



Strengthening Al-Islam and Muhammadiyah Integration in Semester Learning Plan Development through Lecturer Training and Mentoring

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ABSTRACT. Integrating Al-Islam and Kemuhmadiyah (AIK) into Semester Learning Plan (Rencana Program Semester—RPS) is a strategic effort to build the unique characteristics of Muhammadiyah Higher Education. However, its implementation faced both conceptual and practical challenges – particularly linking Islamic values with disciplinary knowledge and Outcome-Based Education (OBE). The purpose of this study is to analyze the challenges faced and determine effective strategies through lecturer training and mentoring programs for RPS development integrating AIK. This research applied qualitative case study as a method, involving 20 lecturers from some Muhammadiyah universities in Java. Data were collected and analyzed by semi-structured interviews, participatory observations and document analysis via thematic analysis. Research in this field results in four central issues: (1) lack of clear ideas among lecturers on the integration of AIK, (2) attributes that seem difficult to connect with technical disciplines, (3), Course Learning Outcome/CPMK not clearly capturing AIK elements, and (4) AIK content is only briefly mentioned and integrated. This also shows that professional development for lecturers with a structured training and follow-up academic mentoring significantly increased the number of RPS submitted by the target audience, from 20% prior to training to 60% after training and then at 90%, following mentoring. Implications of Findings: These results highlight how sustainable professional development, instructional coaching, and academic mentoring are critical strategies for increasing integration of AIK within an OBE framework. This study offers one model for the systematic building of lecturer capacity that can be adopted by institutions working to incorporate AIK into curriculum development, and presents both theoretical and practical implications for curriculum development in Muhammadiyah Higher Education.

Keywords: *Al-Islam and Muhammadiyah; Curriculum Integration; Semester Learning Plan; Lecturer Professional Development; Values-Based Curriculum*

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INTRODUCTION

Today the twenty-first century higher education has passed from knowledge-transmission paradigm, towards competency-based by including knowledge skills character integrity and social responsibility. In this context, integrating moral, ethical and spiritual values, characteristics of a new paradigm of higher education provision (Biggs et al., 2011; Linda DarlingHammond, Maria E. Hyler, & Madelyn Gardner, 2017; Vaccari & Gardinier, 2019), into the curriculum is vital to cultivate academically skilled yet socially responsible graduates.

In Indonesia, both the Merdeka Belajar–Kampus Merdeka (MBKM) policy and Outcome-Based Education (OBE) lead to the re-establishment of the SLP/RPS as a core ingredient for aligning learning outcomes, teaching strategies, assessment, and student learning experiences. Not only is the SLP an administrative document, it constrains and enables teaching and learning practices & is increasingly seen as a key indicator in quality assuring higher education. (Prasetio Utomo & Muhammad Irsyad Baitussalam, 2025; Sauri, 2019)

For the Muhammadiyah and 'Aisyiyah Higher Education Institutions (PTMA), a distinguishing feature of this SLP development is that every course in all disciplines embeds an Ahl Al-Islam and Muhamamdiah (AIK) as per the nature. Integrating AIK does not aim for an increase in religious content (de Wit & Altbach, 2021; Taguma & Barrera, 2019) but embeds Islamic values as an epistemological foundation and a source of ethical framework(s) and a basis for graduate competency development. As a result, AIK is likely to be incorporated into both curriculum design and the learning process as a whole.

AIK integration into the development of SLP even though strategically important is still quite a challenge. Such as differences in educational background among lecturers, variations in defining parts of AIK integration, low experience in learning design based on AIK often lead to a shallow application AIK in many cases is integrated mainly as infusion, tacking on Qur'anic verses or Hadith with little meaningful alignment to CLOs (Course Learning Outcomes), pedagogical methods, or assessment strategies. This mindset is especially pronounced among non-religion practitioners—lecturers in science, technology, engineering, health and economics and social science courses consistently struggle to interrelate AIK.

According to previous studies, AIK integration has a positive contribution to students' character development and learning quality. Evidence also confirms that lecturer training helps develop deeper knowledge of the integration of AIK, yet implementing this practice continues to be limited due to access to helpful practical guidance, discipline specific examples and ongoing professional support. Outcome-based Education studies also show that successful curriculum reform is inextricably linked with faculty competence, institutional commitment, organizational culture and global quality assurance mechanisms over and above curriculum documents.

Based on these challenges, lecturer training and mentoring comes among strategic efforts to advance AIK integration in the development of a Semester Learning Plan. Lecturers benefit from training to both conceptualize the knowledge and skills in AIK whereas mentoring follows up with continuous guidance, feedback, and practical connection of what has been covered at the university classroom by developing learning outcome or CLOs that demonstrates applying AIK within an Outcome-Based Education (OBE) framework. Thus this research examines the reinforcement of training and lecturer mentoring depth on how integrating Al-Islam and Muhammadiyah values into learning plans or Semester Learning Plan at Muhammadiyah Higher Education Institutions.

Although the research on implementasi Al-Islam and Kemuhammadiyah (AIK) in higher education institution of Muhammadiyah is developed, but most of the studies explored study AIK curriculum developement, values internalization or assess AIK as a compulsory subejct. It does not seem that much systematic professional development has been done looking into how lecturers systematically integrate AIK on Semester Learning Plans (SLPs/RPSs) across disciplines. Other existing studies also focus more on the normative aspects of AIK integration by mentioning Qur'anic verses or Hadith rather than discussing AIK as a content and pedagogical basis for AIK-based Instruction in which Course Learning Outcomes (CLOs), teaching strategies, learning activities, and assessment are outlined. In addition, most previous studies have employed descriptive approaches and rarely examine the efficacy of lecturer training and academic mentoring in reinforcing AIK integration.

Preliminary observations and document analysis at Muhammadiyah Higher Education Institutions indicated an empirical gap. Most lecturers recognized that AIK is a component of an

institutional identity, but many either were not well grounded in the conceptual basis or lacked the practical skills needed to incorporate AIK systematically into Semester Learning Plans. Only 20% of lecturers could submit SLPs with AIK integration, prior to the training program. This jumped to 60% following the lecturer's instruction and to 90% following extensive academic mentoring, indicating that mentorship was crucial in putting conceptual knowledge into practice. Rather than having insufficient skills, the other 10% of lecturers had been unable to finish their SLPs primarily because of demanding academic and administrative requirements.

This study fills these research and empirical gaps by studying lecturer training as well as academic mentoring, as harmonizing strategies to strengthen AIK integration in Semester Learning Plan preparation. It offers three main contributions. Firstly, it shows that ensuring AIK is integrated successfully depends on more than just policies or curriculum documents; rather it must be tied with ongoing professional development for lecturers. Secondly, it offers a theoretical framework that connects lecturer training, academic mentoring Semester Learning Plan development, instructional implementation and continuous quality improvement. Third, it offers empirical evidence that an integrated approach of training and continuous mentoring is superior to one-time training with respect to increasing AIK integration thus providing implications for quality assurance in higher education and curriculum development practices in Muhammadiyah Higher Education Institutions.

Theoretically, this study contributes to the literature on Al-Islam and Kemuhammadiyah (AIK) integration by describing practical implementation of AIK from lecturer professional development and values-based curriculum perspectives. This study contends that the integration of AIK should not be seen merely as incorporating Islamic content in teaching materials, but more fundamentally as a process to enhance educators competence in designing learning experiences based on Islam and Muhammadiyahs educational mission.

Embodiment, the findings offer useful recommendations for university leaders, quality assurance units and The Muhammadiyah Higher Education Council in designing sustainable lecturer capacity development policies. This model will be useful as a CPD framework which can not only offer support for AIK integration when preparing SLP/RPS but also in terms of teaching, assessment and nurturing Islamic academic culture

This study, therefore, aims to investigate :1) About the challenge of AIK in Semester Learning Plan preparation.2) The Effectiveness of lecturer training & academic mentoring and Improving AIK Implementation3) A Sustainable Strategic model as an effort to improve AIK Implementation within the academic quality assurance system at Muhammadiyah Higher Education Institutions.

METHOD

The research design used in this is qualitative case study to investigate strategies how the integration of Al-Islam and Kemuhammadiyah (AIK) into Syllabus / Semester Learning Plan (SLP/RPS) development through the lecturer training and academic mentoring at Muhammadiyah Higher Education Institutions (MHEIs). The study relied on a qualitative approach to achieve greater depth of understanding (McConlogue, 2020; Short & Shemshack, 2023) of the experiences, challenges and practices of lecturers when integrating AIK into their instructional planning in their real institutional context.

This research was carried out in Multilah Muhammadiyah Institute of Technology, Sunanpandan Aisiyiah University, and Maula Suhada Norman University which is a purposive sampling study because these universities have implemented policies regarding the curriculum integrated with AIK and built lecturer development programs that integrate AIK. Design Data were

collected over a period of six months (January–June 2025) encompassing needs assessment, training, mentoring, implementation and evaluation stages.

A total of 20 full-time lecturers from multiple disciplines including Social Studies Education (n = 2), Elementary Education (n = 3), Mathematics Education (n = 3), Indonesian Language Education (n = 2), Management (n = 2), English Language Education (n = 2), Public Health (n = 1), Educational Administration (n = 2), Educational Research and Evaluation (n = 2), and Pharmacy (n = 1) who have undergone AIK-based SLP training and mentoring programs. Data triangulation involved corroborating the data with AIK coordinators, faculty administrators, and quality assurance personnel.

Data were gathered via four complementary methods including semi-structured interviews with the host Country Programme staff, participant observation (PO; researcher participation in the change), document analysis and documentation. The interviews covered the lecturers understanding of AIK, their experiences in developing SLPs, challenges faced during implementation and using LKS, and opinions on mentorship or training they received. Quality of Research: (Quantitative and / or Qualitative) Qualitative: Participant observation during four teacher training workshops, four mentoring sessions, normal conversation minutes including questions on collaboration practices in both large group settings with multiple teachers and facilitator individually Participating Introduction Use 'Purpose Sample' for your analysis. Method: Documents analysed included SLPs prior and post-mentoring and training with AIK, OBE documents, training reports, quality assurance records. The second step involved collecting supportive documentation such as pictures, attendance lists and evaluation reports.

Thematic analysis was used to analyze the data and included familiarization with the data, coding of the dataset, generation of themes and review of those themes for interpretation and synthesis. The findings were credible with Lincoln and Guba's credibility, transferability, dependability, and confirmability measurements (Hartono et al., 2025; Suryadi et al., 2025) The data trustworthiness was maintained by several methods such as source and method triangulation, member checking peer debriefing, providing thick contextual descriptions including an audit trail to document the entire research process. (Gunawan, 2015; Kivunja & Kuyini, 2017; Korstjens & Moser, 2018; Nowell et al., 2017) This methodological approach allowed for an in-depth investigation of lecturer professional development strategies to enhance AIK integration during development of Semester Learning Plans.

Data were analysed following thematic analysis (Braun, V. and Clarke, 2006) in six phases: (1) familiarisation with interview transcripts, observations and documents; (2) initial coding of data considered meaningful; (3) compilation of themes; (4) revising themes; (5) defining and naming themes; and finally (6), contextualising findings in a coherent story supported by participant quotes from the interviews, document analysis—the referenced text—and an a priori established theoretical framework. The study followed standard research ethics (Christou, 2023; Hauruddin Arsyad; dkk, 2025) Participants were provided information about the study objectives, procedures, reasons for participation and right to withdraw at any time. Informed consent was obtained from all subjects written. Participants were anonymized (D1-D20) to ensure confidentiality and all data are stored for academic purposes only.

A total of 20 lecturers from Muhammadiyah Higher Education Institutions in a variety of disciplines (Social Studies Education, Elementary Education, Mathematics Education, Indonesian Language Education, Management, English Language Education, Public Health, Educational Administration, Educational Research and Evaluation, and Pharmacy) were purposively selected. All participants held Ph. They were mostly holding S. D. degrees, had ~6–32 years of teaching experience and had participated in AIK integration training and academic mentoring programs, providing rich perspectives on the development of RPS based on AKI.

The study delineated a systematic approach that started by identifying the problem, setting research objectives, choosing a qualitative case study design as well as sampling participants through purposive sampling. Qualitative data collection and analysis: Data were collected from in-depth interviews, participant observation, document analysis and documentation (Chakma & Li, 2025; Kalu, 2017; Senanayake & Dean, 2025). Results were presented with triangulation of sources of evidence (Howard et al., 2018) and credibility measures taken through member checking and peer debriefing. (Elo et al., 2014) Data were analyzed through thematic analysis which resulted in findings encompassing AIK integration challenges, the impact of lecturer training and mentoring effectiveness, predicted supporting and inhibiting factors, and an AIK Integration Strengthening Model developed based on skills to implement Semester Learning Plan through lecturer training, mentorship or academic mentoring.

A conceptual model of AIK integration strengthening strategy The model described in the proposal is one that offers a continuous improvement cycle aimed at strengthening the integration of AIK in Rencana Pembelajaran Semester (RPS) development. First is the institutional policy, then AIK integration training to provide more understanding to lecturers. This is reinforced by mentoring, review and feedback, revision of the AIK-based RPS enforcement of AIK-based inquiry learning monitoring and evaluation quality improvement continuous.

RESULT AND DISCUSSION

Result

The strength of this integrative program was facilitated by two components; AIK-based RPS training and personalized mentorship (individual or group). The training provided a conceptual understanding of AIK integration while mentoring offered consultation, feedback, and assistance in modifying the RPS documents prior to conducting the lessons.

Evidence from analyses and observation of RP submission indicated significantly increased preparation and filing of AIK-based RPS post-program. While, professional lecturers still be faced that teaching AIK with various different study program.

Using thematic analysis, four main themes were identified (1) Conceptual challenges in integration of AIK; (2) Technical challenges in Semester Learning Plan development; (3) The effect of training to improve understanding among lecturers; and (4) Effectiveness of mentoring to strengthen integration of AIK.

Conceptual Challenges in AIK Integration

Findings indicated diversity of interpretation of the integration of AIK in diverse units by lecturers. To them, AIK was just the input of Qur'anic verses or Hadith in curriculum whereas others perceived it as a complete framework of education which can be maintained throughout the whole procedure of teaching and learning. This discrepancy in understanding led to uneven AIK implementation within Semester Learning Plans.

Results of the authors determined three conceptual challenges associated with AIK integration:

Table 1. Conceptual Challenges in AIK Integration

Subtheme	Indicators	Data Sources
Inconsistent understanding of AIK	Different interpretations of AIK integration	Interviews
Symbolic integration	AIK (only Qur'anic verses or Hadith)	Interviews, Document Analysis

Challenge of associating AIK with fields	Particularly in engineering, health sciences, and applied sciences	Interviews
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Results: Interviews and document analysis showed that lecturers understood AIK to be anything from just adding Islamic references to content, to being a holistic educational model embedded in learning outcomes, teaching methods, assessment and as central in facilitating student learning experiences. These different perspectives were a result of variations in academic background, prior AIK training and working knowledge of Outcome-Based Education (OBE).

Analysis of RPS indicated that most lecturers complied with the AIK integration by implementing a symbolic function instead of a substantive one; only some successfully integrated to embed AIK within course learning outcomes, learning activities and assessment. The findings imply that what is hampering seems to be less commitment to AIK among the lecturers and rather a lack of a common conceptual understanding supplemented with practical guidance.

The challenges for lecturers coming from non-religious disciplines included that translating of the values that were part of AIK to learning outcomes and practices within their own discipline. Reasons identified were the lack of access to best practice examples, inadequate operational guidance, and narrow academic training in disciplines with limited interdisciplinary integration of AIK. Implications and Conclusions These results highlight the need for practice-oriented training, clear directives, and ongoing supervision towards deeper integration of AIK with teaching across disciplines.

After the training and mentoring program, lecturers were better equipped to include Al-Islam and Kemuhammadiyah (AIK) values in their Semester Learning Plans (RPS). They realize that 11) AIK integration is not merely inserting Qur'anic verses or Hadith and can be performed through professionalism, integrity, responsibility, social concern profession, Muhammadiyah values (Tajdid). The most crucial challenge was differences in the conceptual understanding of the lecturers, not the commitment to AIK.

Table 2. Technical Challenges in RPS Development

RPS Component	Challenges Identified
Course Learning Outcomes (CPMK)	AIK values are not explicitly reflected
Learning Materials	AIK only appears at the start of this course
Teaching Methods	The instructional strategies do not facilitate internalization of values
Assessment	There is no assessment of affective learning outcomes.

In fact, the results of the analysis indicate that most CPMK focused on knowledge and technical abilities or lacked any focus on AIK competencies such as Islamic character, professionalism, integrity and responsibility for others. AIK was still seen, by many lecturers, not as a component within an educational strategy but more as additional content.

Training and mentoring address these challenges by providing practical approaches to develop measurable AIK-based Course Learning Outcomes that support institutional-level Graduate Learning Outcomes (GLO). This led to revised CPMK that increasingly integrated academic competence with AIK values, including academic integrity, professionalism, responsibility, ethical conduct, social commitment, and the Muhammadiyah principle of amar ma'ruf nahi munkar which show us the significantly role of mentoring service in develop AiK-based RPS.

Results: The 20 lecturers who participated in the training and mentoring program were far more capable of adding Al-Islam and Kemuhammadiyah (AIK) values into the Semester Learning Plan (RPS). You learned that AIK integration does not only mean embedding Qur'anic verses or Hadith but can be performed through ethics, integrity, responsibility, and social concern in his/her professional behavior as well as professionalism and even tajdid values of Muhammadiyah that occurs is an obligation in different disciplines. What was readily acknowledged as the biggest challenge was not a lack of commitment to AIK, but differences in lecturers' conceptual understanding.

The analysis revealed that the majority of CPMK focused on knowledge and technical competencies, whilst many Islamic character, professional ethics, integrity, social responsibility; and the Muhammadiyah principle of amar ma'ruf nahi munkar., those related to AIK are neglected. Most lecturers continue to view AIK as additional content rather than a grounding for learning outcomes.

These challenges were overcome through training and mentoring employees, which had practical assistance in articulating AIK-based CPLs that corresponded to the institution's Graduate Learning Outcomes (GLO). Consequently, these CPMK revisions began to accommodate academic competence alongside the inclusion of AIK values (social commitment, ethics, professionalism and responsibility, amar ma'ruf nahi munkar) which indicate that mentoring is essential for increasing the quality of AIK based RPS development.

These results prove that training and mentoring provide a significant increase in the capabilities of lecturers to incorporate Al-Islam and Kemuhammadiyah (AIK) values into RPS. Lecturers started understanding AIK as not just embedding religious texts but embedding values of professional ethics, integrity, responsibility, social commitment and the Muhammadiyah value of tajdid in their learning outcomes and teaching practices. The main challenge was not poor commitment, but lack of consistent conceptual understanding.

Most RPS documents focused more on knowledge and technical skills neglecting AIK-related competencies regarding Islamic character, professional ethics, integrity, and social responsibility. Third, it was also hard to define measurable AIK-based learning outcomes due to the absence of standardized guidelines and practical examples for lecturers.

As a result of the training and mentoring program, lecturers can better formulate AIK-integrated CPMK associated with academic competencies fused with the values of academic integrity, professionalism, responsibility, social concern and ethics as well as amar ma'ruf nahi munkar moral action. These advances indicate that mentoring was integral to how AIK concepts were translated into concrete, measurable aspects of the curriculum.

Effectiveness of Training

It can be concluded that the training which is conducted for developing the AIK-base Semester Learning Plan (RPS) have been significantly improve this competence among lecturers. The submission of RPS with increased substantive knowledge from 20% (4 lecturers) pre-training to 60% (12 lecturers) post training. On the other hand, the results also illustrated that merely through training did not guarantee overcoming the obstacles as some lecturers needed further assistance applying artificial intelligence and knowledge (AIK) concepts in developing RPS. Such is where mentoring can help close the disconnect between what we all kind of understand conceptually, and how things are actually done in practice.

Effectiveness of Mentoring

Mentoring played a crucial role in improving both the quality and completion of AIK-based RPS. As a result, through feedback, consultation and document revision lecturers produced systematic RPS drafts with better alignments across CPL, CPMK, learning materials, teaching

strategies in student-centred learning (SCL) pedagogy as well as assessment. AIK values were woven throughout the curriculum, rather than as an add-on.

It helped lecturers become more confident, and better able to spot gaps in their instructional plans, if you like. Consequently, 90% of lecturers submitted their RPS, while the remaining 10% of lecturers did not submit the RPS due to heavy academic and administrative workloads rather than lack of competence.

In general, document analysis revealed a serious improvement after mentoring, including: Alignment of CPL with CPMK Integration of AIK values in all element of RPS Internalization teaching methods (AIK value)

Assessment on knowledge, skills and attitudes Full compliance to institutional RPS standards.

The main role of mentoring in providing high-quality AIK-based Semester Learning Plans to translate the outcomes of training is confirmed by these findings.

These results indicate that mentorship was the main variable in the increase of AIK-based Semester Learning Plan RPS. In contrast to training, which concentrated on conceptual comprehension, mentoring gave hands-on direction and advice about how to revise documents, along with specific assistance in aligning every aspect of the RPS by linking PLOs or CLOs with learning materials objectives or students' learning experiences and also indicating AIK values.

The mentoring process also encouraged critical reflection in lecturers to assess the congruency between their designs choices and provided more systematic competency-based RPS documents. Analysis of documents revealed significant advances in the quality and consistency of RPS, and lecturers described greater confidence in designing curricula.

Mentoring was effective, as evidenced by the increase in RPS submission rates from 20% pretraining, to 60% posttraining and 90% postmentoring ($p < .0001$), suggesting that mentoring bridged the gap between conceptual knowledge and practical implementation.

Interpretation

Mentoring acts as one of the professional learning, involving continuous feedback to significantly improve lecturer competence and quality in AIK-based RPS development.

The thematic analysis uncovered four primary findings:

Table 3. Summary of Thematic Analysis Results

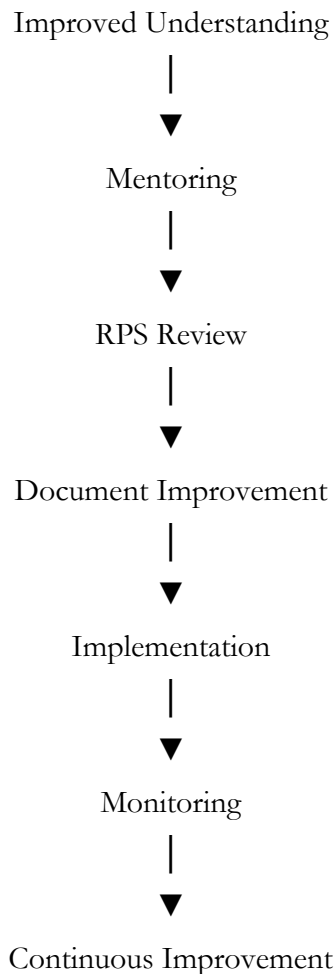
Theme	Subtheme	Findings
Conceptual Challenges	Understanding of AIK	Inconsistent
Technical Challenges	RPS Development	Not yet optimal
Training Effectiveness	Lecturer Competence	Improved
Mentoring Effectiveness	Implementation	Significantly improved

Proposed Research Model (Novel Contribution)

This study proposes a CI model contains:

Training





This model shows that an effective approach for reinforcing AIK integration in the development of Semester Learning Plans is combining training with ongoing mentoring

Discussion

Based on this discussion, the main problem in preparing RPS based on AIK is that there is an inconsistency among lecturers in understanding how to integrate AIK. Some lecturers think AIK as simply inserting Qur'anic verses, Hadiths or Muhammadiyah values in course documents whereas other lectures classified it into a more comprehensive educational paradigm that needs to be integrated throughout the Course Learning Outcomes (CLO), learning materials, teaching strategies and student learning experience and assessment. Such diverging thoughts had led to different quality of RPS.

Thus it is indicated that the problem was not due to the commitment of Muslim values but because there were differences in how lecturers formulated their conceptual understanding of AIK. This means that AIK integration is often limited to symbolic and managerial, rather than having a role as a steering framework in teaching and learning.

The implications support the Values-Based Curriculum (VBC) approach, wherein institutional values should underpin all aspects of curriculum design, implementation and evaluation. They similarly support recent studies that attest to the biggest difficulty being lecturers engaging AIK ideals into discipline-specific lesson plans, highlighting the value of ongoing training or mentoring.

At the level of instructional practices, for an effective integration of AIK through OBE curricula mechanisms are constructed in a way that achieve constructive alignment among graduate

profiles, learning outcomes, teaching strategies, learning activities and assessment. This fits within the Values Based Curriculum, which takes an integrated approach to planning and implementing curriculum around institutional values. But AIK has not been systematically integrated into all aspects of instruction because understanding among lecturers is still inconsistent (Hartono et al., 2025)

Structured based on constructivist learning theory, the article contends that AIK must be internalised through a process of meaningful learning as viewed time to grasp core concepts such as critical thinking, professional ethics, academic integrity, social responsibility and Islamic leadership; otherwise AIK remains a series of standalone facts without any basis in knowledge -- it becomes epistemological.

This study indicates that lecturers, especially in non-religious subjects, find it difficult to actually implement the values of Al-Islam and Kemuhammadiyah (AIK) in their academic fields. While AIK has been an intellectual expression of Muhammadiyah Higher Education Institutions, many have not integrated AIK into Course Learning Outcomes (CLOs), learning materials, teaching strategies, and assessment methods. Consequently, AIK is usually positioned as extra religious material, not as a guiding pedagogy.

The findings support the tenets of Outcome-Based Education (OBE) and Biggs' Constructive Alignment Theory, which highlight that AIK should be incorporated integrally within instructional design components, as opposed to being contingent verses from the Qur'an or opening statements. In order for AIK integration to work, teachers need to connect Islamic values with professional skills relevant to their fields e.g. in engineering: Ethics; Economics: Social Responsibility; Health Sciences: Professionalism and Empathy.

There is a genuine need for reconstructing the curriculum based upon values-driven concepts, and the expertise of lecturers in pedagogy are among the imperative success factors guiding successful integrations of AIK. Broadly, this is so that Muhammadiyah Higher Education Institutions can implement qualified lecturer capability from case-based training to multidisciplinary RPS examples, practical descriptions of AIK integration guidelines, communities of practice and continuous mentoring to achieve professionalism in the academic field. These tactics will assist in creating AIK as a model for education that helps students grow to be people, skilled at their jobs smart and connected to Islamic ideas.

According to the research Al-Islam and Kemuhammadiyah (AIK) values are not yet clearly included in the majority of Course Learning Outcomes (CLOs/CPMK). Knowledge and skills are the main focus of existing CLOs; attitudes, honesty, morals and being responsible to society get attention. Because of this AIK is not a part of what students are expected to know or do. Instead it stays as something added on by the administration. This shows the gap between what's taught and the idea of Muhammadiyah higher education.

According to Biggs Constructive Alignment Theory and Outcome-Based Education (OBE) learning goals, how teaching is done and how students are tested should all include AIK values. Similarly the Values-Based Curriculum approach says that Islamic values should be in all parts of the curriculum, not some classes. To make AIK part of the learning goals teachers need examples from their subjects, good advice, regular training and help from others.

The survey also found that AIK is usually mentioned at the start of lectures using parts from the Quran, Hadith or Muhammadiyah. Of being the main part of teaching this way keeps AIK as just a small part. To truly bring AIK into education it should be part of everything like discussions, case studies, projects, thinking exercises and tests. This will help students use values in many different jobs.

The study says that AIK should not be religious content but also an education model. For Muhammadiyah universities to create students with grades, good Muslim qualities, honest work

and a love for Muhammadiyah values AIK needs to be connected to Islamic ideas what is studied and real jobs through Outcome-Based Education (OBE) and Constructive Alignment.

The results show that making AIK part of the Semester Learning Plan (RPS) is very helpful when teachers get training and support. The number of RPS submissions went up from 20% before training to 60% after training. 90% After mentoring. The remaining 10% of teachers didn't submit their RPS because they had much work not because they couldn't do it.

Training helped teachers understand AIK, OBE ideas how to write CLOs (CPMK) and how to design lessons that use AIK. From a development angle this was useful. Mentoring, which was like coaching helped the most. Mentoring gave support, comments, thinking time and working together to solve problems. Through mentoring teachers were able to add AIK to their goals how they taught, what students did and how they were tested. This shows that ongoing help is better than one-time training.

According to the study one important part of making better RPS is having support. Beyond watching over mentorship encourages working together thinking about how to teach and groups of teachers who share ideas. This helps teachers talk about how to bring AIK into subjects learn from good examples and improve their RPS with personal advice. This way is better than regular training.

The programs success is shown by the increase in RPS submission rates from 20% before training to 60% after training and 90% after mentoring. This shows improvements in how teachers work. While mentoring helped turn knowledge into teaching training gave the ideas. The fact that 10% of teachers didn't submit RPS because they had much work shows that schools need better rules about how much work is given.

Overall the results show that mentoring, teaching help and training together help teachers grow. When used together these methods help Muhammadiyah Higher Education Institutions adopt OBE and values-based learning and also make sure AIK is in RPS development

CONCLUSION

Based on the study Muhammadiyah higher education still has problems with including Al-Islam and Kemuhmadiyah (AIK) in the making of Semester Learning Plans (RPS). These problems include teachers not understanding AIK well difficulty connecting it to what they teach not putting it in learning goals and using it at the start of class instead of as a main way of learning. Because of this AIK is mostly a part of the school's work and not really part of learning.

As shown by the rise in RPS submission rates from 20% before training to 60% after training and 90% after mentoring the results show that training and mentoring work well. Through talking, thinking, giving advice and changing documents mentoring helped with teaching while training helped with understanding the ideas. Ongoing training, mentoring and support is needed for AIK to be part of what happens in schools.

By expanding how teachers grow how ideas match and what is taught the study adds ideas. In practice it suggests that teachers should get training, support and ways to use AIK. For rules it says that AIK should be part of how teachers are judged and that RPS should be checked based on AIK.

The study's way of looking at things is a case study. It focuses on RPS, not, on classes. It uses RPS submission rates as the sign. It doesn't compare different schools. The main limits are that. Future research should use ways to find out how AIK helps students and teachers and also test the OBE-based AIK plan that can be used in all Muhammadiyah schools.

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