by thinking critically, being selective in their attitudes, and acting carefully. Over time, their understanding of religious teachings and social experiences will make their religious identity more mature and stronger.

This study has limitations, namely that it only involved students from one study program at one institution, so the results cannot be generalized widely. In addition, the qualitative method used does not provide a comprehensive quantitative picture. For

further research, it is recommended to involve students from various campus and regional backgrounds, and use a mixture of qualitative and quantitative methods. Further research can also explore more deeply the influence of digital media, family environment, and religious organizations on the formation of students' religious identity so that this study is more complete and in-depth..

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