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The Importance of Reactualizing Bung Hatta's Character in Islamic Religious Education at Universities

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Abstract: Reactualizing Bung Hatta's character in Islamic Religious Education (PAI) at universities is a strategic step towards shaping students who embody integrity, discipline, and responsibility. This is relevant in facing moral and ethical challenges in the modern era. This article aims to describe the importance of reactualizing Bung Hatta's character in PAI Learning at Higher Education Institutions. Data collection was conducted using in-depth interviews, participant observation, and documentary studies. The data were analyzed using Sugiyono's framework. This qualitative research employed a case study approach. The research object was the PGSD study program at the Faculty of Teacher Training and Education, Universitas Bung Hatta. The research subjects were PAI lecturers and all 2021 PGSD students. Data collection techniques included observation, interviews, and documentary studies. Data analysis followed Matthew B. Miles & Huberman's model, encompassing data collection, data reduction, data presentation, and drawing conclusions. The research findings indicate the importance of reactualizing Bung Hatta's character in PAI Learning at the PGSD study program. Implementation strategies to integrate Bung Hatta's character in Islamic Religious Education include: 1) Developing a curriculum that aligns with contemporary values, 2) Interactive teaching methods, 3) Integration with modern contexts, and 4) Continuous assessment and feedback.

Keywords: PAI learning; higher education; reactualization of Hatta's character.

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INTRODUCTION

Character education has become a primary focus in the education systems of various countries (Patfield et al., 2022; Aderibigbe et al., 2023; Meria, 2012), Including Indonesia. Universities, as the highest educational institutions, play a crucial role in shaping the character of students as the nation's future generation (Hutabarat, 2020; Susanti, 2013). Character education in universities aims not only to develop students' cognitive aspects but also their affective and psychomotor aspects, which include moral and ethical values. According to research Aziz (2022), Effective character education can enhance the integrity, responsibility, and social commitment of students.

Islamic Religious Education (PAI) in Higher Education has a strategic role in shaping the character of students (Trinova, 2015; Bosra et al., 2020). PAI not only provides knowledge about Islamic teachings but also teaches moral and ethical values that are important for daily life (Alfurqan et al., 2019). Research shows that the integration of religious values in education can help shape better character in students. The results of the research by Pendidikan et al., (2024); Effendi, H., Aisyah, S., Sahnan, M., & Muslim (2019)

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found that effective religious education can improve students' ethical and moral behavior, as well as strengthen their religious identity (Moto, 2019).

Although important, Islamic Religious Education in Higher Education faces various challenges Mursalin (2022); Muhmin, (2018); Tafonao (2018). One of the main challenges is the lack of relevance of the material to the context of modern student life. Many learning materials are perceived as not aligning with the needs and realities faced by students today (Yusuf & Rahman, 2020). Additionally, the lack of interactive teaching methods and student engagement also poses challenges. It highlights that the dominant teaching methods of lectures and memorization make Islamic Religious Education less interesting and less effective in shaping students' character (Dasar, 2015).

Although Islamic Religious Education in higher education plays a significant role in character development, the integration of national values, as exemplified by national figures like Bung Hatta, has not been fully optimized. This gap indicates that Islamic Religious Education in higher education has not yet effectively connected the character values embodied by national figures with religious values in the learning process. In fact, both can mutually reinforce each other in character building. Furthermore, the implementation of a holistic and contextual learning model remains limited. A more integrative approach, using concrete examples from the lives of figures such as Bung Hatta, along with teaching that is more relevant to students' real-life situations, has not been fully applied. This gap highlights the need for innovation in the development of a more comprehensive and applicable curriculum and teaching methods.

Integrating the values promoted by national figures into the curriculum can be a solution to these challenges. National figures often serve as role models because of their values and struggles, which are relevant to both national and religious contexts. One important figure in this context is Bung Hatta. As one of the proclaimers of Indonesia's independence, Bung Hatta is known for his strong character and high moral values. Research by Setiawan (2022) shows that the values upheld by Bung Hatta are highly relevant for application in character education in Higher Education.

Bung Hatta, besides being known as a proclaimer of independence, Hastuti et al., (2019); Effendi et al., (2021) is also known as an intellectual and leader with high integrity (Setianto, 2019; Fuady, 2019). Values such as honesty, responsibility, simplicity, and a love for knowledge are some of the traits inherited from Bung Hatta (Dwi Astuti & Arif, 2021; Setianto, 2019). Reactualizing Bung Hatta's character in Islamic Religious Education at the university level can provide a concrete model for students on how to apply Islamic values in their daily lives. For example, honesty and responsibility, which were strongly emphasized by Bung Hatta, align well with Islamic teachings on noble character (*akhlak*).

Bung Hatta's character is highly relevant to the values taught in Islamic Religious Education (Fuady, 2019). For example, honesty and responsibility are values strongly emphasized in Islamic teachings (Sopacua et al., 2020; Nata, 2013). By linking these values to national figures like Bung Hatta, students can more easily understand and internalize these values (M. Hidayat et al., 2022; Sjadzali, 1988; Purna, 2023; J. Setiawan et al., 2020) states that learning that integrates national figures with religious values can enhance students' understanding and acceptance of these values.

Implement the reactualization of Bung Hatta's character in Islamic education at universities, a holistic approach is necessary. This includes developing an integrative curriculum, employing interactive teaching methods, and providing concrete examples from Bung Hatta's life. Contextual and relevant teaching that reflects real-life situations

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can enhance learning effectiveness and assist students in internalizing the values being taught (Nasution, 2022; Tolchah & Mu'ammar, 2019; A. Hidayat et al., 2022; M. Hidayat et al., 2022; Nurkhalisa & Dewi, 2022).

Based on the explanation above, several research questions can be formulated as follows 1) How can the integration of Bung Hatta's character values in Islamic Religious Education (PAI) curricula at universities enhance the development of students' moral and ethical values?; 2) What is the impact of interactive teaching methods on the internalization of Bung Hatta's values in Islamic Religious Education (PAI) at the university level?; 3) How can the integration of national figures like Bung Hatta in Islamic Religious Education (PAI) address contemporary challenges in character education at universities?.

METHOD

This research uses a qualitative approach with a case study research design. The research location is in the Department of Basic Education, Faculty of Teacher Training and Education, Bung Hatta University. The research population was Islamic Education lecturers, Bung Hatta studies lecturers, and students of the Basic Education Department, Faculty of Teacher Training and Education, Bung Hatta University. The research sample in this study was 5 lecturers who were selected using purposive sampling, namely based on their expertise in fields relevant to the research. The student sample was 50 students selected using quota sampling, ensuring sufficient representation from various classes or relevant academic backgrounds. The steps in this research include data collection, data presentation, data reduction, and drawing conclusions. Data collection was carried out by making direct visits with direct observation and documentation activities, distributing questionnaires, and conducting interviews. The collected data is then reduced by selecting, grouping, selecting and summarizing the data. After data reduction, the data is ready to be presented. The final step involves data verification, where conclusions are drawn based on the data obtained. To ensure the validity or credibility of the data, researchers use data triangulation as a technique. Data analysis uses techniques such as data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Character education in universities

The theory of character education based on influential figures highlights the importance of incorporating the values and traits of inspiring individuals into the learning process to shape students' character. This approach relies on the concept of role modelling, where people tend to adopt the behaviours and principles of figures they admire. Bung Hatta, known for his integrity, responsibility, and perseverance, represents a valuable source of inspiration for educational purposes. Character education emphasizes not just theoretical understanding but also the practical application of these values in real-life situations. This approach enriches learning by addressing cognitive and affective dimensions, fostering moral, ethical, and behavioural growth in students. Such integration supports the primary objective of character education: to develop individuals with exemplary character and a strong commitment to uphold noble values in their communities.

Character education has become a primary focus in the education systems of various countries Irawati et al., (2022); Naim et al., (2020), Including Indonesia, character education has become a primary focus in the education systems of various countries.

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Universities, as the highest educational institutions, play a crucial role in shaping the character of students as the future generation of the nation. Character education in universities aims not only to develop students' cognitive aspects (Rusmini & Samsu, 2023; Made et al., 2023). But also, affective and psychomotor aspects that encompass moral and ethical values. According to research (Sayyidi & Sidiq, 2020). Effective character education can enhance the integrity, responsibility, and social commitment of students.

Character education in higher education, especially in the Elementary Education Program (PGSD), is an essential aspect in shaping the next generation of the nation who are not only intellectually competent but also possess high moral integrity Interview results with M. Tambrin 23 Mey 2024. Through interactive teaching methods, comprehensive curriculum development, and continuous evaluation (Irawan Mega, 2022; Kampus et al., 2023). Challenges in character education can be overcome. Reactualizing national figures like Bung Hatta can be an effective approach in teaching moral values and ethics to students. Further research and strong support from all stakeholders would greatly enhance the effectiveness of character education in higher education (Brunsdon & Layne, 2024; Aderibigbe et al., 2023).

He significance of Islamic Religious Education in character formation

Islamic Religious Education (PAI) at universities plays a strategic role in shaping the character of students (Haniah et al., 2020; Mirela et al., 2022; Harto, n.d.). Islamic Religious Education (PAI) not only provides knowledge about Islamic teachings but also teaches moral values and ethics that are important for daily life (Marzuki, 1997; Harto, n.d.; Setianto, 2019; Nurhalita & Hudaidah, 2021). Research indicates that integrating religious values into education can help cultivate better character among students (Samsudin et al., 2023). For example, research has found that effective religious education can enhance ethical and moral behavior among students, as well as strengthen their religious identity (Maya, 2016; Patfield et al., 2022; Ismail & Pateda, 2023). In addition to serving as a tool for transmitting religious values, Islamic Religious Education (PAI) also plays a role in shaping the morals and ethics of students (Mansur & Sholeh, 2024; Ainiyah, 2013; Hasyim, 2016). Research shows that Islamic Religious Education (PAI) not only contributes to increasing religious knowledge but also plays a crucial role in developing attitudes and behaviors that align with Islamic values (Aziz, 2022). National figures like Bung Hatta provide concrete examples of how Islamic values can be applied in daily life to shape resilient and integrity-driven characters Interview results with Desmal Fajri 15 June 2024.

The Challenges in Islamic Religious Education at Higher Education Institutions

Despite its importance, Islamic Religious Education in universities faces various challenges (Aziz, 2022). One of the main challenges is the lack of relevance of the content to the context of modern student life (Meria, 2012; Daryanes, 2022). Many learning materials are perceived as not suitable for the needs and realities faced by students today (Purna, 2023; Mansir 2022), Furthermore, less interactive teaching methods and lack of student engagement are also highlighted as constraints. The predominant use of lectures and rote memorization in Islamic Religious Education makes it less engaging and less effective in shaping students' characters (Ramdani, 2018; Agusta et al., 2022; Fricticarani et al., 2023). In addition to serving as a tool for transmitting religious values, Islamic Religious Education (PAI) also plays a role in shaping the morals and ethics of students (D. Setiawan, 2013); Naim et al., 2020). Research shows that Islamic Religious Education (PAI) not only

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contributes to increasing religious knowledge but also plays a key role in developing attitudes and behaviors that align with Islamic values (Ramdani, 2018; Harto, n.d.; Dasar, 2015).

The Importance of Integrating National Figures in Character Education

Integrating the values advocated by national figures in education can be a solution to address these challenges (Rahmawati & Munadi, 2019; E-issn et al., 2022). National figures often serve as role models because of their values and struggles that are relevant to national and religious contexts (Ismail & Pateda, 2023; Ulum, 2012; Suwarno & Aeni, 2021; Ilham, 2020). One important figure in this context is Bung Hatta. As one of the proclamators of Indonesian independence, Bung Hatta is known for having a strong character and high moral values (Nursalam & Suardi, 2022; Setianto, 2019). Research by Setiawan (2022) demonstrating that the values advocated by Bung Hatta are highly relevant for character education in universities. Integrating national figures into character education at the university level is a strategic step towards cultivating a young generation with integrity, strong personalities, and a positive contribution to society Interview results with Desmal Fajri 18 June 2024. Through real-life examples of national figures like Bung Hatta, students are not only encouraged to learn about history but also to internalize noble values that serve as the foundation for Indonesia's journey towards a better future.

The Importance of Reaffirming Bung Hatta's Character in Islamic Religious Education

Bung Hatta, in addition to being known as a proclaimer of independence, is also recognized as an intellectual and leader of high integrity (Demokrasi, n.d.; E-issn et al., 2022). Values such as honesty, responsibility, simplicity, and a love for knowledge are some of the traits inherited from Bung Hatta. Reaffirming Bung Hatta's character in Islamic Religious Education at the university level can provide a concrete model for students on how to apply Islamic values in their daily lives. For instance, honesty and responsibility, which were emphasized by Bung Hatta, align well with Islamic teachings on noble character (*akhlak*). Through an understanding of his character, Muslims can find inspiration and learn how to implement these values in their daily lives, whether in social, economic, or political settings (Yahya & Winsidi, n.d.; Sariada, 2019). Thus, the integration of Bung Hatta's character with Islamic values not only provides a new perspective on the nation's history but also opens doors for personal development towards a more just and civilized society Interview results with Mursal 14 July 2024.

Bung Hatta's character is highly relevant to the values taught in Islam. Honesty, for example, is a fundamental value in both Islamic

Honesty, for example, is a fundamental value in both Islamic teachings and Bung Hatta's personal principles (Khoerudin, 2023). By associating these values with national figures like Bung Hatta, students can more easily understand and internalize these values (Demokrasi, n.d.). Maskur (2020) stating that education integrating national figures with religious values can enhance students' understanding and acceptance of these values (Pratama et al., 2022). One way to integrate Islamic Religious Education (PAI) with modern contexts is by adopting the values advocated by national figures like Bung Hatta. The values of honesty, simplicity, and dedication to national progress embraced by Bung Hatta can serve as pivotal aspects in PAI education. By linking religious teachings with these

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values, educators can bridge the gap between historical teachings and contemporary issues.

The Educational Impact of Bung Hatta's Values

Integrating the values of Bung Hatta into Islamic Religious Education offers several educational benefits. It provides role models who embody principles taught in Islam, making teachings easier to understand and apply (Blumberg & Teplick, 1946). Kampus et al., (2023) Highlighting that using national heroes in an educational context helps students connect theoretical knowledge with practical examples, thereby fostering a deeper understanding and appreciation of the values taught (Daryanes, 2022; Information, 2020). Furthermore, Bung Hatta's emphasis on responsibility and simplicity resonates deeply with Islamic concepts of accountability and modesty. By studying the life and values of Bung Hatta, students can observe these principles in action and understand their importance in personal and professional contexts. This holistic approach ensures that students are not only academically proficient but also have a strong moral and ethical foundation.

Implementation Strategies for Integrating Bung Hatta's Character in Islamic Religious Education

Curriculum Development

To implement the reaffirmation of Bung Hatta's character in Islamic Religious Education, a comprehensive curriculum development process is necessary Interview results with Mursal July 2024. This involves integrating Bung Hatta's values into the curriculum through various courses and learning topics. For example, lessons on ethics could include case studies of Bung Hatta's decisions and actions, highlighting how his values influenced his leadership and personal life (Setiawan, 2022). The PAI curriculum should be responsive to contemporary issues such as human rights, social justice, environment, and technology (Arifin & Maunah, 2020; Nanang Gesang Wahyudi, 2019).

Interactive Teaching Methods

Using interactive teaching methods is crucial to engage students and make the learning process more effective (Ningsih et al., 2022; Nanang Gesang Wahyudi, 2019). Role-playing games, group discussions, and debates about Bung Hatta's principles can help students better understand and internalize these values (Widyanto et al., 2020; Nurhalita & Hudaidah, 2021) Interactive methods make learning more engaging and memorable, encouraging students to actively participate and apply what they learn in real-life situations. Interactive and contextual teaching methods are more effective than traditional lecture methods in emphasizing the importance of teaching methods that involve active student participation, such as group discussions, case studies, and role-playing games. These methods not only make learning more engaging but also help students internalize the taught values more deeply. For example, case studies on the life and struggles of Bung Hatta can be used to teach values such as honesty and responsibility.

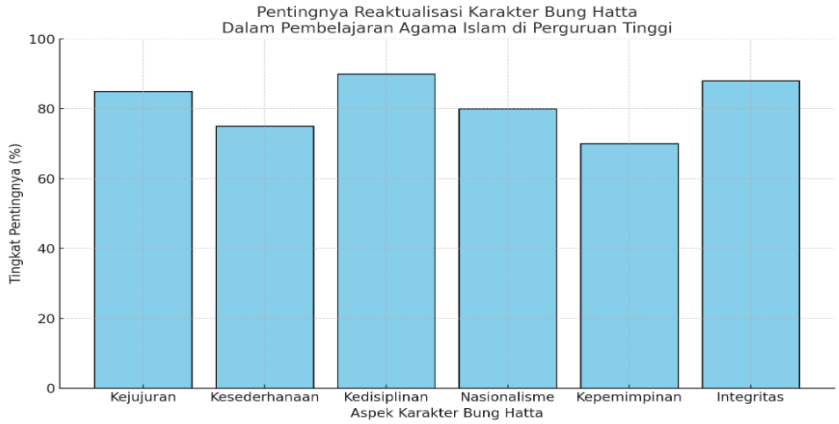
Integration with Modern Context

In the era of globalization and rapid technological development, traditional approaches in Islamic Religious Education (PAI) need to be adapted to align with the needs and dynamics of the times (Haniah et al., 2020; E-issn et al., 2022). Integrating with the

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modern context aims not only to maintain the relevance of religious education but also to enrich the learning experience of students (*A New Decade for Social Changes*, n.d.; Mirela et al., 2022). One of the challenges in Islamic Religious Education is making the content relevant to the modern context (Basri & Rahmi, 2023; Aziz, 2022). By integrating the values of Bung Hatta, educators can bridge the gap between historical teachings and contemporary issues. Discussions can focus on how Bung Hatta's principles of honesty and simplicity can be applied in today's social, political, and economic environments (Khoerudin, 2023; Winahyu et al., 2018). This approach not only makes the learning process more relevant but also demonstrates to students the timeless nature of these values (Dasar, 2015). This integration not only enriches the teaching materials but also broadens students' insights into how Islamic values can be applied in various aspects of modern life Interview results with M. Tamrin 10 Mey 2024.

This chart illustrates the importance of reactivating Bung Hatta's character values in Islamic Education learning at universities. The study highlights key aspects such as discipline, honesty, simplicity, nationalism, and integrity. It is hoped that this visualization will help readers understand the relevance of each aspect in supporting meaningful learning.



The bar chart above illustrates the importance of reactivating various aspects of Bung Hatta's character in Islamic Education learning in universities. The research findings show that discipline is the most prominent aspect, with a relevance level of 90%, followed by integrity (88%) and honesty (85%). The aspects of nationalism (80%) and simplicity (75%) are also considered significant, although they rank in the middle. On the other hand, leadership recorded the lowest relevance score, at 70%, but is still regarded as important. These findings underscore that Bung Hatta's character values hold high relevance in fostering meaningful learning in higher education.

Continuous Assessment and Feedback

Continuous assessment and feedback are crucial to ensure that the integration of Bung Hatta's values into the curriculum is effective (Najib & Maunah, 2022; Aderibigbe et al., 2023; Shohib & Ernawati, 2018). Regular evaluation through quizzes, essays, and projects can help measure students' understanding and application of character values. Additionally, feedback from students can provide insights into the effectiveness of teaching methods and curriculum content, allowing for continuous improvement (Tolchah & Mu'ammar, 2019; Agusta et al., 2022). By implementing various assessment methods and gathering constructive feedback, educators can ensure that values such as honesty,

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simplicity, and dedication to national progress are not only taught but also internalized by students (Ainiyah, 2013). These steps will help create a younger generation that not only possesses strong religious knowledge but also has integrity and relevance to the challenges of modern times. To create a meaningful and impactful learning experience for students, it is crucial to conduct a comprehensive identification of learning needs through planning, development, implementation, evaluation, and continuous improvement. Thus, overall learning needs identification significantly contributes to improving education and developing highly capable human resources in the future.

CONCLUSION

In addressing the challenges of Islamic Religious Education (PAI) in universities, reasserting Bung Hatta's character can be an effective approach. Integrating the values advocated by Bung Hatta is not only relevant to Islamic teachings but also contextual with the current realities of students' lives. By integrating these values into the curriculum, employing interactive teaching methods, and making the content relevant to modern contexts, educators can enhance the learning experience and effectively in still moral values and ethics in students. Continuous assessment and feedback ensure that the integration process remains effective and adaptive to students' needs.

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