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**Religious Education as a Basic Component in the Formation  
of Quality Human Beings**

**Pendidikan Agama sebagai Komponen Dasar dalam Pembinaan  
Manusia Berkualitas**

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**Abstract**

*The totality of humanity, idealism and religion must be produced through education if we want to become a nation and state. Teaching religion in schools is an important component in nation-building. If students are sufficiently equipped with religious teachings, they will develop into adults who are tough, disciplined, responsible, and hardworking. The research approach is qualitative with library research methods. The data analysis technique uses the Miles and Huberman data analysis model. The result of the research is that religious education also has an important position. If religious education is good, it can be guaranteed to produce quality human beings who are devoted to religion and their homeland with good principles, values and norms.*

**Keywords:** *quality, religious education, national education*

**Abstrak**

*Totalitas kemanusiaan, idealisme, dan agama harus dihasilkan melalui pendidikan jika ingin berbangsa dan bernegara. Pengajaran agama di sekolah merupakan komponen penting dalam pembangunan bangsa. Apabila anak didik cukup dibekali dengan ajaran agama, maka ia akan berkembang menjadi orang dewasa yang tangguh, disiplin, bertanggung jawab, dan pekerja keras. Pendekatan penelitian adalah kualitatif dengan metode penelitian pustaka. Teknik analisis data menggunakan model analisis data Miles dan Huberman. Hasil penelitian adalah pendidikan agama juga mempunyai kedudukan yang penting. Apabila pendidikan agama baik, maka dapat dijamin akan tercetak manusia-manusia berkualitas yang bertaqwa terhadap agama dan tanah airnya dengan kaidah, nilai, dan norma yang baik.*

**Keywords:** *mutu, pendidikan agama, pendidikan nasional*

**Introduction**

Man with his complete personality feels the pleasure of religious feeling, his inner promptings are able to respond to God's call and his soul is open to receive guidance so that his body is able to act according to moral values and religious norms. Such a person does

not come immediately but must go through a long educational process in which the religious element becomes the basic factor.

Talking about education, especially the issue of religious education is not an easy problem, because this concerns the existence of the nation in the future. Education is the totality of experiences that lead students to grow and develop as human beings, as family members, members of society and nation and state.<sup>1</sup>

For this reason, the education system cannot be separated from the reflection of the life of the nation and the State and the purpose of the formation of the State. That is why, in the outlines of the direction of the State, it is formulated that national education is based on Pancasila and aims to improve the quality of Indonesian people, namely people who believe and are devoted to God Almighty, have noble ethics, personality, discipline, work hard, are responsible, tough, independent, intelligent and skilled as well as physically and spiritually healthy.

Based on the glimpse above, several problems can be formulated, namely, what exactly is religious education? What is the national education system? What is a qualified human being? And what is the relevance of the goals of national education to qualified human beings? then the purpose of my writing is to find out about religious education, especially in Indonesia which is the basic component of the formation of Indonesian people as a whole by looking at Law Number 2 of 1989 and has been updated with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.

## **Methods**

This research is a qualitative research, which is an approach used to process data without using numbers (statistics). This study uses the library research method, namely research that relies on library materials, such as books, journals, articles, papers, and other written sources, as a source of information to answer research problems.

Some of these materials are primary, namely books of commentary and books on Islamic education, and some are secondary, namely books that deal with relevant research objects. The data analysis technique uses the Miles and Huberman data analysis model, namely data reduction, data presentation, drawing conclusions, and verification. These textual materials are then presented using content analysis, descriptive analysis, and synthesis methods.

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<sup>1</sup> Abdul Rahman Shaleh, *Religious and Religious Education. Vision, Mission, and Action*. (Jakarta: PT. Gemawindu Pancaperkasa, 2000) p.19

## **Result and Discussion**

### **Religious Education**

#### ***Understanding***

Education is "a conscious effort, directed and accompanied by good understanding, to create the expected changes in the behavior of the individual and subsequently in the behavior of the jama'ah (community) in which the individual lives."<sup>2</sup>

Religion is a system of values, guidelines, guides and encourages humans to achieve a better and perfect quality of life. For the Indonesian people, religion is a driving force of great value for filling the aspirations of the nation.<sup>3</sup>

So religious education is a process of changing human behavior in accordance with the value system that forms quality human beings. Religious education has a high and foremost position because religious education guarantees to improve the morals of children and raise them to a high degree, and be happy in life and life.<sup>4</sup>

#### ***Purpose***

The purpose of religious education is to educate children, young people and adults to become one of the true Muslims of faith and piety, so as to become one of the members of society who are able to live on their own feet serving God and serving their nation and homeland and even fellow human beings.

#### ***Influencing factors***

Factors influencing religious education include:

1. Religious instruction is drawn up in the teaching plan established for elementary schools, secondary schools and colleges.
2. Follow and a good example example.
3. Have a good religious air in the environment and nature around children.
4. A good and vibrant society is religious and respects morals.<sup>5</sup>

Therefore, religious education is education that concentrates on cognitive religious theoretical problems and practical worship practices and how to transform cognitive knowledge into meanings and values that need to be internalized in students through various ways, media and forums.

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<sup>2</sup> Muhammad Al-Hadi Afifi, *At-Tarbiyah wa At-Taghayyur At-Tsaqafi (Tarbiyah dan Perubahan Wawasan)*. (Kairo: maktabah Angelo Al-Mishriyah, 1964) hlm.163.

<sup>3</sup> Prof. Dr. Jusuf Amir Feisal, *Reorientation of Islamic Education* (Jakarta: gema Insani Press, 1995) p. 27.

<sup>4</sup> Prof. Dr. H. Mahmud Yunus *Special Methodology for Religious Education* (Jakarta: PT Hidayah Agung.1983) p.7.

<sup>5</sup> *Ibid* hlm. 16-17.

## **National Education System**

The national education system is one of a number of institutions that exist in a national system. Therefore, the national education system which at least consists of basic components, functions, objectives, programs, management administration, facilities (physical and personal), and an evaluation system should function to implement the ideals of the nation and independence based on Pancasila, as written and intended by the 1945 Constitution and its explanations.

Therefore, national education that reflects the interests of the nation is structured in accordance with the aim of serving God, serving the needs of the community and all national institutions, as well as filling the nation's independence and solving all problems faced at this time and in the future by improving the quality of human beings, both born and inward.<sup>6</sup>

### ***Basic***

Religion is a system of intentions and procedures of worship (rituals) to God Almighty and procedures for daily behavior (morals and ethics) towards fellow humans, the environment and nature adopted by humans as implementers of activities that have certain goals or purposes in their interactions with humans or other creatures. (Compare this with Max Weber's theories on the concepts of meaning, action and social relations in his book *The Sociology of Religion*).

Pancasila is a formulation of an ascribed value system produced by the pioneers of independence as a result of deep thought and excavated from the earth of Indonesia which contains the main idea of size realizing legal ideals that master the basic law of the State, both written law (Basic Law) and unwritten law.

Therefore, religion is a system of values and norms that have been cultivated for decades among the people and nation of Indonesia. While Pancasila and other cultural products sourced or patterned with this value system become the basis for the pattern of behavior of the nation as citizens and in its cultural process.<sup>7</sup>

### ***Functions***

National education is an institution that strives for human development to enable its development in order to carry out human relations with themselves, human relationships with their God, human relationships with society, and human relationships with the surrounding nature. National education is a joint effort of families, communities and governments to build a nation that has a high value system, norms, science, skills and arts.

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<sup>6</sup> Jusuf Amir Feisal, *Reorientasi Pendidikan*, hlm. 80 <sup>7</sup> *Ibid.*, hlm. 82

Therefore, national education is an activity to educate and nurture Indonesian people to become pious, virtuous, knowledgeable and highly skilled people.

### ***Purpose***

In Law of the Republic of Indonesia Number 2 of 1989 concerning the National Education System aims to form and improve people who are devoted to God Almighty, carry out all His commandments and avoid all His prohibitions, namely humans who develop their intellect and are highly knowledgeable, intelligent, skilled in noble ethics, sharp in taste, personality and have a thick national spirit. Therefore, national education has the function of forming:

1. A person who is devoted to God Almighty
2. Democratic, responsible and legally conscious citizens.
3. A nation united and loyal to the ideals of national independence and justice.
4. People who are willing to defend and protect all Indonesian bloodshed.
5. High culture and its people are able to be grateful and utilize the universe with all its contents.

However, it is still being refined again in Law of the Republic of Indonesia Number 20 of 2003 which has a vision of realizing the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and proactive to respond to the challenges of an ever-changing era.

With the vision or purpose of education, national education has the following missions:

1. Strive for the expansion and equitable distribution of opportunities to obtain quality education for all Indonesian people.
2. Helping and facilitating the development of the potential of the nation's children as a whole from early childhood to the end of life in order to realize a learning society
3. Improve input readiness and quality of the educational process to optimize the formation of a moral personality
4. Improve the professionalism and accountability of educational institutions as centers for cultivating knowledge and skills, experiences, attitudes, and values based on national and global standards, and
5. Empowering community participation in the provision of education based on the principle of autonomy in the context of the Unitary State of the Republic of Indonesia.<sup>7</sup>

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<sup>7</sup> Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional dan penjelasannya, Media Wacana Press Jogjakarta Indonesia. 2003. hlm. 48-49.

Based on this vision and mission, national education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

### ***Program***

To carry out national education in the context of developing the nation and culture, the content of the national education program consists of education which includes:

1. Religious education
2. Pendidikan Pancasila
3. Humanities Education
4. Science and Technology Education
5. Skills Education

Education is based on the presumption that humans are able to sustain their lives and develop themselves and their environment. In addition, education aims to develop and improve piety, personality, ethics, reason, taste and work skills. The attitudes and abilities that are cultivated will be faced with micro problems (themselves), meso (the people of the nation and its environment and macro problems (humans and nature as a whole). Therefore, the implementation of national education in addition to maintaining quantitative problems such as groups, age, sex and population distribution as a productive group, must also pay attention to qualitative problems, both psychological component components, scientific values and skills along with the integration of synthesis and the relevance of educational programs. This includes curriculum and syllabus issues with mental and spiritual development and physical, material (skilled physical) development, as well as cultural development in general. In relation to that we must pay attention to, among others: issues of employment, employment opportunities, labor force, increasing income, and quality of life, both relevant to developments in the national region and its regions, regionally and internationally.<sup>8</sup>

Reforming the education system requires certain strategies. The national education development strategy in law which includes:

1. Implementation of religious education and noble morals
2. Development and implementation of competency-based curriculum

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<sup>8</sup> *Ibid.*, hlm. 25-26

3. Educational and dialogical learning process
4. Empowering educational evaluation, accreditation, and certification
5. Improve the professionalism of educators and education staff
6. Provision of educational learning facilities
7. Education financing in accordance with the principles of equity and justice
8. Open and equitable education.
9. Implementation of compulsory education
10. Implementation of educational management autonomy
11. Empowering the role of the community
12. Center for culture and community development and
13. Implementation of supervision in the national education system.

With this strategy, it is hoped that the vision, mission and goals of national education can be realized effectively by actively involving various parties in the implementation of education.

### **Qualified Human Beings**

The totality of the whole man, idealism and unwavering faith are the products of education that are expected for the continuity of national and state life. Education of religions in schools is a strategic arena for nation building. Human beings who are physically and spiritually healthy, who are responsible, who are independent, have ethics, are noble, have personality, discipline and work hard and tough, will flourish, if students get enough religious education.

Educational products have so far provided experience, how life does not only require mastery of intellectual skills and acumen, but it is necessary and indispensable to have basic principles that are rooted and sourced from religion, philosophy or view of life, the existence of basic principles related to life, humans and the world. With this vision, humans as educational products will not be lonely in the hustle and bustle of this modern world. Thus the educational product feels that life carries a mission, carries a sacred duty for life and human life.

For such a reason, humans must believe and live values that are transcendental, metaphisic, know their origin and social ideology that is closely related to social and economic structures, therefore human life is exploration, it is a courageous effort to live the universe as an effort to know and live the secrets of the universe and use and manage this

nature for humanitarian efforts. Therefore, the task of educational institutions / schools is to prepare students to take a place in society and development.<sup>9</sup>

The rapid progress of national development over the past three decades has had a positive influence on the progress and improvement of the quality of life of the Indonesian people, especially the level of material welfare.<sup>10</sup>

In order to form a complete Indonesian person, what is needed is a human being who is not only intelligent, but also has the ability and skills that are integrally integrated with the quality of faith and the ability of piety to God Almighty. It can be measured not only by his steady and independent personality, but also by his noble character and healthy physical and spiritual and it is seen in his resilience to carry out social responsibilities in the nation.<sup>11</sup>

If we continue the logic flow, according to the level, quality human resources are the potential to support a process of improving the quality of society. Thus, higher education graduates, with the sophistication of technology they master, must have a higher impact, be more efficient and more professional in helping to provide input and become engineers to improve the quality of the community.

The quality of such human resources cannot only be measured internally by relevance, namely based on the suitability of their quality with the education system but must also allow these qualities to be measured externally, namely according to or not in accordance with the needs of society, in the economic, industrial, cultural, and other worlds. And last but not least, its relevance can be measured by its ability to compete internationally. The final part above the core is important to be an element of input in our education system because progress is not only measured by its ability to defend, balance, and even defeat forces that come from outside, especially those related to activities that develop the prosperity of society and the ability to compete as a nation before other nations.<sup>13</sup>

So a qualified human being is a human being who has faith and piety and has a noble personality. Especially in the nation, humans are with qualities based on the nation's ideology, namely Pancasila.

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<sup>9</sup> Abdul Rahman Shaleh. *Religious Education*, p. 20

<sup>10</sup> Dr. Husni Rahim. *Arah Baru Pendidikan Islam di Indonesia* (Jakarta: Logos Wacana Ilmu dan Pemikiran 2001) hlm. 33

<sup>11</sup> Jusuf Amir Feisal, *Reorientation of Islamic Education*, pp. 51 <sup>13</sup> *Ibid.*, p. 52



## **Relevance of Qualified Human Beings to The Objectives of National Education**

As described above, quality human beings are very desirable for this nation. Especially in the present times and for progress and competition with other countries in all life. The relationship between the two is very clear that the goal of Indonesian national education is the achievement of human quality Indonesia as a whole has 10 criteria.<sup>12</sup>

1. Believe and fear the One God
2. Virtuous ethics
3. Have knowledge
4. Have skills
5. Have physical health
6. Have a steady personality
7. Have an independent personality
8. Have a sense of community responsibility
9. Have a sense of nationality

In Indonesia, education reform is always held according to the needs of the community so that intelligent and qualified humans are formed according to the ideals of the Indonesian nation. The renewal of the national education system also needs to be adjusted to the implementation of regional autonomy as referred to in Law of the Republic of Indonesia Number 22 of 1999 concerning Regional Government and Law of the Republic of Indonesia Number 25 of 1999 concerning Financial Balance between the Central and Regional Governments. In connection with this, Law Number 2 of 1989 concerning the National Education System held a dismemberment.

Therefore, if the vision or goal of national education has been achieved, quality humans will emerge as a generation that will determine the progress and decline of the nation.

## **Conclusion**

Law Number 2 of 1989 has been updated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and does not change from the original goal of realizing quality human beings as contained in one of its contents, namely the formation of a quality whole person. For the formation of qualified human beings, namely

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<sup>12</sup> See National Education System Law 1989 No. 2 of 1989 Article 4

those who believe and have piety, they need components that support the achievement of the formation. One such basic component is religious education.

So religious education also has an important position. If religious education is good, it can be guaranteed that qualified people will be printed devoted to their religion and homeland with good rules, values and norms.

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