

## The Importance of Islamic Values in the Views of Lecturers: A Survey Analysis

<sup>1</sup>Fitri Endang Srimulat, <sup>2</sup>Ribut Wahyu Eriyanti, <sup>2</sup>Ainur Rofiq, <sup>2</sup>Atok Miftahul Huda

<sup>1</sup>[Al Washliyah University of Labuhanbatu, Indonesia.](#)

<sup>2</sup>[Muhammadiyah University of Malang, Indonesia](#)

### Article Information

Received:  
April 2024

Accepted:  
May 2024

Published:  
June 2024

### ABSTRACT

*Background:* religious values play an important role in shaping students' character and morals, and understanding lecturers' views regarding this can provide in-depth insights for improving higher education. *Aim:* analyze lecturers' perceptions of Islamic values, focus on understanding their level of awareness, integration of religious values in the curriculum, the role of lecturers in forming character, institutional support, and the influence of understanding Islamic values on student morale. *Method:* This research uses a survey method involving 60 lecturers as respondents. The survey involved structured questions covering the level of importance of Islamic values, integration in the curriculum, the role of lecturers, institutional support, and views on the influence of understanding Islamic values on student morale. *Results and Discussion:* Survey results show that the majority of lecturers are aware of the importance of Islamic values (91.6%) and the majority (80%) feel that these values are sufficiently integrated in the curriculum. Support for the role of lecturers in forming Islamic character is high (88.4%), and most lecturers (78.3%) feel they receive adequate institutional support. Overall, the results show a positive view of lecturers towards Islamic values. *Conclusion:* The conclusion of this research highlights the importance of supporting lecturers in strengthening their role as character-forming agents and emphasizes the need for the integration of religious values in the higher education curriculum. The implications of these findings can help design more holistic educational policies and strategies, creating an educational environment that focuses on developing student character and morality.

**Keywords:** Islamic values, Lecturers' perspectives, Survey analysis



© 2024 Fitri Endang Srimulat, Ribut Wahyu Eriyanti, Ainur Rofiq, Atok Miftahul Huda. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).

### Corresponding Author:

Fitri Endang Srimulat,  
Department of Biology Education,  
[Al Washliyah University of Labuhanbatu.](#)  
Sempurna Road, No 21, Rantauprapat City, Nort Sumatera Province, Indonesia.  
Email: [fitriendang03@gmail.com](mailto:fitriendang03@gmail.com)

**Citation Information:** Srimulat, F. E., Eriyanti, R. W., Rofiq, A., & Huda, A. M. (2024). The Importance of Islamic Values in the Views of Lecturers: A Survey Analysis. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 9(2), 99–103. <https://doi.org/10.33084/tunas.v9i2.6408>

## INTRODUCTION

In the world of higher education, the role of lecturers is not only limited to delivering academic material but also involves developing the character and values inherent in students (Elmas et al., 2022). One important aspect to emphasize is Islamic values, considering that the campus environment should not only be a place for the transfer of knowledge but also a place for the formation of a strong personality.

These values are seen as the basis for moral and spiritual training, shaping students' character and preparing them for a better future (Hayat & Arif, 2022). However, it is observed that the application of learning in higher education often only focuses on cognitive aspects, ignoring the development of affective aspects and character formation (Solehuddin et al., 2023). In an era of globalization and rapid social change, questions about the extent to which Islamic values are integrated in the curriculum, the role of lecturers in shaping

Islamic character, and institutional support for these efforts are becoming increasingly relevant.

The integration of Islamic values in education is very important to create a moral person based on moral ethics, which is necessary for the preservation of Islamic culture and religious authenticity (Rizqiani & Sukmawaty, 2023). Islamic education aims to develop human thoughts, behavior, and emotions based on Islamic teachings, providing happiness, prosperity, and security in this world and the hereafter (Mawardi et al., 2022). Therefore, Islamic values must be internalized in students through a values-based educational approach, combining cognitive and affective aspects, to create individuals who practice and adhere to basic religious teachings and values.

Lecturers play a central role in shaping students' views and attitudes by using motivational strategies, increasing students' understanding of learning, and creating a positive learning environment (Mushaathoni & Cekiso, 2022). Lecturer professionalism has a direct impact on students' perceptions

and commitment to their profession (Susanto, 2019). Students' attitudes toward lecturers are acquired through experience and interaction, and these attitudes influence their behavior and responses to teaching and learning. Lecturers' professionalism in the learning process, including their preparation and teaching methods, significantly influences student behavior and learning outcomes. Students' views and evaluations of lecturers' teaching methods and attitudes are important in assessing lecturers' competence and performance. Overall, lecturers' motivational strategies, professionalism, and interactions with students shape their attitudes, perceptions, and behavior, which ultimately have an impact on the effectiveness of the teaching and learning process.

The urgency of religious values in higher education environments is being recognized and addressed in various studies. An investigation of Islamic higher education in Indonesia found that institutions had proposed the concept of developing human resources with an Islamic character as part of their vision and mission (Anam & Setyawan, 2019). Likewise, a study on the implementation of religious moderation values in tertiary institutions in East Priangan, Indonesia, highlighted the efforts of Islamic Religious Education (PAI) lecturers to build students' attitudes towards religious moderation through curriculum, teaching methodology, role models, and various programs and activities (Kurt & Koyuncu, 2023). Furthermore, a paper discussing enhancing higher education computing with ethical and moral values emphasizes the importance of introducing moral and ethical values in all aspects of education to shape the next generation of leaders. These studies demonstrate a growing awareness of the need to include religious values in higher education to foster character development and societal well-being.

Before engaging in an in-depth analysis of the survey results, the first step is to understand the extent to which Islamic values are considered important by lecturers. These results will provide an initial picture of awareness of the urgency of religious values in the higher education environment. Furthermore, this research explores the extent to which Islamic values have been integrated into the curriculum and the extent to which the role of lecturers is recognized in shaping students' Islamic character. Institutional support is also an important consideration in evaluating the effectiveness of efforts to integrate Islamic values

Through an in-depth understanding of lecturers' perceptions, this research aims to provide valuable insights for the development of better education policies, as well as strengthen the role of lecturers in shaping student character and morality. By looking at this issue from an academic and spiritual perspective, it is hoped that higher education can become an effective forum for producing individuals who are balanced and have integrity.

## METHOD

This research uses a survey design as the main data collection method. This survey was designed to collect information about lecturers' perceptions of the importance of Islamic values in higher education.

The research population includes lecturers from Al Washliyah University, Labuhanbatu. A total of 60 lecturers were the research sample. The survey instrument was specifically designed to measure lecturers' views on Islamic values. The survey questions cover aspects such as the importance of Islamic values, integration into the curriculum, the role of lecturers in shaping character, institutional support, and the impact of understanding Islamic values on student morale.

Surveys are conducted online and offline, depending on respondents' preferences and availability. Data was collected through written answers from lecturers who were willing to participate in the research. The collected data was analyzed using descriptive and inferential statistical methods. Frequency, percentage, and comparative analyses are used to describe survey results and understand emerging trends and patterns. This research pays attention to research ethical principles, including the privacy and confidentiality of respondents. Participation in the survey is voluntary, and data is stored securely without directly identifying individuals.

The survey instrument was tested for validity and reliability before distribution. This test aims to ensure that the questions asked accurately reflect the variables being measured and can be relied upon to produce consistent data.

## RESULTS AND DISCUSSION

### Results

In a survey involving 60 lecturers, we explored their perceptions of the importance of Islamic values in the context of higher education. The following are the research results:

1. The Importance of Islamic Values:
  - 58.3% of respondents considered Islamic values to be very important, while 33.3% stated that these values were important. Only 8.3% felt it was less important.
2. Integration of Islamic Values in the Curriculum:
  - As many as 80% of lecturers (integrated and highly integrated) stated that Islamic values are sufficiently integrated in the current curriculum. However, 16.7% felt less integrated.
3. The Role of Lecturers in Shaping Islamic Character:
  - 88.4% of lecturers feel that the role of lecturers is very important or important in shaping students' Islamic character.
4. Support in Integrating Islamic Values:
  - As many as 78.3% of lecturers felt they received adequate support in integrating Islamic values into the teaching process.
5. The Influence of Understanding Islamic Values on Student Morals:

- The majority, namely 96.7%, agreed that understanding Islamic values can improve students' moral quality.

The results of this research reflect the positive views of the 60 lecturers involved in the survey regarding the importance of Islamic values in the context of higher education. As many as 91.6% of respondents considered Islamic values to be a very important or important aspect, showing high awareness of the role of religious values in guiding students. These results confirm that religious values are considered to have high relevance and urgency in shaping student character and morality. According to (Kadi, 2022), higher education institutions, such as colleges and universities, have a responsibility to provide high moral and spiritual training to students, because they will be the architects of the future and role models for future generations.

Although the majority of lecturers (80%) felt that Islamic values were sufficiently integrated into the curriculum, 16.7% still felt they were not integrated enough, indicating the potential for increased integration in teaching and learning. This may be a starting point for institutions to evaluate and strengthen strategies for integrating Islamic values into the learning process.

Apart from that, the survey results revealed that 88.4% of lecturers were aware of their important role in shaping students' Islamic character. Lecturers who are aware of their important role in shaping students' Islamic character can be found in various studies. Several studies describe the dedication of lecturers at Islamic tertiary institutions in guiding students to changes in their moral and spiritual character. (Sutarto & Sari, 2022), their research explains the learning strategies used by Islamic Religious Education lecturers in building the character of religious inclusion in students

Institutional support was also considered positive, with 78.3% of lecturers feeling they received adequate support in integrating Islamic values into the teaching process. (Fatimah, 2022), revealed that adequate institutional support is very important for integrating Islamic values into the teaching process.

Islamic educational institutions need to have programs that are based on Islamic paradigms and values, and supported by teachers, facilities, curriculum structure, learning strategies, educational supervision, counseling guidance, and family or community support (Suhendri, 2022). The integration of Islamic values in education requires a comprehensive understanding of students' psychological growth and development from an Islamic perspective (Sakrani, 2023). Islamic higher education institutions can partner with Islamic religious instructors to mainstream religious values of moderation, such as tolerance, justice, balance, and humanism. Internalizing Islamic religious education requires tailored learning planning, teacher knowledge about students with special needs, and supporting infrastructure.

Finally, there is high agreement (96.7%) that understanding Islamic values can improve students' moral quality, providing a strong indication that religious values are considered to have a positive impact in shaping students' ethical behavior. The results of this research provide valuable insights for developing better higher education strategies and policies, which integrate religious values to shape student characters with integrity and morals. According to (Rizqiani & Sukmawaty, 2023), religious values have been found to have high relevance and urgency in shaping students' character and morality. The research results show that the application of religious values in character education can be done through various activities. These activities include familiarization with religious values through self-development, integration of religious values in subjects, and the formation of a school culture that promotes religious character values.

### Discussion

The results of this research provide a comprehensive picture of lecturers' perceptions of Islamic values in higher education. From the survey results, it appears that the majority of lecturers view Islamic values as a very important or important element, reaching a percentage of 91.6%. These results indicate that awareness of the relevance of religious values in shaping student character is high among lecturers. This understanding is important because lecturers not only play a role as transmitters of academic knowledge but also as shapers of student character.

However, although the majority of lecturers feel that Islamic values are sufficiently integrated into the curriculum (80%), the results show that around 16.7% still feel that they are not integrated enough. Further evaluation of the curriculum needs to be carried out to assess the extent to which religious values can be integrated evenly in various subjects. This is important to create a holistic learning approach, including academic aspects and religious values.

The role of lecturers in shaping Islamic character also received significant attention, with 88.4% of lecturers feeling this role was very important or important. This strong support confirms that lecturers view themselves not only as teachers but also as role models and spiritual guides for students. Therefore, the discussion underscores the need to actively involve lecturers in guiding and providing examples of religious values to students.

In terms of institutional support, the majority of lecturers (78.3%) felt they received adequate support in integrating Islamic values into the teaching process. However, further evaluation may be needed to understand what type of support is needed by lecturers who feel they are not getting enough support. Institutions need to pay special attention to ensuring that the policies, training, and resources provided support lecturers' efforts to integrate religious values.

The survey results also highlighted the positive views of lecturers on the influence of understanding Islamic values on student morals, with an agreement level reaching 96.7%. This discussion shows that lecturers see understanding religious values as a factor that can significantly improve students' moral quality. Therefore, in developing holistic higher education, initiatives need to be strengthened to increase understanding of religious values in the academic environment.

Islamic values play an important role in higher education, especially in the context of colleges and universities. These institutions have a responsibility to provide high moral and spiritual training to students, as they will be the architects of the future and role models for society. However, it is observed that the application of Islamic religious learning often only focuses on cognitive aspects, ignoring the development of affective aspects and character formation (Solehuddin et al., 2023). To overcome this, there is a need to integrate Islamic moderation into the teaching and learning process, emphasizing the planning, implementation, and evaluation of Islamic Religious Education courses (Kadi, 2022). Islamic higher education institutions in Indonesia have recognized the importance of Islamic education in building students' religious character, and they have implemented various programs and activities to achieve this goal. The values of Islamic education, such as the development of the human mind and regulation of behavior based on Islamic teachings, are believed to bring happiness, prosperity, and human safety both in this world and the hereafter.

Overall, the results of this research provide a valuable contribution to the understanding of the importance of Islamic values in the context of higher education. The resulting implications and recommendations can be the basis for developing more effective educational policies and strategies, creating an educational environment that includes academic aspects and religious values to form a generation of students with integrity and morals.

## CONCLUSION

The results of this research provide in-depth insight into lecturers' views on Islamic values in higher education. The implications of these findings can be used as a basis for developing more holistic educational policies and strategies, creating an educational environment that combines academic and religious values to form a generation of students with balance and integrity.

## ACKNOWLEDGMENTS

We would like to express our sincere thanks to all respondents, namely the lecturers who have participated in this survey. Without their valuable contributions, this research would not have been possible. Thank you for the time, thoughts, and experiences they shared, providing a layer of richness to the data we analyzed. We would also like to express our thanks to all parties who have supported and involved themselves in this research process. Support from educational institutions, colleagues, and other related parties has been an important foundation for the success of this research. Hopefully, the results of this research can make a positive contribution to the understanding of the importance of Islamic values in higher education. Thanks again to everyone who participated and supported our steps in exploring this topic.

## REFERENCES

Anam, K., & Setyawan, B. (2019, September 23). *Integrating Islamic Education Values to Build Religious Character of Student in Higher Education*. Proceedings of the 1st

Seminar and Workshop on Research Design, for Education, Social Science, Arts, and Humanities, SEWORD FRESSH 2019, April 27 2019, Surakarta, Central Java, Indonesia. <https://eudl.eu/doi/10.4108/eai.27-4-2019.2286860>

Elmas, G., Aris, T. M., & Hidayati, N. (2022). Survey of Ideal Lecturer Interested by Students IKIP Budi Utomo Malang. *PROSIDING SEMINAR NASIONAL PENDIDIKAN JASMANI DAN KEOLAHRAGAAN*, 1(1), Article 1. [https://doi.org/10.33503/prosiding\\_penjas\\_pjkribu.v1i1.2339](https://doi.org/10.33503/prosiding_penjas_pjkribu.v1i1.2339)

Fatimah, A. C. (2022). HUBUNGAN PENDIDIKAN AGAMA ISLAM DAN POLITIK KEKUASAAN DI INDONESIA. *Fitrah: Jurnal Studi Pendidikan*, 13(1), Article 1. <https://doi.org/10.47625/fitrah.v13i1.373>

Hayat, N., & Arif, S. (2022). اعلیٰ تعلیمی اداروں میں اسلامی اخلاق و اقدار کی اہمیت: مستقبل کے معماران قوم کی تربیت اور عصری چیلنجز کے تناظر میں تجزیاتی مطالعہ The Significance of Islamic Ethics in Higher Educational Institutions: An Analytical Study in backdrop of the Training of Future Architects of the Nation and Contemporary Challenges. *Al-Wifaq*, 5(1), 259–277. <https://doi.org/10.55603/alwifaq.v5i1.u16>

Kadi, T. (2022). Mainstreaming Islamic Moderations Values in Higher Education: Policy, Implementation, and Challenges. *Dinamika Ilmu*, 22(1), Article 1. <https://doi.org/10.21093/di.v22i1.3679>

Kurt, T., & Koyuncu, M. (2023). Yükseköğretimde Akademisyenlerin Değer Eğitimi Algıları: Din Eğitimi Anabilim Dalı Özelinde Fenomenolojik Bir Araştırma. *Değerler Eğitimi Dergisi*, 21(45), Article 45. <https://doi.org/10.34234/ded.1232671>

Mawardi, M., Mighfar, S., & Rahwan, R. (2022). LAMARAN (KHITHBAH) DALAM PERNIKAHAN PERSPEKTIF PENDIDIKAN ISLAM. *Al-Hukmi: Jurnal Hukum Ekonomi Syariah Dan Keluarga Islam*, 3(1), Article 1. <https://doi.org/10.35316/alhukmi.v3i1.2197>

Mushaathoni, M., & Cekiso, M. (2022). Students' perceptions of lecturers' motivational strategies and their attitudes towards the English language and an academic English module. *Literator*, 43(1), Article 1. <https://doi.org/10.4102/lit.v43i1.1904>

Rizqiani, I. S., & Sukmawaty, F. (2023). PENGARUH MATA KULIAH AQIDAH AKHLAK TERHADAP NILAI BUDAYA ISLAMI MAHASISWA DI UNIVERSITAS MUHAMMADIYAH SUKABUMI. *AL-ULUM: Jurnal Ilmu Sosial dan Humaniora*, 9(1), Article 1. <https://doi.org/10.31602/alsh.v9i1.10139>

Sakrani, A. (2023). INTEGRASI NILAI-NILAI ISLAM DALAM PEMBELAJARAN BAHASA INGGRIS DI MI AL-ISLAMIYAH BEBIDAS. *Al-Mujahidah*, 4(1), Article 1. <https://doi.org/10.51806/al-mujahidah.v4i1.72>

- Solehuddin, M., Tarihoran, D., Nurteti, L., Philipp, C., & Henkin, C. (2023). Islamic Religious Education Learning Model Based on Living Values Educations in Higher Education. *Al-Fikrah: Jurnal Manajemen Pendidikan*, 11(1), Article 1. <https://doi.org/10.31958/jaf.v11i1.8612>
- Suhendri, S. (2022). Islamic Education Institution Programs That Address the Psychosocial Crises of Stude. *KnE Social Sciences*, 560–569. <https://doi.org/10.18502/kss.v7i8.10774>
- Susanto, R. (2019). Lecturers' Professionalism in Shaping Students' Perceptions and Commitments. *Journal of Education Research and Evaluation*, 3(1), Article 1. <https://doi.org/10.23887/jere.v3i1.17768>
- Sutarto, S., & Sari, D. P. (2022). Islamic Religious Education Learning Strategies to Build Inclusive Religious Character for University Students. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), Article 4. <https://doi.org/10.35445/alishlah.v14i4.2332>