

INTEGRATION OF RELIGIOUS VALUES IN HIGHER EDUCATION CURRICULUM

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Abstrak

Integrasi nilai religius dalam kurikulum perguruan tinggi menjadi isu penting dalam pengembangan pendidikan tinggi di era modern, terutama di tengah meningkatnya degradasi moral, sikap intoleran, dan dominasi orientasi pendidikan yang cenderung materialistik. Perguruan tinggi dituntut tidak hanya menghasilkan lulusan yang unggul secara akademik, tetapi juga memiliki karakter religius, integritas moral, serta kemampuan menjaga harmoni sosial dalam masyarakat multikultural. Penelitian ini bertujuan untuk menganalisis integrasi nilai religius dalam desain kurikulum perguruan tinggi, implementasinya dalam pembelajaran dan budaya akademik, serta kontribusinya terhadap pembentukan karakter dan moderasi beragama mahasiswa. Penelitian menggunakan pendekatan kualitatif dengan jenis studi pustaka (library research). Data diperoleh dari jurnal ilmiah, buku akademik, dan dokumen kebijakan pendidikan yang relevan, kemudian dianalisis menggunakan teknik content analysis secara deskriptif-analitis. Hasil penelitian menunjukkan bahwa integrasi nilai religius dilakukan melalui pengembangan kurikulum interdisipliner, penguatan budaya akademik religius, serta internalisasi nilai moderasi beragama dalam proses pembelajaran. Integrasi tersebut terbukti mampu membentuk karakter mahasiswa yang disiplin, toleran, dan bertanggung jawab secara sosial. Penelitian ini berimplikasi pada pentingnya pengembangan kurikulum pendidikan tinggi yang holistik dan integratif guna menghasilkan lulusan yang tidak hanya kompeten secara intelektual, tetapi juga matang secara moral dan spiritual.

Kata Kunci: Integrasi Nilai Religius, Kurikulum Perguruan Tinggi, Moderasi Beragama

Abstract

The integration of religious values into the higher education curriculum has become a critical issue in the development of higher education in the modern era, particularly amid rising moral degradation, intolerant attitudes, and the dominance of an educational orientation that tends toward materialism. Higher education institutions are expected not only to produce academically outstanding graduates but also to foster religious character, moral integrity, and the ability to maintain social harmony within a multicultural society. This study aims to analyse the integration of religious values in higher education curriculum design, its implementation in teaching and academic culture, and its contribution to character formation and religious moderation among students. The research employs a qualitative approach using a literature review (library research). Data were obtained from scientific journals, academic books, and relevant educational policy documents, then analysed using descriptive-analytical content analysis techniques. The results indicate that the integration of religious values is achieved through the development of interdisciplinary curricula, the strengthening of a religious academic culture, and the internalization of religious moderation values within the learning process. This integration has proven effective in shaping students' character to be disciplined, tolerant, and socially responsible. This study implies the importance of developing a holistic and integrative higher education curriculum to produce graduates who are not only intellectually competent but also morally and spiritually mature.

Keywords: Integration of Religious Values, Higher Education Curricula, Religious Moderation

INTRODUCTION

The integration of religious values into the higher education curriculum has become a strategic issue in the development of contemporary higher education, particularly amid a moral crisis, rising individualism, and the rapid pace of globalization, which are influencing the mindset and behavior of the younger generation (Harianto et al., 2026; Rahman, 2021). Higher education institutions are no longer viewed merely as institutions for the transfer of knowledge and professional skills, but also as spaces for the formation of students' character and social ethics. In the context of Indonesia as a nation that upholds religious values and diversity, higher education bears the responsibility of producing graduates who are not only academically competent but also possess moral integrity, spirituality, and a strong sense of social awareness. This aligns with the mandate of Law No. 12 of 2012 on Higher Education, which emphasizes the holistic development of students' potential. Therefore, the integration of religious values into the higher education curriculum has become an urgent necessity so that the educational process can produce human resources who are of good character, moderate, and adaptable to the changing times (Mustafidin et al., 2025).

The urgency of integrating religious values becomes increasingly relevant as higher education institutions face various social issues among students, such as the erosion of academic ethics, intolerant behavior, a culture of hedonism, and a lack of social responsibility. The development of digital technology and a global culture that tends toward secularism also impacts the declining spiritual sensitivity of students in their daily lives. These conditions indicate that mastery of science and technology without the reinforcement of religious values has the potential to produce graduates who are intellectually superior but morally fragile (Lubis & Nasution, 2017). From an Islamic educational perspective, science and spiritual values should proceed in an integrated manner and not be separated dichotomously. Higher education needs to develop a curricular approach capable of balancing the intellectual, emotional, social, and spiritual dimensions. This integration aims not only to foster individual piety but also to build students' collective awareness in maintaining social harmony within a multicultural society (Harianto et al., 2026).

A number of previous studies have discussed the integration of religious values in education, both at the school and university levels. Murdiono (2010) explains that the internalization of moral and religious values in university learning can be achieved through faculty role modeling, contextual learning, and analysis of social problems developing in society. This research confirms that the integration of religious values plays a significant role in shaping students' character. Meanwhile, Rohmah (2019) found that the integration of the curriculum and the internalization of Islamic educational values can foster students' religious attitudes through habit formation, role modeling, and the reinforcement of school culture. Another study conducted by Nur et al. (2021) indicates that the development of religious character based on integrative morality in higher education can enhance students' ethical awareness in both

academic and social life. These findings demonstrate that the integration of religious values has significant implications for the character development of students.

Nevertheless, research on the integration of religious values into higher education curricula still leaves several academic gaps. Most previous studies have focused more on the internalization of religious values within the learning process or character education in general, while studies specifically addressing the integration of religious values in the design and implementation of higher education curricula remain relatively limited. Furthermore, prior research has generally been conducted at religious-based educational institutions, so there has been little examination of the dynamics of religious value integration in public universities with a more heterogeneous student body. In fact, the challenges of integrating religious values in public universities are far more complex due to religious pluralism, modern academic culture, and the demands of global professionalism. On the other hand, studies on the integration of religious values also tend to be normative and have not yet offered many models for curriculum implementation that are contextual, adaptive, and suited to the needs of the digital-era student generation.

In the context of modern higher education, the integration of religious values cannot be interpreted merely as the addition of religious courses within the curriculum structure; rather, it must be realized through an interdisciplinary approach and a comprehensive academic culture. Religious values need to be integrated into various academic disciplines so that students can understand the relationship between science, ethics, and human responsibility. This approach is crucial for addressing the long-standing dichotomy in academia that has separated religious studies from general sciences. Furthermore, the integration of religious values is closely linked to strengthening religious moderation within the campus environment. Higher education institutions play a vital role in fostering an inclusive, tolerant, and anti-radical religious understanding through the hidden curriculum and other academic activities (Sabri, 2023). Thus, the integration of religious values serves not only to strengthen students' spirituality but also as a strategic tool in creating a harmonious and democratic campus life.

Based on the above discussion, this study aims to examine in greater depth the integration of religious values into the higher education curriculum, focusing on conceptual, implementation, and relevance aspects regarding student character development. This research is important because there remains a gap between the ideal of a values-based curriculum and higher education practices that tend to be oriented solely toward cognitive and professional aspects. This study also aims to analyze how religious values can be systematically integrated into the higher education curriculum without neglecting academic principles, diversity, and the advancement of modern science. Thus, this study is expected to provide theoretical contributions to the development of Islamic education studies as well as practical contributions for higher education administrators in designing a holistic curriculum oriented toward student character development.

The primary contribution of this research lies in its effort to present an integrative perspective on the relationship between religious values, higher education curricula, and student

character development within the context of a multicultural society. This research does not merely view religious values as a normative aspect but also as an epistemological and ethical foundation for the development of higher education. Furthermore, this research proposes a strengthened educational paradigm that positions spirituality as an integral part of the academic process and the advancement of knowledge. Amid the challenges of the Fourth Industrial Revolution and Society 5.0, which demand multidimensional competencies, higher education institutions need to develop curricula that produce graduates who are not only intellectually intelligent but also morally and spiritually mature. Therefore, the integration of religious values into higher education curricula is a strategic step toward building a humanistic, inclusive higher education system oriented toward the development of a civilized society.

METHOD

The research method used in this article employs a qualitative approach in the form of a literature review (*library research*). This approach was chosen because the study focuses on a conceptual analysis of the integration of religious values into higher education curricula through an examination of various relevant scholarly sources. Library research allows the researcher to gain a deep understanding of the concepts of the integration of religious values, the development of higher education curricula, religious moderation, and the character formation of students from an Islamic educational perspective. This study does not involve field data collection but relies on secondary data obtained from academic literature and scientific documents relevant to the research theme (Zed, 2014)

The research data sources consist of primary and secondary data. Primary data were obtained from nationally and internationally reputable scientific journal articles indexed in Scopus, SINTA, and Google Scholar, particularly studies addressing the integration of religious values, higher education curricula, character education, and religious moderation within higher education institutions. Meanwhile, secondary data were obtained from academic books, higher education policy documents, proceedings of scientific seminars, and regulations related to value-based curriculum development. Source selection was conducted using a purposive approach, considering the authors' credibility, topic relevance, year of publication, and theoretical contribution to the research focus. The literature used primarily consists of publications from the past ten years to ensure the analysis remains contextual to the dynamics of contemporary higher education.

Data collection techniques involved documentation and an online literature review. The researcher accessed various academic databases such as Scopus, Google Scholar, and national journal portals to obtain articles relevant to keywords such as "integration of religious values," "higher education curriculum," "Islamic education," "religious moderation," and "character education." After the data was collected, the researcher conducted a classification process based on discussion themes, research approaches, and findings from each source. This stage aimed to facilitate the identification of patterns, similarities, and differences in perspectives among previous studies.

Data analysis was performed using content analysis with a descriptive-analytical approach. In the initial stage, the researcher conducted data reduction by selecting the information most relevant to the research focus. Subsequently, the data was critically analyzed through a process of interpretation, comparison, and synthesis of various concepts and previous research findings. This analysis was directed toward identifying patterns of the integration of religious values into higher education curricula, the forms of their implementation in learning, and their implications for the formation of student character. To ensure data validity, this study employs source triangulation by comparing various references from the perspectives of Islamic education, curriculum development, and character education. Through this method, the study is expected to produce a systematic, objective, and comprehensive analysis of the integration of religious values into higher education curricula as an effort to strengthen students' moral, spiritual, and academic development in the era of modern education.

RESULTS AND DISCUSSIONS

Integration of Religious Values in Higher Education Curriculum Design

The integration of religious values into higher education curriculum design is a strategic step toward building a higher education system that is oriented not only toward the mastery of knowledge and professional skills, but also toward the development of students' moral and spiritual character. Based on a review of the literature, the integration of religious values is no longer understood as the partial inclusion of religious courses within the curriculum structure, but rather as a process of embedding spiritual values into the entire educational system—from the institution's vision, graduate learning outcomes, course content, teaching methods, to the academic evaluation system (Imamuddin & Isnaniah, 2023; Wahidah & Kasidi, 2024). This approach has emerged as a response to various social issues within the higher education environment, such as the rise of educational pragmatism, the moral decline of students, and the weakening of social sensitivity due to the dominance of a materialistic academic orientation (Rahman, 2021).

In the context of higher education in Indonesia, the integration of religious values holds particularly strong relevance because the national education system is philosophically grounded in the value of the Oneness of God. Therefore, the development of a curriculum based on religious values is a crucial component in realizing the goals of national education, which emphasize a balance between intellectual, emotional, and spiritual aspects (Dahirin & Rusmin, 2024; Wulandari et al., 2025). Research findings indicate that higher education institutions that successfully integrate religious values into their curricula generally have academic policies that position religiosity as an institutional identity. This is reflected in the formulation of graduate profiles that emphasize not only academic competence but also moral integrity, a moderate attitude, and students' ability to foster harmonious social life within a pluralistic society (Sabri, 2023).

The process of integrating religious values into the curriculum is carried out through an interdisciplinary approach that connects religious studies with general sciences. In practice, courses in science, technology, economics, and the arts are being developed using an integrative approach that positions spiritual values as the ethical foundation of scholarship (Muflih, 2020; Muntoha, 2024). For example, economics education does not merely discuss market theory and profit but also instills principles of justice, honesty, and social responsibility within the Islamic economic perspective. Similarly, in the fields of science and technology, natural phenomena are viewed as manifestations of God's greatness, so that students not only understand science empirically but also possess spiritual awareness regarding the essence of the creation of the universe (Harianto et al., 2026)

The study's findings also indicate that integrating religious values into curriculum design can strengthen students' character education. Values such as discipline, honesty, responsibility, tolerance, and social concern are more easily internalized when the entire learning process has a clear moral and spiritual orientation. From an Islamic educational perspective, knowledge is viewed as a means to draw closer to God and foster social welfare. Therefore, the integration of religious values impacts not only students' cognitive development but also the formation of their ethical awareness and social behavior within campus life and society.

However, the implementation of religious value integration in curriculum design still faces several challenges. One of the main challenges is the persistent dichotomy between religious studies and general academic disciplines in some universities. Some faculty members still view integration as a form of mixing disciplines that could undermine academic objectivity. Additionally, the limited availability of human resources with integrative competencies poses a barrier to the development of a religious-values-based curriculum. Therefore, it is necessary to strengthen faculty capacity through training, academic seminars, and the development of integrative teaching materials so that curriculum implementation can proceed effectively and contextually.

Overall, the research findings indicate that the integration of religious values into higher education curriculum design is an urgent necessity in addressing the challenges of modern education. This integration can foster an educational system that is more humanistic, holistic, and focused on the character development of students. With an integrative curriculum approach, higher education institutions not only produce academically outstanding graduates but also individuals with spiritual depth and a strong sense of social responsibility as part of the nation's civilizational development.

Implementation of Religious Values in Higher Education Learning and Academic Culture

The implementation of religious values in learning and academic culture is a crucial aspect of the success of integrating a religion-based curriculum in higher education. Based on a literature review, the integration of religious values is not sufficiently realized in formal

curriculum documents but must be applied concretely in the learning process and daily academic life. Higher education institutions that successfully build a religious academic culture generally foster a campus environment that supports the internalization of spiritual values through comprehensive interactions among faculty, students, institutional policies, and student activities (Murdiono, 2010).

In the learning process, the implementation of religious values is carried out through an integrative and contextual pedagogical approach. Faculty members do not merely function as conveyors of academic material but also as moral role models and facilitators in the development of students' character. Learning methods based on discussion, reflection, case studies, and *project-based learning* serve as effective tools for connecting academic theory with religious values in real life. Students are encouraged to understand that knowledge has ethical dimensions and social responsibilities. For example, economics students are guided to understand the importance of distributive justice in the Islamic economic system, while technology students are encouraged to develop innovations that benefit society and the environment (Nur et al., 2021).

In addition to classroom learning, a religious academic culture is also fostered through various non-academic activities. Islamic studies programs, the practice of congregational worship, social activities grounded in religious values, and the development of moderate student organizations are integral components of the process of internalizing religious values. A religiously oriented campus environment indirectly shapes students' mindsets and behaviors, fostering greater discipline, tolerance, and responsibility. In the context of multicultural higher education, the implementation of religious values is also directed toward strengthening religious moderation so that students adopt an inclusive attitude and respect differences in belief (Sabri, 2023).

Research findings indicate that strengthening religious moderation within academic culture significantly contributes to preventing the emergence of intolerant attitudes and extremism on campus. Higher education institutions have begun developing courses on religious moderation, interfaith seminars, and intercultural dialogue forums as strategies to foster students' awareness of pluralism (Heri & Ruswandi, 2022; Nimim, 2025; Nur et al., 2021). This approach is highly relevant in Indonesia, which is characterized by religious, cultural, and ethnic diversity. The integration of moderate religious values can foster a harmonious campus life and strengthen students' national identity without eroding their religious identity.

Nevertheless, the implementation of a religious academic culture still faces various challenges. Some universities lack structured policies for developing a religious culture, resulting in implementation that remains largely symbolic and ceremonial. Additionally, the influence of digital culture and globalization poses a serious challenge, as students are more easily exposed to individualistic and secular cultures. Therefore, higher education institutions need to develop innovative strategies that adapt to technological advancements, such as utilizing digital media in teaching religious values and strengthening religious literacy in virtual spaces (Lubis et al., 2024).

Overall, the implementation of religious values in learning and academic culture demonstrates that a religion-based curriculum integration not only enhances students' spirituality

but also fosters a more ethical, inclusive, and harmonious academic environment. With a religious and moderate academic culture, higher education institutions can serve as strategic spaces for cultivating a younger generation that is intellectually intelligent, emotionally mature, and morally and spiritually strong.

The Contribution of Integrating Religious Values to Character Building and Religious Moderation Among Students

The integration of religious values into the higher education curriculum makes a significant contribution to the character development of students and the strengthening of religious moderation within the academic environment. Based on the analysis of various studies, the integration of religious values helps students recognize that education is not merely a means to secure employment and social status but also a process of moral development, social responsibility, and spiritual maturity. Higher education that systematically integrates religious values has proven more effective in shaping student character compared to education focused solely on cognitive and professional aspects (Rohmah, 2019).

Character development through the integration of religious values is evident in the increase in positive student behavior in both academic and social life. Values such as honesty, discipline, responsibility, cooperation, and social concern become part of the students' learning culture. From an Islamic educational perspective, character is not merely understood as good social behavior but also as a manifestation of human spiritual awareness as servants of God. Therefore, the integration of religious values into the curriculum helps students understand the holistic relationship between knowledge, morality, and social service (Harianto et al., 2026)

Beyond character development, the integration of religious values also significantly contributes to strengthening religious moderation among students. Higher education institutions play a strategic role in preventing the spread of intolerant, radical, and exclusive attitudes among the younger generation. Research findings indicate that students who receive religious education grounded in moderation tend to exhibit a more open attitude toward diversity and are better able to build harmonious social relationships with groups of different religions and cultures. Concepts of religious moderation such as *tawasuth* (the middle path), *tasamuh* (tolerance), and *tawazun* (balance) serve as crucial foundations for building a peaceful and inclusive campus life (Muntoha, 2024).

The integration of religious values also strengthens students' awareness of global social and humanitarian issues. Students are not only guided to become personally religious individuals but also to assume social responsibility toward the environment, poverty, injustice, and world peace. In this context, the integration of religious values is relevant to the goals of the Sustainable Development Goals (SDGs), particularly regarding quality education, peace, and social justice. Religious values serve as an ethical foundation for fostering students' ecological awareness and humanitarian solidarity.

Nevertheless, character development and religious moderation through the integration of religious values require a contextual approach that is not indoctrinatory. College students are individuals with critical and open mindsets; therefore, the internalization of religious values must be achieved through academic dialogue, exemplary behavior, and tangible social experiences. Higher education institutions must avoid exclusive and dogmatic approaches to religious education, as these can foster resistance or narrow-minded religious attitudes. Conversely, reflective and humanistic approaches will be more effective in fostering an inclusive and moderate religious consciousness (Al-Attas, 1979; Lickona, 1991).

Thus, the integration of religious values into the higher education curriculum makes a significant contribution to shaping students' character—fostering integrity, tolerance, and social responsibility. This integration also strengthens religious moderation as a vital foundation for maintaining harmony in multicultural society. Therefore, higher education institutions must continue to develop integrative educational models capable of synergizing academic excellence with the moral and spiritual depth of students as the nation's future generation.

CONCLUSIONS

Based on the findings of this study, the integration of religious values into the higher education curriculum is a key strategy in building a holistic, humanistic higher education system focused on student character development. This integration is realized not only through religious studies courses but also through the development of curriculum design, learning processes, and academic culture, as well as the promotion of religious moderation on campus. An integrative approach enables the synchronization of scientific knowledge and spiritual values so that students possess not only academic and professional competencies but also moral integrity, social responsibility, and a strong religious awareness. The findings indicate that the implementation of religious values in learning and academic culture can enhance positive student character traits, such as honesty, discipline, tolerance, and social concern. Furthermore, the integration of religious values also contributes to strengthening religious moderation and preventing the emergence of intolerant attitudes or extremism within the higher education environment. Although it still faces challenges such as limited human resources, the dichotomy of knowledge, and the influence of secular globalization, the integration of religious values remains relevant as an educational solution in the modern era. Therefore, higher education institutions need to continue developing adaptive, contextual, and sustainable integrative curricula to produce graduates who are intellectually excellent, spiritually mature, and capable of making positive contributions to society and national development.

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