



Building Student Character through Al-Islam and Kemuhammadiyah Education: A Systematic Literature Review

Junaidi^{1*}, Mar'atus Sholihah²
University of Muhammadiyah Kotabumi

Corresponding Author: maratussholihah153@gmail.com

ARTICLE INFO

Keywords: Character Education, Al-islam, Kemuhammadiyah, Students, Literature Review

Received : 2, August

Revised : 17, September

Accepted: 29, October

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ABSTRACT

Al-Islam and Kemuhammadiyah (AIK) education plays an important role in shaping student character in Muhammadiyah Universities (PTM). This research uses the Systematic Literature Review (SLR) method with data from Google Scholar to examine the role of AIK. The search process was conducted in four stages: (1) the keyword "Character Education" produced 194,000 documents (2019-2023), (2) adding "Al-Islam" produced 6,260 documents, (3) adding "Kemuhammadiyah" produced 1,120 documents, and (4) adding "Student" produced 531 documents. Filtering based on inclusion resulted in 10 articles being analyzed. The results show that AIK is effective in building moral values, nationalism, and student leadership. This study is relevant for the development of character education policies in PTM and other institutions that apply similar approaches

INTRODUCTION

Education is one of the important aspects in shaping individual character, especially for students who are pursuing higher education (Aulia, 2022; Bayu et al., 2023). Al-Islam and Kemuhammadiyah (AIK) education has an important role in shaping the character of students, especially in Muhammadiyah Universities (PTM) (Firdaus & Makhful, 2023; Muhammad et al., 2023). According to research conducted by Fauzi (2020), AIK education is able to form religious, honest, and disciplined characters in students. This is in line with the main objective of character education which aims to form individuals who have good morals and ethics.

Building student character in higher education is one of the main focuses in the higher education process. Students are not only taught to master academic materials, but also to develop attitudes and values that will shape them into individuals with integrity and reliability. The educational process in higher education should be able to facilitate character building, so that graduates are not only academically prepared, but also have empathy, exemplary, and social skills that are essential to contribute positively in society (Apit & Esti, 2022; I et al., 2024). According to research conducted by Wardhani (2018), PGSD students who received AIK education showed an increase in the aspects of responsibility and social care (Wardhani, 2018). This shows that AIK education has a positive impact in shaping student character.

Furthermore, AIK education at PTM does not only focus on religious aspects, but also includes humanitarian and national values (Dzul et al., 2022; Robiatul & Hasan, 2019). According to research conducted by Susilo (2019), AIK education is able to shape the character of students who love the country and have a high national spirit (Susilo, 2019). This is important to build a young generation that is not only faithful and pious but also has a strong sense of nationalism. The importance of character education through AIK is also supported by research conducted by Rahman (2017). In his research, Rahman found that students who are active in AIK activities are more able to control themselves and have a high tolerance attitude towards differences (Rahman, 2017). This shows that AIK education can shape the character of students who are inclusive and able to live harmoniously in a diverse society.

In addition, AIK education also has a role in shaping leadership character in students. According to research conducted by Nugroho (2021), students involved in AIK organizations show an increase in leadership and self-management skills (Nugroho, 2021). This is important given the role of teachers as leaders in the classroom and society. AIK education also contributes to shaping the character of students who have integrity. According to research conducted by Sari (2020), students who receive AIK education are better able to show an honest and responsible attitude in various situations (Sari, 2020).

This is important to produce prospective teachers who can be role models for their students. Furthermore, AIK education also plays a role in shaping the character of students who care about the environment. According to research conducted by Putri (2018), students who are active in AIK activities have more environmental awareness and are involved in environmental

conservation activities (Putri, 2018). This is important to produce a generation that cares about the preservation of nature. AIK education also contributes to shaping the character of students who have a high work ethic. Menurut penelitian yang dilakukan oleh Prasetyo (2019), students who receive AIK education are more able to show discipline and hard work in completing academic tasks (Prasetyo, 2019). This is important to produce prospective teachers who have high dedication in carrying out their duties.

This research has the novelty of integrating various findings from existing literature to provide a comprehensive picture of the role of Al-Islam and Kemuhammadiyah (AIK) education in shaping student character in Muhammadiyah Universities (PTM). Although many studies have discussed the benefits of AIK education individually, there has been no systematic study that combines the various aspects of character formed through this education. Therefore, this study aims to fill the gap by conducting a systematic literature review, so as to provide a more in-depth and holistic understanding of how AIK education contributes to producing prospective teachers who are not only academically competent, but also have strong character and integrity. This research is also important because it can serve as a reference for curriculum and education policy development in HEIs, as well as provide insights for other educational institutions that want to adopt a similar approach to character education.

METHODOLOGY

This research methodology uses a Systematic Literature Review (SLR) approach (Yasmin et al., 2024; Yude et al., 2024). SLR is a type of qualitative research; this method is used to define, evaluate, and find all findings to solve problems and find answers to predetermined questions (Luis et al., 2019; S.M. et al., 2024). In its use, the SLR method is carried out by reviewing and identifying several journals structurally, and each process will follow steps according to predetermined criteria (Arpád et al., 2023; Gista et al., 2023). In conducting SLR research, researchers can find a basic framework and formulate problems to be developed into a discussion through predetermined stages (Michael et al., 2020; Rizki et al., 2023). The type of data used in this research is from literature studies. Several types of literature review can be taken from various sources such as journals, theses, and review articles. According to (Dedek, 2022; Sindi et al., 2024) Literature research is a method used to collect all information or data from sources on a subject of study. After the data is collected, descriptive analysis will be carried out by clarifying the facts and providing a brief explanation. The literature review data in this study was identified from Google Scholar. The stages of this research review are: 1) determining the topic or problem to be reviewed, 2) identifying relevant reference materials through Google Scholar, 3) selecting the results obtained from Google Scholar according to the specified criteria, 4) compiling a synthesis matrix of the results obtained, and 5) concluding the review results (O'Donnell et al., n.d.). The Systematic Literature Review (SLR) research stages are presented in Figure 1 as follows :



Chart 1. Research Stages of Systematic Literature Review Method

This research will focus on the discussion in the literature review. The articles to be reviewed are contained in the scholar database from 2014 to 2023, which is the last 10 years. The search for articles on the Google Scholar page was carried out in September 2024 with the first keyword “Character Education” getting 466,000 results from various types of documents, then limited to the year from 2014 -2023 getting 215,000 results from all types of documents as well then added the word AND and the second keyword “Al-islam” getting 6,240 results. After that, the third keyword added the AND word again, namely “Kemuhammadiyahahan” getting the result of 1,150 and finally added the AND word with the fourth keyword, namely “Students” getting the result of 635 Articles. Of the 635 articles, data selection has been carried out and tested by researchers so that 10 articles are obtained that are appropriate and in accordance with the purpose of the literature review and are also in accordance with the keywords of the article title. Below is a chart of the literature search stages that have been written above:

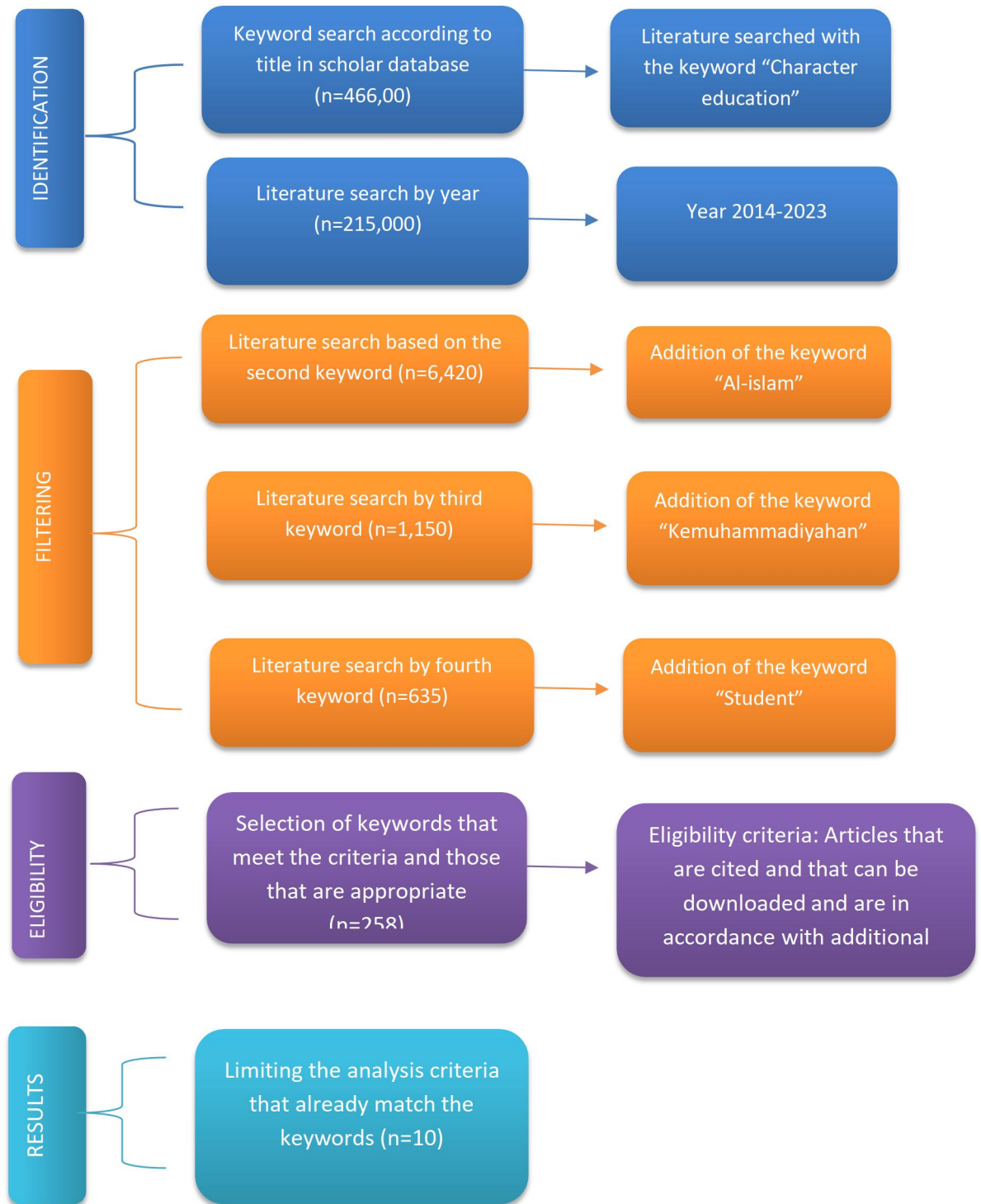
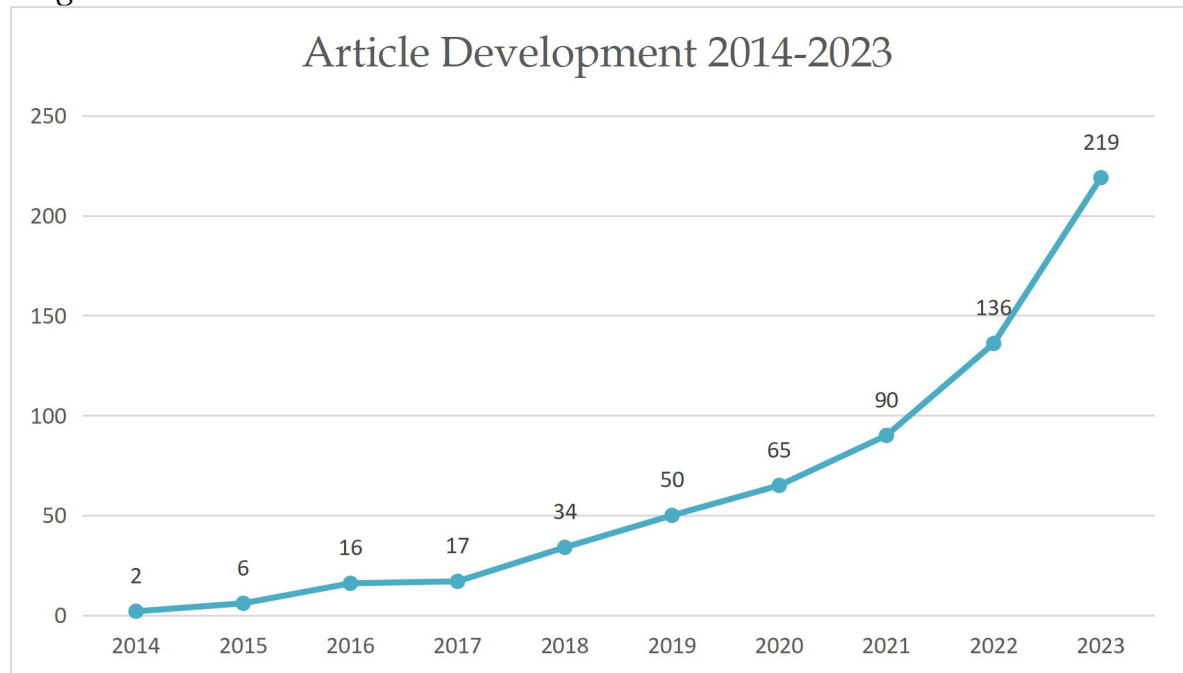


Chart 2. Systematic literature review search process

RESEARCH RESULT

The results of the literature search obtained from the scholar database are presented in the form of tables, graphs, and images or other data that will be useful for readers and can be presented in the discussion chapter. Articles on Building Student Character Through Al-Islam and Kemuhammadiyah Education have developed every year from 2014 to 2023. The following development of articles in the scholar database is presented in the form of a diagram below:



Graph 1. Development of Article Publications on Building Student Character through Al-Islam and Muhammadiyah Education

Graph 1 shows the development of the number of published articles on building student character through Al-Islam and Kemuhammadiyah education during the period 2014 to 2023, which has increased significantly from year to year. In 2014, there were 2 articles published, then increased to 6 articles in 2015, and continued to grow to 16 articles in 2016. This trend continued with 17 articles in 2017, 34 articles in 2018, and 50 articles in 2019. In 2020, the number of articles increased to 65, then increased significantly to 90 articles in 2021. Even greater growth occurred in 2022 with 136 articles, and peaked in 2023 with 219 published articles. This fact shows that attention to the topic of student character building through Al-Islam and Kemuhammadiyah education is growing every year, along with increasing academic awareness of the important role of this education in shaping student character.

To find out the average number of articles per year in the scholar database, the researcher will describe it in the calculations below:

$$\tilde{x} = \frac{\text{Numbers of article}}{\text{Numbers of year}}$$

$$\tilde{x} = \frac{635}{5} = 127 \text{ articles}$$

So, the average number of article developments per year obtained in the Google Scholar database is 106.4 articles or rounded up to 106 articles.

Based on researchers' searches in the Scholar database in the 2014-2023 period, the number of articles that received citations varied every year. There are 325 articles that have been cited in the last five years. The following presents data on cited articles from 2014 to 2023 regarding building student character through Al-islam and Kemuhammadiyah Education:

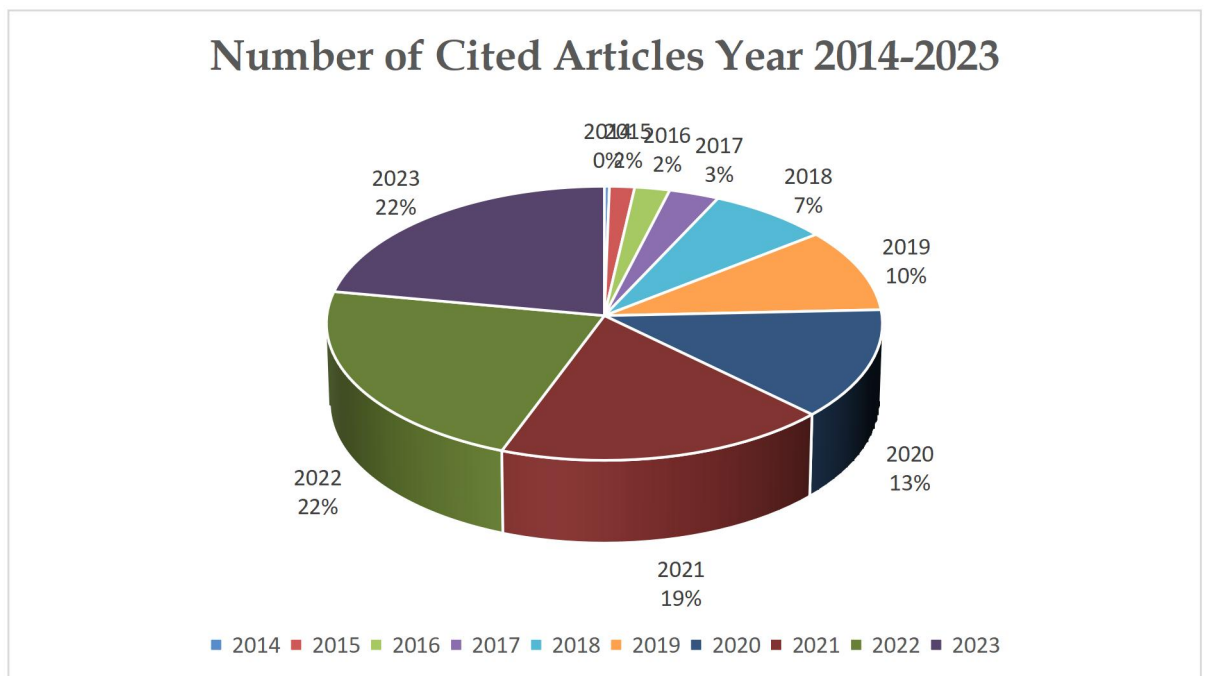


Diagram 1. Percentage of cited articles in 2014-2023 on Building Student Character through Al-islam and Muhammadiyah Education

The diagram above shows the percentage of cited articles from 2014 to 2023 regarding "Building Student Character through Al-Islam and Muhammadiyah Education". In the early years, namely 2014 and 2015, the percentage of cited articles was only 1% each. In 2016 and 2017, the figure remained low with only 2% for each of those years. In 2018, there was a slight increase with the percentage of cited articles reaching 7%. This trend continued to increase in 2019, with 10%. The year 2020 showed a further increase, at 13%, followed by a significant increase in 2021 with 19%. In the last two years, 2022 and 2023, the number of cited articles peaked at 22% each. This shows a positive

trend in the number of articles gaining recognition through citations, which most likely reflects an increase in the quality of research on the topics covered.

From the 258 articles found in the Google Scholar database with the keywords “Character Education”, “Al-Islam”, “Kemuhammadiyah”, and “Student” and restricted to the years 2014-2023, researchers selected 10 relevant articles based on the criteria of keyword suitability and number of citations. Furthermore, the 10 articles will be reviewed and analyzed by researchers. The following are the results of the review of 10 articles that discuss character education through Al-Islam and Kemuhammadiyah:

Table 1. Results of 10 Review Analyses regarding articles building student character through Al-islam and Kemuhammadiyah education

Judul & Author	Jenis Penelitian	Hasil Penelitian
1. mplementation of character education in Al-islam Kemuhammadiyah n (AIK) courses for Arabic Education Students at the Faculty of Education, Muhammadiyah University of Yogyakarta(Hidayat & Purwanto, 2022)	This type of research is analytic descriptive research	The research revealed that the process of internalizing character values through Learning al-Islam and Kemuhammadiyah (AIK) has been running effectively. This can be seen from classroom learning activities, final exam assessments, and worship practices carried out by students while participating in al-Islam and Kemuhammadiyah (AIK) learning, which overall have supported their character building.
2. Character Education Based on Al Islam and Kemuhammadiyah n with the Shibghah Method (Djauhari, n.d.)	This research is a qualitative approach with a descriptive method that places humans as the main subjects in socio-cultural events	The research shows that Al-Islam and Kemuhammadiyah Learning has the potential to be developed as a model of character education in producing Muslim scholars who are kaaffah and have a progressive Islamic outlook. Muhammadiyah University Jakarta, with its Islamic culture and Islamic-based education management, is expected to play a role in developing this model through the Shibghah Method. This character education model based on Al-Islam and Kemuhammadiyah is expected to be able to produce Muslim scholars who are also cadres of the Muhammadiyah Association with progressive Islamic characters..
3. Reactualization of Islamic and Muhammadiyah Education (Aik) as a	This research uses a qualitative approach with a case study research type and	The research revealed that strengthening character education requires policies that can form a positive atmosphere, mapping the

<p>Strengtheners of Character Education (Achmad, 2020)</p>	<p>of multicase design.</p>	<p>profile of graduates in the AIK curriculum as a success evaluation tool, as well as support from structured programs and hidden curriculum. All these steps must be implemented consistently, thoroughly, and continuously evaluated and improved in each institution.</p>
<p>4. Building Islamic Character Through Al Islam and Muhammadiyah [Study Analysis of Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK) (Huda, 2019)</p>	<p>This type of research is library research (Library Research) The main or primary sources studied in this study are two sources.</p>	<p>The results showed: First, religious attitudes in AIK education contain a theocentric view. Second, there is a moderate attitude that is reflected through openness and a critical attitude in addressing differences. Third, an intelligent attitude that forms individuals with character and learning, who are expected to have integrity and ethical awareness.</p>
<p>5. Evaluation of Al-Islam and Kemuhammadiyah Course Learning as an Internalization of Strengthening Character Education for Pai Study Program Students at Muhammadiyah Tangerang University. (Subarkah & Salim, 2020)</p>	<p>The research conducted is categorized as qualitative research with descriptive research type.</p>	<p>The research shows that UM Metro has successfully designed and implemented character education through the AIK curriculum with systematic management. Although there are many positive achievements, the implementation of the AIK curriculum has not been optimal, especially in terms of learning materials and methods that are still dominant in the cognitive domain. However, the management of the AIK curriculum at UM Metro has been well organized and is running smoothly.</p>
<p>6. Implementation of the Al Islam and Kemuhammadiyah (Aik) Curriculum in Building Student Character (Dacholfany & Iswati, 2021)</p>	<p>The research conducted is categorized as qualitative research with descriptive research type.</p>	<p>The research shows that UM Metro has successfully designed and implemented character education through the AIK curriculum with systematic management. Although there are many positive achievements, the implementation of the AIK curriculum has not been optimal, especially in terms of</p>

		learning materials and methods that are still dominant in the cognitive domain. However, the management of the AIK curriculum at UM Metro has been well organized and is running smoothly.
7. The Urgency of Character Education in Learning Al-Islam and Kemuhammadiyah (Zakariya, n.d.)	This research is qualitative research with the type of library research.	This study concludes that the purpose of character education is to shape individual personalities through moral education, which is reflected in real behaviors such as doing good, being honest, being responsible, and working hard. In addition, character education is also an important part of learning Al-Islam and Kemuhammadiyah, with an emphasis on self-control of wild and animal nature, as well as the development of divine traits (rabbani).
8. Implementation of the Al-Islam and Muhammadiyah Curriculum in Improving Students' Religious Attitudes at Muhammadiyah University of North Sumatra (Universitas Muhammadiyah Sumatera Utara et al., 2019)	This type of research is expos facto evaluative research	The research shows that Universitas Muhammadiyah Sumatera Utara (UMSU) is the best private university in North Sumatera. Through innovative education and learning programs, UMSU has succeeded in producing students who are competent, superior, intelligent, and have a trustworthy reputation, with extraordinary competitiveness at the national and international levels. To achieve optimal education, UMSU also focuses on shaping students' religious attitudes in line with the values of Al-Islam and Kemuhammadiyah
9. Implementation of Religious Moderation Management Based on Al-Islam and Kemuhammadiyah (AIK) at FKIP Muhammadiyah University of North Sumatra. (Amin,	This research uses a qualitative approach with descriptive analytical research methods.	This research shows that Muhammadiyah University of North Sumatra (UMSU) has successfully implemented religious moderation management that has a positive impact on the campus community. UMSU treats non-Muslim students fairly in admission (input), designs and structures the learning process without discrimination, and reviews

n.d.)	teaching materials to ensure alignment with the principles of religious moderation (process). In addition, the campus instills mutual respect for religious differences, starts activities with prayers according to their respective beliefs, and emphasizes multiculturalism as a valuable asset that must be maintained (output).
10. Implementation of Character Education During the Covid-19 Pandemic Through Kemuhammadiyah Lectures Based on Empowerment of Dhuafa Families.(M.A. et al., 2021)	This research is qualitative research supported by quantitative data. This study concluded that Muhammadiyah lectures based on the empowerment of poor families were effective in instilling character values in students, even though they were held during the Covid-19 pandemic. The online lecture method combined with field assignments in the form of empowering poor families has proven to be able to achieve this goal.

Based on the analysis and review of 10 articles by researchers, the following findings were found:

1. Research on character education through Al-Islam and Kemuhammadiyah (AIK) in the last five years has shown a significant increase. This is evident from the number of studies conducted and analyzed by researchers.
2. The second finding clearly shows that strengthening student character through Al-Islam and Muhammadiyah education is very effective in shaping and developing student character. Empirical data supports this result by confirming that the approach succeeds in building a strong foundation of moral and spiritual values in students.

DISCUSSION

Based on the results of the analysis conducted, Al-Islam and Kemuhammadiyah (AIK) Learning is proven to have high effectiveness in internalizing character values. This can be seen from the implementation of learning activities, the assessment system, and the practice of worship carried out by students. The AIK education model not only forms kaaffah and progressive Muslim scholars, but also has the potential to produce superior cadres for the Muhammadiyah Association. Universitas Muhammadiyah Jakarta (UMJ), with its strong Islamic culture and Islamic-based education management, has shown that the implementation of the Shibghah method can contribute significantly to holistic character education.

This research also emphasizes the importance of policies that create a positive atmosphere on campus. These policies include mapping relevant graduate profiles in the curriculum, developing structured programs, and implementing hidden curriculum. This ensures the sustainability of character education in a consistent manner and provides a solid foundation for further evaluation and development. As such, the results of this study provide great relevance to education policy and practice in other Muhammadiyah institutions.

For example, Muhammadiyah University of North Sumatra (UMSU) has demonstrated success in implementing religious moderation through AIK education. This implementation has resulted in a positive impact on learning management and increased tolerance for religious diversity in the campus environment. A religious attitude built through a theocentric approach provides a strong spiritual foundation, while a moderate attitude reflects openness in dealing with differences, so as to form students who are intelligent, have integrity, and have ethical awareness.

AIK education has a strategic role in Muhammadiyah institutions to produce graduates who are not only academically competent but also have a strong Islamic character. Effective implementation of AIK can be a model for educational policies within Muhammadiyah. For example, some other Muhammadiyah universities can emulate the Shibghah method implemented at UMJ, or the successful religious moderation strategy implemented at UMSU. This replication allows the spread of best practices in various Muhammadiyah institutions.

In addition, policies that focus on the balance between cognitive, affective, and psychomotor domains can be one of the concrete steps to strengthen character education. In this case, policies at the university level should ensure that the AIK curriculum includes programs that build honesty, discipline, responsibility, and cooperation outside the classroom, such as through extracurricular activities, mentoring, and daily worship habits.

The results of this study are also relevant for educational institutions outside the Muhammadiyah, especially in the context of religious values-based character education. Other general and faith-based educational institutions can take lessons from the holistic approach used in aik. Examples are: integration of character values in the curriculum, increasing the role of lecturers and teachers, strengthening religious moderation, supporting policies for hidden curriculum. The following points that are obtained and discussed will be explained by the researcher below:

1. Honesty: Al-Islam and Muhammadiyah education teaches the importance of sticking to the truth, as taught in Islamic teachings. The value of honesty is the basis of personal integrity developed through religious learning. In this case, students are formed to always be honest in word and deed, both in everyday life and in carrying out worship, such as carrying out trust and being fair.
2. Discipline: One important aspect of the teachings of Al-Islam is punctuality, as seen in the five daily prayers. Through this education,

students are encouraged to familiarize themselves with carrying out activities regularly and obeying the rules. Kemuhammadiyah education also emphasizes the importance of discipline in work and study as a form of responsibility towards oneself and society.

3. Responsibility: In Al-Islam and Kemuhammadiyah Education, responsibility is not only towards oneself, but also towards society, the environment, and God. Islamic teachings emphasize the importance of amanah (given responsibility) in every action. This education forms individuals who are responsible for what they have done, both in personal, social and spiritual contexts.
4. Cooperation: Islamic teachings emphasize the importance of brotherhood and mutual cooperation. In Al-Islam and Kemuhammadiyah Education, cooperation is internalized as a form of ukhuwah Islamiyah (brotherhood in Islam). This education emphasizes the importance of working together in goodness, helping each other, and strengthening solidarity, both within the school environment and the wider community.

- Learning Strategies and Methods Used:

The learning methods applied in Al-Islam and Kemuhammadiyah vary, ranging from lectures, group discussions, to hands-on experience. Lectures provide theoretical understanding, while discussions encourage students to think critically and share views. Hands-on experiences, such as visits to orphanages or other social activities, allow students to apply character values in real situations, so learning becomes more contextualized.

- The Role of Lecturers in Character Education

Lecturers have an important role in shaping student character. Lecturers' honest, patient, and responsible personalities serve as role models for students. In addition, the personal and empathetic approach of lecturers can strengthen the relationship between lecturers and students, which in turn helps in character development. Lecturers also act as mentors, providing moral and spiritual direction in accordance with the values of Al-Islam and Kemuhammadiyah.

- Student Involvement in Extracurricular Activities:

Extracurricular activities related to Al-Islam and Muhammadiyah, such as religious studies, social services, or religious-based student organizations, also play a role in student character building. Through these activities, students learn to work together, be responsible, and hone social awareness. These activities provide space for students to practice the values taught in class in a wider environment.

- Evaluation and Assessment of Character Education:

Assessment of student character in Al-Islam and Kemuhammadiyah education can be done through various means, such as observation, self-reflection, and portfolio assessment. In addition to assessing cognitive knowledge, evaluation also includes aspects of student attitudes and behavior in the application of character values. This process aims to see the extent to which students internalize and practice the values learned in real life

- **Supporting Factors and Obstacles in Implementation:**

The implementation of character education through Al-Islam and Kemuhammadiyah is influenced by various factors. Supporting factors can include support from the campus environment, institutional policies, and the active role of lecturers and students. Meanwhile, obstacles can come from time constraints, lack of in-depth understanding of the importance of character education, or low student participation in supporting extracurricular activities. Analyzing these factors is important to improve the effectiveness of character education on campus.

CONCLUSIONS AND RECOMMENDATIONS

Based on research results, Al-Islam and Kemuhammadiyah (AIK) education has proven to be effective in shaping student character in various Muhammadiyah universities. Through the values of honesty, discipline, responsibility, and cooperation, AIK not only internalizes moral and spiritual principles, but also produces individuals who are ready to contribute to society. This success is supported by the role of lecturers as role models, varied learning approaches, and extracurricular activities that strengthen the application of character values. However, challenges such as excessive focus on cognitive aspects and low participation in supporting activities still need to be overcome.

To improve the effectiveness of AIK, it is suggested that there should be curriculum adjustments that are more balanced between theory and practice, such as project-based learning that is relevant to student life. In addition, institutions need to organize regular training for lecturers regarding innovative and inspiring methods of teaching character values. The development of AIK-based extracurricular activities, such as mentoring or community service programs, is also important. Periodic evaluation of learning methods and student engagement can ensure character education through AIK continues to develop sustainably.

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