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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



Persepsi Mahasiswa PAI Terhadap Relevansi Pembelajaran PAI di Perguruan Tinggi: Kajian Kualitatif di Lingkungan Akademik

1790 – 1802

IRE Students' Perception of The Relevance of IRE Learning In Higher Education: A Qualitative Study In An Academic Environment

Article Submitted :

2025-05-04

Article Received :

2025-05-23

Article Published :

2025-07-01

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Kata Kunci: Pembelajaran PAI, Perguruan Tinggi, Persepsi Mahasiswa

Abstrak: Perkembangan zaman dan kompleksitas kehidupan mahasiswa menuntut pembelajaran Pendidikan Agama Islam (PAI) di perguruan tinggi semakin relevan dan kontekstual. Namun, masih terdapat kesenjangan antara isi materi pembelajaran dengan kebutuhan riil mahasiswa dalam menghadapi tantangan sosial, moral, dan teknologi di lingkungan akademik. Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa Program Studi Pendidikan Agama Islam (PAI) di Universitas Islam Negeri Raden Intan Lampung terhadap relevansi pembelajaran PAI di perguruan tinggi. Menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara semi-terstruktur terhadap sepuluh mahasiswa dari berbagai kelas dan latar belakang. Teknik pemilihan informan menggunakan metode snowball sampling, dengan analisis data dilakukan melalui tahapan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap pembelajaran PAI bersifat beragam, sebagian menilai pembelajaran masih relevan karena mampu membentuk karakter, menanamkan nilai moral dan spiritual, serta memberikan bekal dalam menghadapi tantangan kehidupan kampus. Namun, sejumlah

mahasiswa mengkritisi dominasi pendekatan teoritis, minimnya praktik, serta kurangnya relevansi dengan realitas sosial dan teknologi masa kini. Dosen yang mampu mengaitkan materi dengan konteks aktual serta pendekatan pembelajaran yang interaktif dinilai lebih efektif. Penelitian ini memiliki temuan perlunya pembaruan strategi pembelajaran PAI yang lebih kontekstual, adaptif terhadap perkembangan zaman, serta berbasis partisipasi aktif mahasiswa guna meningkatkan efektivitas internalisasi nilai-nilai agama di lingkungan akademik. Penelitian ini merekomendasikan pengembangan strategi pembelajaran berbasis partisipasi aktif mahasiswa, pemanfaatan teknologi, dan penguatan hubungan antara teori dan praktik untuk meningkatkan efektivitas internalisasi nilai-nilai agama dalam kehidupan akademis dan sosial siswa.

Keywords: Islamic Religious Education Learning, seat of learning, Student Perceptions

Abstract: The evolving times and increasing complexity of student life demand that Islamic Religious Education (IRE) in higher education be more relevant and contextually grounded. However, a gap still exists between the content of IRE instruction and the actual needs of students in addressing contemporary social, moral, and technological challenges within the academic environment. This study aims to explore the perceptions of students in the Islamic Religious Education program at Raden Intan State Islamic University, Lampung, regarding the relevance of IRE in higher education. Employing a qualitative descriptive approach, data were collected through semi-structured interviews with ten students from diverse academic backgrounds and class levels. Participants were selected using a snowball sampling technique, and the data were analyzed through stages of data collection, reduction, presentation, and conclusion drawing. The findings reveal varied student perceptions of IRE learning. Some students view it as still relevant due to its role in character building, moral and spiritual value formation, and equipping them for campus life challenges. However, others criticized the overly theoretical nature of the instruction, the lack of practical application, and its limited alignment with current social and technological realities. Lecturers who can contextualize material and apply interactive teaching methods are perceived as more effective. The study highlights the need to renew IRE teaching strategies to make them more contextual, responsive to contemporary developments, and centered on active student engagement. It recommends the development of participatory learning strategies, the integration of technology, and the strengthening of theory-practice connections to enhance the internalization of religious values in students' academic and social lives.


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

 DOI : 10.61227

 P-ISSN : 2774-9290

 E-ISSN : 2775-078



INTRODUCTION

According to Lengeveld, education encompasses all efforts, influences, protections, and support provided to a child until they reach maturity. More specifically, it refers to guiding the child to become capable of handling life's responsibilities independently (Aji et al., 2023; Ichsan, 2021; Novanto et al., 2024). Education is a fundamental process aimed at enhancing the quality of human life across various dimensions, including the cultivation of moral character (Lestari et al., 2025; Saumantri & Hajam, 2023). The essence of Islamic Religious Education lies in its role as a core component of the curriculum delivered in both schools and universities (Atiratul Jannah, 2023; License, 2024). As an integral component of the national education curriculum, Islamic Religious Education (IRE) aims not only to impart religious knowledge but also to guide students in cultivating spiritual, social, and moral attitudes in accordance with Islamic values (Judrah et al., 2024; Saumantri & Hajam, 2023).

As stated in Surah Al-Imran, verse 104.

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۗ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

This means: *"There should be a group among you who calls others to goodness, enjoins what is right, and forbids what is wrong. They are the ones who will attain success."*

Happiness and blessings are not exclusive to those who promote virtue and prevent wrongdoing (amar ma'ruf nahi munkar); they are also experienced by those who follow such guidance. In today's world, many people have lost sight of their life's purpose and what awaits them after death. As a result, they often act recklessly, lacking moral direction, and are unable to distinguish between right and wrong, or good and evil. In such circumstances, the presence of individuals who advocate for goodness becomes crucial. They serve as a moral and spiritual reminder to society, guiding others back to the right path.

Nevertheless, the implementation of Islamic Religious Education in higher education continues to encounter a range of significant challenges (Raharjo & Lopo, 2025; Rohman et al., 2024). One of the main issues lies in the insufficient alignment between the instructional content and the dynamic, multicultural realities of students' lives within the academic environment. (Ariyanto et al., 2023). Many students perceive Islamic Religious Education (IRE) as predominantly theoretical and lacking practical elements that align with contemporary needs and challenges (Fahmi et al., 2025). Moreover, the use of monotonous teaching methods and a lack of contextual approaches frequently lead to low student interest and limited active participation in the learning process (Sriasnani et al., 2025). This situation creates a gap between the ideal objectives

of religious education and the actual perceptions and experiences of students, which ultimately may impact the effectiveness of internalizing religious values within the campus environment (A. et Al., 2024; Rahman et al., 2024). Furthermore, the incorporation of digital technology into Islamic Religious Education materials has become another factor that widens the gap between students and the core content of religious learning (Arsianto & Yusuf, 2025; Masnawati, 2024; Zurqoni, 2018). In today's digital age, learners are highly familiar with technology and social media, which have become integral parts of their daily lives (Riduan et al., 2023; Suriyani Djamdjuri & Ibn Khaldun Bogor, 2021). Unfortunately, the majority of Islamic Religious Education content is still delivered using traditional methods, without leveraging the potential of digital media as an engaging and interactive educational tool (Nurlina, 2022).

The disparity between the ideal objectives of Islamic Religious Education (IRE) and the actual perceptions and experiences of university students represents a significant issue that requires prompt attention (Tahsinia et al., 2024). This gap arises from a systematic disparity in access to educational opportunities (Campos et al., 2025). On one hand, Islamic Religious Education (IRE) is expected to cultivate students' characters to be religious, tolerant, and morally upright (Nahuda, 2024; Rahmat & Nuraisyah, 2022). On the other hand, many students feel that what they learn in class is not entirely relevant or applicable to their lives within the complex and diverse academic environment (Umar & Masnawati, 2024). This gap reflects a discrepancy between expectations and actual conditions in the field, encompassing differences in content, teaching methods, and the approaches employed to convey religious values (Hidayat et al., 2021). To bridge this gap, it is essential to introduce innovations in developing the Islamic Religious Education curriculum that are more contextualized and responsive to the evolving dynamics of student life (Adolph, 2025). One effective solution is to implement an experiential learning approach while utilizing digital media that students commonly engage with in their daily lives. Additionally, it is crucial to actively involve learners in the educational process so that they feel personally connected to the creation of meaning and values being taught (Sakti et al., 2024; Satra et al., 2023). Thus, Islamic Religious Education can become more meaningful and relevant, making a significant contribution to shaping students' character in the modern era.

This study presents significant findings, particularly due to its use of a qualitative approach to gain an in-depth understanding of how students perceive the relevance of Islamic Religious Education (IRE) in higher education. Unlike previous studies that primarily focused on the dynamics of friendships among student-santri on campus and how these relationships adjust to their needs, this research centers on students' perspectives regarding the educational content itself (Dzikri Aljasiri et al., 2023). This study emphasizes the perspectives and firsthand experiences of students as the direct participants in the learning process. Such an approach provides a more comprehensive understanding of how students perceive and internalize religious values within their campus life. Additionally, the research addresses the relevance of Islamic Religious Education (IRE) content amid contemporary challenges, including technological

advancements, shifting social values, and the necessity for more inclusive and contextually appropriate learning methods for today's students. Therefore, this study aims to offer fresh insights for designing IRE instruction that better aligns with the needs of students and the demands of the evolving era.

This study is significant because students' perceptions of the relevance of Islamic Religious Education (IRE) can serve as an indicator of the strengths or weaknesses within the educational process itself (Akhyar et al., 2024). Learning serves as the foundation for the advancement of knowledge as well as the basis for faith and belief. Amidst the rapid growth of science, technology, and globalization, students face increasingly complex moral and social challenges (J. et Al., 2025; Elva, 2023). Therefore, Islamic Religious Education (IRE) is expected to serve as a foundation of values and a guiding framework for shaping students into individuals who are faithful, critical thinkers, and responsible (Kertayasa et al., 2024). Unfortunately, there remains a significant gap between the curriculum content and the actual needs and realities faced by students, leading to the perception that Islamic Religious Education (IRE) is no longer relevant or practical in everyday life (Sa'diyah, 2024). This study aims to provide a clearer understanding of how students perceive and interpret Islamic Religious Education, serving as a foundation for improving teaching methods, approaches, and instructional materials to be more contextual and adaptive (T. et Al., 2025). The importance of this study is further reinforced by the need to develop religious education that effectively engages both the affective domain and practical application, rather than focusing solely on normative and theoretical instruction. Therefore, the findings of this research are expected to offer valuable contributions toward enhancing the quality of Islamic Religious Education in higher education institutions.

The findings of this study, which adopts a qualitative approach as a form of innovative renewal, have a significant impact on the development of Islamic Religious Education (IRE) teaching strategies in higher education. By directly exploring students' perceptions and experiences, the research provides an authentic depiction of the gap between ideal expectations and actual classroom practices. This insight serves as a concrete basis for educators and policymakers to design more adaptive and contextually relevant IRE teaching methods. Furthermore, this approach encourages the emergence of innovative instructional techniques, such as technology integration, project-based learning, and interactive dialogue tailored to current needs. Consequently, IRE learning transcends mere knowledge transfer to become a platform for reflection, value formation, and character development. Therefore, this study offers a long-term contribution toward fostering a more dynamic, participatory, and impactful religious education experience for students.

METHOD

This study adopts a qualitative descriptive approach aimed at exploring the perceptions of Islamic Religious Education (PAI) students at UIN RIL regarding the relevance of Islamic education learning in higher education. This research design was chosen to gain a deep understanding of the meaning behind student experiences and to provide a detailed description of the phenomena observed in the field. (Nasution, 2023).

The population of this study consists of all active students enrolled in the Islamic Religious Education (PAI) program at UIN RIL during the 2025 academic year. According to university records, there are approximately 388 students from the 2022 cohort. From this population, participants were randomly selected based on specific criteria, namely students who have completed courses in Aqidah Akhlak, Al-Qur'an Hadith, and Fiqh within the IRE program, and who come from diverse backgrounds. This selection was intended to capture a broader range of student perspectives regarding the relevance of the material taught in class and its application within the academic environment.

The sampling method employed in this study is snowball sampling, where participants are selected randomly through interconnected networks based on criteria relevant to the research objectives. The selection of students took into account factors such as their learning experiences at UIN RIL, as well as their engagement with and understanding of Islamic teachings.

The data in this study were collected through interviews, documentation, and observation. Interviews were considered an effective way to obtain firsthand information from students and were conducted using a semi-structured format, guided by a set of core questions while allowing the researcher to explore additional topics as they emerged during the conversation. Documentation was used to complement interview and observation data by gathering relevant materials such as syllabi, Semester Learning Plans (RPS), and lecture notes related to Islamic Religious Education, which provided insights into how well the course content aligned with students' academic needs. Observations were carried out to directly examine the classroom learning process, focusing on teaching strategies, lecturer-student interactions, and student engagement. This method offered a realistic view of the learning environment and helped uncover aspects of the educational experience that might not have been fully captured through interviews alone. (Tampubolon, 2023).

The data were analyzed using a thematic analysis approach for qualitative research, which involves examining narratives or stories shared by individuals during interviews to uncover the experiences, meanings, and contexts behind those accounts. This method emphasizes how students construct and interpret their experiences through storytelling. The findings derived from this analysis serve as the basis for illustrating students' perceptions of the relevance of Islamic Religious Education (IRE) learning in the academic context of higher education. (Rashid, 2022).

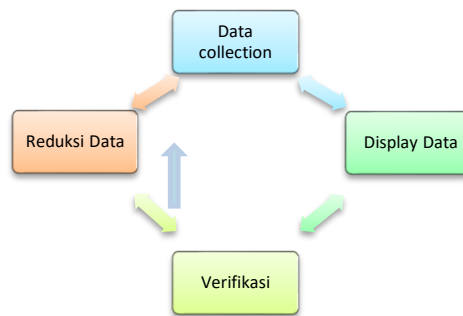


Figure 1. Data Analysis

In order to protect the confidentiality of all informants, their identities have been anonymized by the researcher, as illustrated in the table below.

Table 1. Participant Demographics

Informants	Number	Gender	Age Range
Class B	3	2 (females) dan 1 (male)	20-22
Class C	7	6 (females) dan 1 (male)	20-22

RESULTS AND DISCUSSION

The research findings highlight diverse student opinions on the relevance of Islamic Religious Education (IRE) learning within the university environment, as gathered from interviews with ten informants.

Tabel 2. Interview Findings

Participants	Number	Research Focus Indicators	Research Findings
Class B	3	The relevance of content, the application of values, and the teaching methods.	<ul style="list-style-type: none"> • The material is considered relevant, yet it remains overly theoretical. • Students exhibit moral values such as discipline and integrity, although these are not consistently demonstrated by all. • The social environment plays a significant role

			<p>in shaping the application of values.</p> <ul style="list-style-type: none"> • Lecturers play a crucial role in fostering positive attitudes. • The learning experience is enjoyable, yet it lacks practical application.
Class C	7	The relevance of learning, the integration of values, and the social context of the campus.	<ul style="list-style-type: none"> • While some students perceive a balance between theory and practice, the majority believe that practical application remains insufficient. • Moral values such as politeness, tolerance, and honesty are incorporated into the teaching process; however, their implementation remains inconsistent. • Contemporary issues such as plagiarism and moral dilemmas present unique challenges today. • Lecturers whose material aligns with real-world conditions are considered effective. • Islamic Religious Education (IRE) is highly relevant and practical in its application. • Provide fresh insights that positively influence personal behavior and morality. • The integration of

theory and practice
enhances
comprehension.

The study found that most students perceive Islamic Religious Education (IRE) as still relevant, although they expressed critical observations regarding the instructional approaches used. Students believe that IRE content remains essential for shaping Islamic character and identity within the academic setting, aligning with previous findings. (Evva Aini & Fitriyani, 2024) Lesson study-based learning has been shown to enhance students' pedagogical and social competencies in applying religious values in practical ways. The majority of students believe that Islamic Religious Education requires more interactive and contextually relevant methods, especially in the digital era. A study conducted by (Arlina et al., 2023) Highlights the importance of digital literacy, Meanwhile Dewi Aryani et al. (2022) It indicates that the use of virtual reality (VR) can enhance both interest and understanding, despite challenges related to cost and training. The study reveals diverse student perceptions of online Islamic Religious Education (IRE); some view it as efficient, whereas others point out the lack of interaction and limited comprehension. This aligns with (Evva Aini & Fitriyani, 2024). PAI students also recognize the importance of adopting approaches that encourage critical and reflective thinking. In the study (Fauzi, 2022), Problem-based learning methods have proven effective in fostering students' critical thinking and connecting Islamic Religious Education (IRE) content to real-life contexts, thereby making the learning experience more relevant and meaningful. Based on these findings, it can be concluded that PAI remains highly relevant in higher education; however, instructional strategies need to be adjusted to become more contextual, innovative, and responsive to contemporary developments. Training for PAI lecturers in the use of digital media, along with a curriculum design that is more attuned to the needs of Generation Z students, is essential.

Theoretically, this study enhances conceptual understanding of the relevance of religious education by integrating lesson study theory, digital literacy, and problem-based learning as a suitable framework for Generation Z. Methodologically, the use of data triangulation through semi-structured interviews, documentation, and observation, combined with thematic analysis, demonstrates the strength of this qualitative approach in exploring students' perceptions. This methodology also serves as a valuable reference for future research in the field of Islamic Religious Education. Therefore, the study makes a significant contribution to improving the overall quality of IRE instruction.

CONCLUSION

Based on the qualitative research conducted with students from the Islamic Religious Education (IRE) Study Program at UIN Raden Intan Lampung, it can be concluded that students' perceptions of the relevance of IRE learning in higher

education are diverse and multifaceted. The majority of students perceive IRE instruction as highly relevant, particularly in shaping character, enhancing moral and spiritual understanding, and providing essential Islamic values for both academic and social life. However, many students also highlighted concerns regarding the predominantly theoretical nature of the instruction, limited practical application, and the lack of connection to their real-life contexts, which are seen as barriers to effectively internalizing religious values. This study is limited by its focus on a single study program at one university with a relatively small number of participants, and thus cannot be generalized. Moreover, the data reflects only the students' perspectives, without input from lecturers or other stakeholders. Future research is encouraged to include a broader range of respondents from different universities and backgrounds, and to examine the effectiveness of instructional methods such as technology integration, practice-oriented approaches, or more contextual learning models to achieve a deeper understanding of IRE learning.

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