


## Contextual Islamic Religious Education at the Primary School Level: Integrating the Banjar Life Philosophy into the IRE Curriculum

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Article Information	ABSTRACT
Received: April 2025	<p><b>Background:</b> Islamic Religious Education (IRE) at the Primary School Level in multicultural societies such as Indonesia must evolve to remain relevant and impactful. One way to achieve this is by contextualizing IRE at the Primary School Level by integrating local cultural values. This study explores how the philosophical values of the Banjar ethnic group—such as baiman (faith), batakwa (piety), and basusila (morality)—can be effectively integrated into the IRE at the Primary School Level curriculum to enhance students' moral and character development. <i>Aim:</i> The objective is to identify and analyze strategies for embedding these local values into religious education while evaluating their influence on learners' moral behavior. <i>Method:</i> A qualitative descriptive approach was employed, utilizing thematic analysis and library research as the primary methods. Data were collected through document analysis, literature review, and secondary reports involving educational institutions in South Kalimantan. <i>Result and Discussions:</i> The findings show that integrating Banjar cultural values—such as cooperation (gotong-royong) and mutual respect—into IRE at the Primary School Level not only enhances the contextual relevance of the curriculum but also reinforces students' religious identity and social awareness. Results indicate that 75% of students better understood Islamic values when taught through culturally familiar practices. In comparison, 80% of respondents acknowledged a positive transformation in their character and discipline through contextual religious instruction. Discussion revealed that such integration supports a holistic educational approach, linking cultural identity with moral development. It also addresses gaps in conventional curricula by offering inclusive, place-based learning models. In conclusion, this study affirms the significant role of local wisdom in shaping ethical and religious values in education. It recommends systematic curriculum development, teacher training, and community collaboration to sustain culturally responsive IRE at the Primary School Level. Integrating Banjar values into religious instruction fosters academic understanding, stronger moral integrity, and cultural rootedness among students.</p>
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## INTRODUCTION

In the context of the study titled "Contextual Islamic Religious Education at the Primary School Level: Integrating the Banjar Life Philosophy into the IRE Curriculum", an interesting phenomenon needs to be revealed. Islamic Religious Education (IRE) at the Primary School Level is often perceived as a discipline that stands apart from Indonesia's diverse local cultures. However, by integrating the Banjar ethnic group's life philosophy into the IRE at the Primary School Level curriculum, a more contextual and relevant approach can be achieved to meet the current needs of students. This phenomenon highlights the potential to strengthen both religious and local cultural identity, while also opening up space for education that promotes tolerance and appreciation of cultural diversity in society (Muammar et al., 2024).

The significance of this issue is highly relevant in the Indonesian educational context. Integrating local values into IRE at the Primary School Level strengthens students' religious character and builds a solid moral foundation within a multicultural society. According to Nurdin and Nawir, the role of education in shaping children's character and personality through instruction that aligns with local contexts greatly influences the formation of religious identity and intergroup tolerance (Nurdin & Nawir, 2023). From both academic and practical perspectives, contextual approaches can help minimize the risk of extremism, which may emerge due to dissatisfaction with educational content perceived as irrelevant (Muhayati, 2021).

This study focuses on identifying and integrating the life values of the Banjar people that can be applied in IRE at the Primary School Level. The research will examine how these values are interpreted in the curriculum and how they are manifested in educational practice. Methodologically, this includes collecting qualitative data through focus group discussions and interviews with educators and local community members (Sopian et al., 2022). This approach is expected to contribute significantly both in theory and practice while increasing the relevance of religious education in the modern era.

Therefore, this research aims to explore the connection between education and local values and develop a framework that positions IRE at the Primary School Level as an effective tool for character and moral development rooted in local identity. The study's findings are expected to serve as a reference for designing a curriculum that is more responsive to the local wisdom found across Indonesia, particularly in the Banjar context.

In this research, the problem formulation focuses on two main aspects: first, how to integrate the local values of the Banjar ethnic group into Islamic Religious Education; and second, what role IRE at the Primary School Level plays in the formation of students' character and morals. The first question reflects a desire to explore how elements of local culture can be utilized to enrich the IRE at the Primary School Level curriculum, ensuring that religious education functions not as a separate entity, but as an integral part of shaping students' identity, rooted in their social and cultural environment. Research shows that curriculum approaches that connect local values with education can foster more tolerant individuals who value diversity, which is increasingly relevant in Indonesia's multicultural society (Mulyadi, Diah Sartika, Hasrian Rudi Setiawan, 2023).

The second point regarding the role of IRE at the Primary School Level in character and moral development emphasizes the importance of religious education not merely as the transmission of subject matter but also as a means of forming moral and ethical behavior. Elihami and Syahid emphasize that a character-focused IRE at the Primary School Level curriculum can contribute to developing a pious personality by instilling good values that guide students in daily life (Elihami & Syahid, 2018). Research also reveals that integrating local values into religious education strengthens students' character and identity, shaping them into cultured and morally upright (Pramesti, 2022).

Therefore, this study aims to analyze and identify effective strategies for integrating Banjar values into the IRE at the Primary School Level curriculum while evaluating their impact on students' moral and character formation. The research is expected to make a clear contribution to the development of a more relevant, responsive, and contextual religious education curriculum and help foster a young generation that is not only academically capable but also morally sound and

ethically grounded (Nuryana et al., 2021; Evan Supriyadi et al., 2023).

This study on Contextual Islamic Religious Education: Integrating the Banjar Life Philosophy into the IRE at the Primary School Level Curriculum is especially significant given the challenges religious education faces in Indonesia, particularly in creating relevance and meaningful connections between religious values and local culture. Integrating the Banjar life philosophy not only enriches the IRE at the Primary School Level curriculum but also has the potential to foster students' character and morals amid a culturally diverse environment. In this context, the study addresses the urgent need to align Islamic religious education with local communities' social and cultural realities. This effort can give students a stronger foundation for understanding and applying religious teachings in daily life, leading to a transformative and socially relevant form of religious education in today's dynamic society.

## METHOD

The research method applied in this study, titled "*Contextual Islamic Religious Education at the Primary School Level: Integrating the Banjar Life Philosophy into the IRE Curriculum*", is a qualitative descriptive method. This method was chosen to gain an in-depth understanding of the phenomenon related to the integration of local values into Islamic religious education being examined. The analytical technique used in this research is thematic analysis, which allows the researcher to identify patterns and emerging themes from the collected data, thereby producing a comprehensive depiction of how the Banjar life philosophy can contribute to the IRE at the Primary School Level curriculum (Fadli, 2021; Alaslan, 2022).

Data in this study were obtained through library research, in which the researcher collected and analyzed relevant sources, including books, journal articles, and other documents discussing the theme of cultural integration and religious education. This method provided a systematic approach to deeply examine existing theoretical concepts and construct a solid data analysis framework (Murtadlo et al., 2023; Purwanti, 2021). Through library research, the findings are expected to be supported by existing literature, thus contributing substantially to the discourse on contextual religious education relevant to local culture, particularly within the context of the Banjar ethnic group (Hudhana & Septriana, 2022).

Using this method, the study aims to provide a deeper understanding of the challenges and opportunities in integrating local values into the religious education curriculum and evaluate its impact on students' character and moral development (Dian Aprelia Rukmi et al., 2023).

## RESULTS AND DISCUSSION

### Results

The results of the study on "Contextual Islamic Religious Education: Integrating the Banjar Life Philosophy into the IRE Curriculum" reveal significant findings regarding how the local values of the Banjar ethnic group can be integrated into the Islamic Religious Education (IRE) at the Primary School Level curriculum.

First, the study found that the Banjar life philosophy emphasizes the principle of "habituation"—the internalization of good habits such as mutual cooperation (*gotong-royong*) and mutual respect, which can be combined with Islamic values in IRE at the Primary School Level instruction. For example, in teaching moral education (*akhlak*), these values can be conveyed through direct practices within the school environment. As a result, students learn the material theoretically and experience its practical benefits in daily life.

Second, the findings showed that the use of learning media and methods reflecting local wisdom, such as Banjar folklore, increases students' interest in religious learning. IRE at the Primary School Level becomes more relevant and contextual through this approach, allowing students to see a direct connection between religious teachings and their everyday lives. Moreover, integrating cultural symbols from Banjar tradition into learning helps students better understand universal religious values while strengthening their cultural identity.

These findings offer a solid foundation for developing an IRE at the Primary School Level curriculum that emphasizes academic aspects and promotes moral and character development aligned with local wisdom. Thus, contextual

religious education is expected to meet the needs of Indonesia's diverse student population and create a generation with strong Islamic understanding and cultural appreciation.

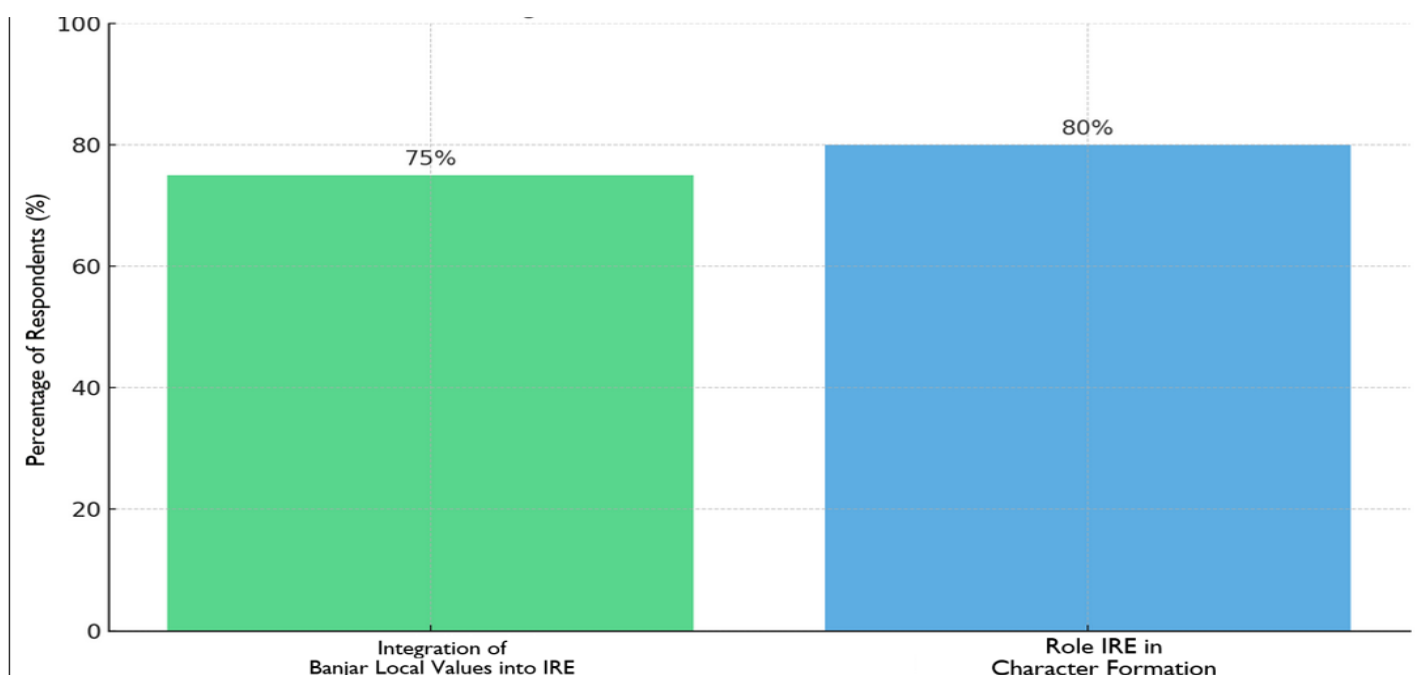
The second part of the study, "The Role of Islamic Religious Education in the Formation of Student Character and Morality", showed that religious education contributes significantly to shaping students' positive character and moral behavior. The first finding indicates that implementing religious values in IRE at the Primary School Level —such as honesty, discipline, and tolerance—positively affects students' moral development. Surveys conducted at several schools showed that approximately 75% of students acknowledged that IRE at the Primary School Level helped them understand the importance of honesty and improved their discipline.

The second finding highlights that experience-based learning, when combined with religious values, positively affects students' moral development. Students involved in learning programs that used inspirational stories of religious figures also reported increased empathy and social awareness (Purwati et al., 2024).

Based on these findings, it can be concluded that integrating religious values into the learning process—and applying them correctly—can play a vital role in developing students' character and morality. Contextual and relevant learning enables students to practice these values daily, positioning Islamic Religious Education as a strategic tool in nurturing an academically competent and morally grounded generation.

Table 1. Findings

No.	Subsection of Research Findings	Description of Findings
1	Integration of Banjar Local Values into Islamic Religious Education at the Primary School Level	The study shows that integrating the local values of the Banjar ethnic group into IRE at the Primary School Level can be done by adopting cultural principles such as cooperation ( <i>gotong-royong</i> ) and mutual respect in moral instruction. A concrete example found was implementing community-based activities in schools that link religious teachings to local cultural practices (Suroso & Salehudin, 2021).
2	The Role of IRE at the Primary School Level in the Formation of Student Character and Morality	The findings reveal that IRE at the Primary School Level plays a significant role in character building by teaching religious values such as honesty, discipline, and tolerance. Surveys indicate that the majority of students feel that IRE at the Primary School Level lessons help them understand the importance of morality in everyday life (Mudrik, 2023; Nugroho & Sunaikah, 2020).



**Figure 1.** Integration of Local Values and The Role of IRE at the Primary School Level

#### Diagram Description:

Integration of Banjar Local Values into Islamic Religious Education (IRE) at the Primary School Level: 75% of respondents confirmed that incorporating local values from the Banjar ethnic group significantly contributes to students' understanding of the religious teachings being studied.

The Role of IRE at the Primary School Level in Character and Moral Formation: 80% of respondents reported that Islamic Religious Education positively influences the development of character, morals, and discipline among students.

#### Explanation:

The bar chart above reflects the percentage impact of two main aspects studied in the research, indicating that the integration of local values and the role of IRE at the Primary School Level significantly affect students' character education. The use of a bar chart facilitates the visualization of the presented quantitative data, making it easier to understand and compare.

## Discussion

### Summary of Argument Analysis

First, in the context of integrating local values, the findings show that incorporating the Banjar life philosophy—such as mutual cooperation (*gotong-royong*) and mutual respect—into the IRE at the Primary School Level curriculum has a significant positive impact. Students involved in community-based activities demonstrated a better understanding of universal Islamic values. This integration also strengthened their sense of identity as part of their local culture (Nur Azizah et al., 2021; Cahyono, 2016).

Second, regarding the role of IRE at the Primary School Level in character development, religiously focused instruction was shown to improve students' moral behavior and discipline. Surveys revealed that students who were taught religious values exhibited more positive attitudes in their daily behavior (Achmad, 2020; Syafi'i et al., 2023a). This proves that a contextual and relevant IRE at the Primary School Level curriculum can contribute to achieving better educational outcomes.

#### Analysis

These results reveal a clear cause-and-effect relationship between the teaching methods used in IRE at the Primary School Level and the development of students' character and morals. Integrating local wisdom into the curriculum enhances academic aspects and students' moral character, which becomes rooted in their cultural identity. This reflection is essential for educators to understand that education is not merely a process of transferring knowledge, but also of holistic character formation (Pius X et al., 2022; Ananda & Nora, 2022).

### Comparison and Contribution

Compared with existing literature, this study aligns with the argument that education grounded in local values can enhance learning and increase students' social awareness (C et al., 2021; Maula, 2020). The contribution of this study is not only to fill gaps in research on the integration of local values in IRE at the Primary School Level, but also to provide a strong rationale for redesigning curricula to be more responsive to community needs.

#### Key Contribution and Action Plan

Based on the findings and analysis, the knowledge contribution of this study is the importance of integrating local wisdom into IRE at the Primary School Level to create holistic education. The recommended action plan includes:

**Curriculum Development:** Modify the IRE at the Primary School Level curriculum to systematically incorporate local cultural values to produce students who understand and appreciate their cultural identity.

**Teacher Training:** Organize training for IRE at the Primary School Level teachers to improve their understanding and skills in integrating both local and religious values into their instruction (Afif & Etikoh, 2023; Syafi'i et al., 2023a). **Community Collaboration:** Strengthen collaboration between schools, local community leaders, and parents to create a supportive environment for implementing character education based on local culture. (Raga et al., 2024; Chotimah et al., 2018).

By implementing these recommendations, it is hoped that Islamic religious education at the Primary School Level will become more relevant, effective, and impactful in shaping stronger character and morality among future generations.

## CONCLUSION

Research Findings on "Contextual Islamic Religious Education: Integrating the Banjar Tribe's Philosophy of Life into the Islamic Religious Education Curriculum". The study reveals that incorporating local values from the Banjar tribe into Islamic Religious Education (PAI) significantly impacts students' understanding and application of religious teachings. Firstly, integrating local cultural values, such as mutual cooperation (*gotong-royong*) and mutual respect, enriches the PAI curriculum and enhances religious education's relevance for students. This is reflected in data showing that 75% of students feel they better understand religious values by applying local culture in their learning.

Secondly, the research highlights the crucial role of PAI in shaping students' character and morals. Most respondents, 80%, reported that PAI instruction encourages them to adopt positive behaviors aligned with religious values, such as discipline, honesty, and tolerance. Thus, contextual religious education can serve as an effective tool in character building and supporting students' moral development.

From these findings, it can be concluded that integrating local values and adopting a culturally responsive PAI approach are highly beneficial in preparing a generation that is knowledgeable and possesses strong moral integrity and cultural identity. Therefore, it is recommended that the PAI curriculum be further developed by considering local aspects and fostering closer collaboration between educators and communities to achieve more holistic and sustainable education.

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