

Integrating the Huma Betang Philosophy into Progressive Islamic Education in Elementary Schools: A Study on Curriculum Development

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Article Information

ABSTRACT

Received:
April 2025

Accepted:
May 2025

Published:
June 2025

This study examines integrating the *Huma Betang* philosophy—a way of life rooted in the Dayak community of Central Borneo—into the curriculum of progressive Islamic education. The core values of *Huma Betang*, such as solidarity, collaboration, tolerance, and respect for diversity, align closely with the principles of Islamic education, which emphasize character formation and moral development. This research is motivated by the need to respond to the challenges faced by modern Islamic education, including those related to globalization, pluralism, and technological advancement. A qualitative descriptive method was employed, using a literature review approach through thematic analysis of relevant sources. The findings reveal that integrating *Huma Betang* values can enhance students' character development, increase social awareness, and foster an inclusive and contextual Islamic identity. Moreover, a curriculum incorporating local values has proven to be more relevant to the socio-cultural realities of the community, thereby improving the effectiveness of education. However, several challenges were identified, such as educators' low awareness of the importance of local wisdom, limited teacher training, and the rigidity of national curriculum regulations. This study recommends strategies such as local value-based teacher training, developing contextual pedagogy, and formulating a flexible curriculum that adapts to local culture. In conclusion, integrating the *Huma Betang* philosophy into Islamic education in elementary schools enriches the curriculum substantively and significantly contributes to producing graduates who are ethical, socially responsible, and ready to face global challenges without losing their cultural and spiritual roots.

Keywords: Local Wisdom-Based Curriculum; Character Education; Contextual Education



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Citation Information: Salasiah, S., & Anwar, K. (2025). Integrating the Huma Betang Philosophy into Progressive Islamic Education in Elementary Schools: A Study on Curriculum Development. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 10(2), 184–190. <https://doi.org/10.33084/tunas.v10i2.9899>

INTRODUCTION

In the context of contemporary Islamic education, it is crucial to integrate the philosophy of *Huma Betang* into developing a progressive curriculum. This phenomenon underscores the need to respond to global and social challenges, particularly within Indonesia's pluralism context. *Huma Betang*, a philosophy rooted in the Dayak community, invites reflection on values such as collaboration, solidarity, and respect for the environment in the educational process (Faizi et al., 2023). Thus, this study aims to explore how the principles of *Huma Betang* can be adapted into the Islamic education curriculum in elementary schools, allowing it to produce a generation that is not only academically competent but also sensitive to humanistic and environmental values (Sabda, 2019).

The importance of this integration issue cannot be underestimated. Within the broader landscape of educational challenges, the integration of *Huma Betang* philosophy can

contribute to students' character-building and moral development, aligning with the objectives of Islamic education. Research shows that character education is more effective when based on local values relevant to the socio-cultural context of the students (Thonthowi, 2024). In this regard, developing a curriculum that emphasizes local philosophies such as *Huma Betang* will strengthen cultural identity and address modern education's complex and dynamic challenges (Sabda, 2019).

However, the scope of this study focuses on how the philosophical framework of *Huma Betang* can be translated into the content of a modern Islamic education curriculum in elementary schools. This involves analyzing current educational principles and exploring how they can be refined by integrating relevant local values. Accordingly, the research emphasizes the development of a curriculum that not only meets national standards but also appreciates the richness of

local values that can enrich classroom learning (Sari & Sirozi, 2023).

The integration and adaptation of local values into education also highlight that curriculum changes are not only necessary to meet the demands of the times but also to preserve the integrity and relevance of Islamic education amidst modernization in elementary schools. Therefore, this study is expected to make a significant contribution to the development of a better, more responsive, and relevant Islamic education curriculum in elementary schools in Indonesia today.

This research aims to explore integrating the "*Huma Betang*" philosophy in the context of progressive Islamic education, focusing on curriculum development. In reviewing previous research related to this theme, several patterns and tendencies were found that can serve as a foundation for further study.

First, one emerging pattern is the importance of integrating character values into the Islamic education curriculum in elementary schools. Emphasize that modern Islamic education in elementary schools must overcome the challenges of the times by developing a curriculum that incorporates character values and enhances students' social awareness, leadership, and interpersonal skills (Nafsaka et al., 2023). This is in line with Mulyadi's view, which shows that Islamic religious education can potentially strengthen religious identity in a multicultural society (Mulyadi, Diah Sartika, Hasrian Rudi Setiawan, 2023). However, one weakness of this study is the lack of a locally-based approach, which may reduce the curriculum's relevance in the context of local communities.

Second, research indicates the role of information technology in supporting educational effectiveness. Suherman and Indra found that information technology can enhance interaction in learning and provide better access to resources (Suherman & Indra, 2023). However, disparities in educators' understanding of technology use can hinder effective implementation, as stated by Hidayat et al., who emphasize the need for a deep understanding of the position of humans in education to achieve maximum results, (Hidayat et al., 2024).

Third, there is a growing awareness of the importance of a humanistic approach in Islamic education. Ismail argues that humanistic education is crucial for fostering human potential by the nature of creation, (Ismail, 2013) Widiandari and Hamami also emphasize that a humanistic approach in the Islamic religious education curriculum is necessary for students' optimal development, (Widiandari & Tasman Hamami, 2022). Nevertheless, the lack of robust evaluation in the humanistic models applied in the field is an obstacle to obtaining more significant results.

Finally, there is a trend towards the integration of multicultural values in education. Dawi, Harahap, and Abduloh et al. highlight the need for inclusive education and social responsiveness to diversity (Dawi & Harahap, 2022). However, challenges in implementing education rooted in multicultural values are often hindered by difficulties in fostering collective

awareness among educators and educational institutions (Nisa, 2017).

Overall, previous studies demonstrate great potential in the integration of the "*Huma Betang*" philosophy and progressive Islamic education, but also reveal several weaknesses that must be addressed, such as the need to enhance the relevance of local curricula, a better understanding of educational technology, the implementation of more effective humanistic models, and the strengthening of inclusive multicultural education.

In the research titled "*Integration of the Huma Betang Philosophy in Progressive Islamic Education: A Study on Curriculum Development*," the research questions and objectives are formulated by considering the importance of integrating local values in education. The *Huma Betang* philosophy, originating from the Dayak community, offers a mutually respectful, inclusive, and sustainable framework, essential in shaping character within progressive Islamic education (Sihotang & Karliani, 2024). How can *Huma Betang* values be integrated into the curriculum of progressive Islamic education? What challenges are faced in developing a curriculum that integrates the *Huma Betang* philosophy? How do students and educators respond to the implementation of a curriculum that combines *Huma Betang* and the principles of Islamic education?

This research aims to investigate and analyze the influence of integrating the *Huma Betang* philosophy in the context of Islamic education in elementary schools that is oriented towards progress and contemporary relevance. Specifically, the research objectives include analyzing how the application of *Huma Betang* values contributes to the development of students' morals and character within Islamic education. Reference to this character aspect is crucial considering that character education is a superset of moral-based learning that is fundamental in the Islamic education curriculum in elementary schools (Ali, 2023). Identifying the challenges and opportunities in developing a curriculum that integrates local values with Islamic education. Previous research has shown that curriculum development must be responsive to local needs and contexts without neglecting the demands of the national curriculum (Herman et al., 2022). Recommending effective education implementation strategies based on *Huma Betang* values, to produce graduates who are not only intelligent but also ethical and responsible towards society and the environment, (Fathurohim, 2023). By formulating the research questions and objectives in this manner, it is expected to provide a significant contribution to the development of Islamic education in elementary schools that is more contextual and relevant in addressing the challenges of modern society.

This research examined the importance of integrating the *Huma Betang* philosophy in progressive Islamic education, which is considered a strategic step in creating a curriculum that is not only academically relevant but also contextual to

the local values present in society. With constantly changing times and increasingly complex educational challenges, it is necessary to develop a curriculum that can address the needs of the digital era and Industry 4.0, while still adhering to the fundamental principles of Islamic education in elementary schools that emphasize character and morality, (Sayyi, 2017) his research seeks to investigate how local values can be integrated with Islamic education, so that future generations are expected to receive a comprehensive, holistic education and be responsible towards society and their environment, as exemplified in the development of an Islamic moderation curriculum that characterizes Indonesia, (Abbas & Afifi, 2021) This integration not only provides added value in education, but also strengthens cultural identity and values that are increasingly eroded by the currents of modernization, (Salsabila et al., 2023).

METHOD

This research examines integrating the *Huma Betang* philosophy into progressive Islamic education, focusing on curriculum development. The research method employed is descriptive qualitative. This method was chosen to understand in-depth how the values of *Huma Betang* can be internalized within the framework of a progressive Islamic education (Alaslan, 2022a). It is therefore expected to provide the flexibility to explore the complexities of a phenomenon, particularly in the fields of Islamic education and curriculum development in elementary schools. The descriptions generated from the collected data can help understand how the values of the *Huma Betang* Philosophy are integrated into Islamic education. The descriptive qualitative approach allows researchers to delve into complex phenomena and better understand how these values can be integrated into the curriculum of progressive Islamic education (Fadli, 2021a).

Data collection was conducted through library research, where the researcher examines various literature relevant to the research theme. This research involves the analysis of various documents, articles, and references that discuss both the *Huma Betang* philosophy and the principles of Islamic education. By applying thematic analysis techniques, researchers can identify key themes that emerge from the data, thus enabling a deeper understanding of how the *Huma Betang* philosophy can be applied in developing a progressive Islamic education curriculum in elementary schools (Alaslan, 2022b).

As revealed by several previous researchers, descriptive qualitative research has flexible characteristics and prioritizes the researcher's subjective insights in understanding the existing data. This research aims to explore the meaning of these values and contribute to developing a more holistic and contextual Islamic education curriculum in elementary schools (Fadli, 2021b). The quality of the analysis depends on the researcher's understanding of the methodology and the ability to explore the relationships between existing concepts in the curriculum and the philosophy (Suyitno, 2021).

From the resulting educational analysis, it is hoped that recommendations can be provided for developing a curriculum that is more responsive to the socio-cultural context of the community, which prioritizes the values of humanity and spirituality. Applying this structured qualitative methodology is expected to yield comprehensive results in understanding the dynamics between education and the *Huma Betang* philosophy within the context of progressive Islamic education (Suyitno, 2021).

Thus, this research not only aims to understand and develop the curriculum but also provides a platform to integrate the richness of local culture into the education system, thereby producing more relevant and meaningful education for students (Salsabila et al., 2023).

RESULTS AND DISCUSSION

In the analysis of the research findings, it was discovered that applying *Huma Betang* values in Islamic education in elementary schools significantly contributes to students' moral and character development. *Huma Betang*, as a local philosophy, emphasizes togetherness, tolerance, and mutual respect, which aligns strongly with the goals of Islamic education in elementary schools that seek to produce individuals with character and morality.

Firstly, the achievement of students' morality can be seen in how they apply these values in their daily lives both within the school environment and in the community. For example, in the integration between religious education and general science, there is evidence that Islamic educational institutions that implement *Huma Betang* values can produce students who are more proactive in demonstrating attitudes of tolerance and mutual respect within their groups. This is consistent with the findings in a study by Warapsari et al., which stated that education combining religious values with general knowledge positively contributes to forming students' social attitudes (Warapsari et al., 2024a).

Secondly, the data indicates that learning based on *Huma Betang* values supports the development of students' spiritual and moral identity. The application of these values can be seen in the research results by Sukirno et al., which emphasized the importance of character education based on socio-cultural values in shaping positive behavior among the younger generation (Sukirno et al., 2023a). They found that students who actively participate in activities that reflect *Huma Betang* values show a higher level of social awareness and the ability to work in diverse groups.

Thirdly, the impact of applying these values is also evident in students' ability to face the challenges of globalization without losing their identity as Muslim individuals. Research by Alya et al. states that an effective Islamic education in elementary schools must integrate worldly knowledge with strong moral and spiritual values, preparing students to face the challenges of the times (Cindy Alya et al., 2024a). By integrating *Huma Betang* values, students are expected to

develop a balanced personality between academic capabilities and moral values, which is highly relevant in this modern era.

Thus, the benefits of applying *Huma Betang* values in the context of Islamic education in elementary schools are clear, especially in students' moral and character development. The data collected shows that integrating local values with Islamic values can strengthen students' character, develop a sense of social responsibility, and create individuals who possess integrity and emotional maturity in facing the complexities of life in a multicultural society.

Integrating *Huma Betang* values within the context of progressive Islamic education in elementary schools faces various challenges and opportunities, particularly in curriculum development. This research aims to identify both aspects, hoping to contribute to the design of a more relevant and responsive education curriculum that meets the community's needs.

In this sub-section, the research findings related to integrating the *Huma Betang* philosophy in progressive Islamic education in elementary schools focus on the challenges and opportunities encountered in developing a curriculum that blends local values with Islamic education. This research aims to identify existing challenges and opportunities and provide recommendations to maximize the potential for collaboration between local values and Islamic education.

The first finding indicates that one of the main challenges in curriculum development is the still limited awareness among educators regarding the importance of integrating local wisdom values, such as *Huma Betang*, in Islamic education. Abdurrohman emphasizes that the Islamic education curriculum in elementary schools should be based on values sourced from religious teachings and relevant local contexts; however, this is often overlooked in the practical implementation of education (Cholid Abdurrohman, 2022). Within the existing regulatory system, both in madrasah schools and Islamic boarding schools (*pesantren*), curriculum development tends to follow strict guidelines, thus sidelining aspects of local wisdom that could provide a deeper dimension to Islamic education (Selamet et al., 2022).

Secondly, significant opportunities can be leveraged to develop an Islamic education curriculum in elementary schools that integrates *Huma Betang*. Komara and Adiraharja show that an interdisciplinary approach incorporating local wisdom values into learning materials can increase the curriculum's relevance to the real needs of students and the community (Komara & Adiraharja, 2020). Furthermore, the paradigm shift in education towards competency-based learning and social relevance provides an opportunity to design a more dynamic and responsive curriculum to the local environment that students are interested in. Through applying *Huma Betang* values, students are expected to develop a strong identity as Muslim individuals and citizens who care about local culture and values.

As an illustration, implementing a curriculum based on *Huma Betang*, instead of solely focusing on theoretical material, can build better student character. Research by Maulana et al. demonstrates the importance of character education in Islam, which is accompanied by a deep understanding of local values to strengthen students' spiritual appreciation and social relationships (Maulana et al., 2024). These results indicate that a curriculum integrated with *Huma Betang* enhances students' understanding of Islamic teachings and strengthens their attitudes as part of society.

It can be understood that developing a curriculum that combines local values such as *Huma Betang* with Islamic education in elementary schools brings significant benefits. Through this integration, not only can challenges related to regulations and educators' understanding be addressed, but opportunities for innovation in more relevant and community-responsive learning are also opened. Thus, an integrated curriculum provides knowledge and shapes student character, making them outstanding individuals with a clear sense of identity as Muslims.

The final part of this research recommends effective education implementation strategies grounded in *Huma Betang* values. This research aims to develop graduates who are academically intelligent, ethical, and responsible towards society and the environment.

The first finding affirms the importance of implementing an education model integrating *Huma Betang* values into the curriculum. Fatchurahman et al.'s research results show that applying a healing storytelling-based counseling model inspired by *Huma Betang* values can significantly develop students' social skills and discipline (Warapsari et al., 2024b). In the experiment, the group of students who underwent this intervention demonstrated better disciplinary behavior than the control group, indicating that local values integrated into the learning process can positively impact students' character.

The second finding underscores that implementing education based on *Huma Betang* values can encourage creating an inclusive and harmonious learning environment. The research by Karliani et al. explains that *Huma Betang* values function as a prototype for solidarity and the prevention of ethnic conflict in Dayak communities. This research found that by internalizing values such as respect for diversity and cooperation, education can shape individuals with high social awareness and responsibility towards society (Sukirno et al., 2023b).

Furthermore, the third recommendation points to the importance of teacher training in understanding and implementing educational approaches that prioritize *Huma Betang* values. Character education based on Islamic values in the higher education curriculum requires strengthening in the teacher training process to overcome various challenges in its implementation (Cindy Alya et al., 2024b). This approach can potentially equip educators with the strategies to shape students' character more effectively.

From the data obtained, it can be concluded that applying education implementation strategies grounded in *Huma Betang* values brings significant advantages. Through an education model that integrates this local wisdom, graduates are expected to be academically intelligent individuals and possess ethics, social responsibility, and the ability to understand and appreciate diversity in society. Thus, education based on *Huma Betang* serves as a means of knowledge transfer and a pillar in character building and social integration.

Discussion

In this discussion sub-section, the argument testing results regarding education implementation strategies grounded in *Huma Betang* values will be briefly discussed, followed by analysis and recommendations for future actions. This research demonstrates that integrating local values with Islamic education in elementary schools is key to producing graduates who are intelligent, ethical, and responsible towards society and the environment.

Summary of Argument Testing Results. The results of this research confirm that the application of *Huma Betang* values has a positive effect on students' character development. Research by Fatchurahman et al. shows that students involved in learning that explores local wisdom narratives experienced a significant increase in their social skills and discipline (Warapsari et al., 2024c). This supports the argument that integrating local values in Islamic education in elementary schools is not only relevant but also crucial in shaping a generation that cares about ethics and social responsibility.

Analysis: Cause-Effect, Reflection, and Comparison. From a cause-and-effect perspective, integrating *Huma Betang* values in the education curriculum can foster appreciation for diversity and develop social awareness among students. Findings from Karliani et al. emphasize that a curriculum based on local values can prevent conflict and enhance solidarity in multicultural societies (Sukirno et al., 2023c). This indicates that education can serve as a medium for creating a more peaceful and harmonious society.

Reflection on the data also showed that although there are many challenges in implementation, such as resistance from more traditional educational institutions, there are also many opportunities for innovation. Previous research confirms that Islamic education in elementary schools can be a powerful tool in addressing the challenges of globalization by providing solutions to issues of morality and ethics (Alya et al., 2024; Abdurrohman, 2022). Comparison with other educational approaches shows that integrating local values provides a more comprehensive framework for students to understand and appreciate their identity in a global context.

Formulate Contribution (Knowledge) and Action Plan (Recommendations). Based on the research results, the knowledge contribution that can be formulated is that *Huma Betang* values can serve as a strong foundation to support character education within Islamic education. This indicates that a local approach not only enhances the relevance of the curriculum but also strengthens the position of Islamic education in elementary schools as an entity that proactively responds to the challenges of the times (Selamet et al., 2022).

The recommended action plan includes training for educators on methods of integrating local values into the curriculum, the development of pedagogies that place greater

emphasis on students' social context, and the formulation of a flexible curriculum framework to allow adaptation to local needs. Furthermore, it is important to advocate for education policies that support the development of curricula based on local wisdom to create graduates who are intelligent and responsible towards society and the environment.

CONCLUSION

Overall, this research shows that integrating the *Huma Betang* philosophy into Islamic education in elementary schools imparts knowledge and plays a crucial role in shaping better student character and collective awareness of diversity. This creates a more comprehensive, responsible education rooted in local values that are relevant and beneficial for the formation of student identity and character in Indonesia today.

It can be concluded that integrating the *Huma Betang* philosophy into progressive Islamic education, particularly in curriculum development, is an important and relevant step in responding to the global and social challenges in Indonesia's pluralistic society. The study consistently demonstrates that the values of *Huma Betang*, such as collaboration, solidarity, and environmental appreciation, have a significant positive impact on students' moral and character development, aligning with the holistic goals of Islamic education.

Despite challenges in implementation, such as a lack of awareness among educators and rigid curriculum regulations, this article highlights significant opportunities through interdisciplinary approaches and flexible curricula. The main recommendations include adequate teacher training, the development of contextual pedagogy, and the formulation of a curriculum framework that is adaptive to local wisdom.

Ultimately, this article concludes that the integration of *Huma Betang* into Islamic education in elementary schools not only enriches the curriculum content and enhances the relevance of education to societal needs but also plays a crucial role in shaping graduates who are academically intelligent, ethically responsible, socially aware, and possess an understanding and appreciation of diversity. Thus, this approach is viewed as an effective strategy to strengthen students' character and Islamic identity in Indonesia's multicultural society facing modernization.

Overall, this research indicates that integrating the *Huma Betang* philosophy into Islamic education in elementary schools provides knowledge and plays a vital role in forming better student character and collective awareness of diversity (Andika et al., 2021). This creates a more comprehensive, responsible education rooted in local values that are relevant and beneficial for the formation of student identity and character in Indonesia today.

ACKNOWLEDGMENTS

With heartfelt gratitude for completing this scientific work, the author sincerely thanks to all parties who have provided support and guidance, directly and indirectly. The author would also like to express special appreciation to the

institution that has provided the necessary facilities and resources to complete this research. Furthermore, we would like to state that all expenses related to this research were fully borne by the author independently, without any financial contributions from external parties. The moral support and suggestions from colleagues have been truly valuable in helping us complete this study.

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