

Practices of religious character education in an Islamic campus: A study on Islamic education students at the tarbiyah faculty of IAIN Curup

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ABSTRACT

Basically, the spiritual needs found in humans, both religious and non-religious individuals, certainly every human being has a natural tendency to be religious towards religious beliefs, so it is very important to foster a religious environment to achieve Islamic goals in national education. The aim of this research is to determine the understanding of Islamic religious education study program students regarding religious concepts from an Islamic campus perspective, the practice of the religious atmosphere of students in the PAI IAIN Curup study program, and the supporting factors for the atmosphere of students in the IAIN Curup study program. The research method used is qualitative research using a phenomenological approach and data collection obtained is by observation and interviews. The results of this research show that PAI study program students understand religious concepts from an Islamic perspective, namely PAI students certainly realize the importance of understanding religious concepts in the context of an Islamic campus, especially in shaping student character and ethics. Then practice the religious atmosphere of IAIN Curup PAI study program students by cultivating religious values of religion by having a religious vision and mission, implementing integrative learning, creating a religious atmosphere and following traditions and behavior consistently. And there are also factors supporting the religious atmosphere of IAIN Curup PAI study program students, namely an academic environment that is quite supportive, lecturers who provide qualified guidance, adequate infrastructure, and the existence of religious programs/organizations.

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Introduction

Essentially, spiritual needs exist in humans, whether they are religious or non-religious individuals. Every human being has a natural tendency to be religious and to worship whatever they perceive to be superior to themselves (Abdurrahim, 2004). Humans worship their god as a form of religious ritual to express their religious beliefs. Those who practice religion are often referred to as religious individuals. The KBBI uses the terms "religion" and "related to religion" interchangeably (agama). Humans, especially students undergoing the learning process in higher education, need to be indoctrinated with religious attitudes. This aligns with the national education goals outlined in Law Number 20 of 2003, which aims to develop students' capabilities to become devout and moral individuals.

Creating a religious environment is crucial to achieving national education goals. Establishing such an environment means developing a climate conducive to practicing religion (Muhaimin, 2012). In the context of education in schools or universities, a religious atmosphere refers to forming views imbued with Islamic teachings or religious values and manifesting these in the daily attitudes and life skills of the school community (Fawaid, 2016). Religion can be categorized into two contexts: horizontal and vertical. Vertical religion involves the relationship between humans and Allah SWT. This vertical religious atmosphere can be created through activities such as congregational prayers, group prayers before and after achieving a goal, upholding devotion and loyalty to moral power in school, and more. Horizontal religion pertains to how people interact with one another or their classmates and how they engage with their environment (Muhaimin, 2012).

Religious activities, as manifestations of a religious environment, encompass not only ritual behavior (worship) but also other actions motivated by supernatural forces. This involves both internal occurrences within a person's heart and visible but intangible aspects. A person's religious attitude can be assessed based on their adherence to religious rules and prohibitions, desire to learn religious doctrines, participation in religious activities, respect for religious symbols, familiarity with the scriptures, and using religious doctrines as the foundation for creative thinking (Ancok, 1995).

The establishment of a religious environment in educational institutions or schools is exclusively based on nurturing the diverse human potentials known as fitrah since birth. Islamic education must align with human fitrah and develop it because the teachings of Islam, as revealed by Allah through His messengers, are a religion that considers and enhances human fitrah.

Instilling and cultivating the foundations of moral, social, ethical, and religious education in each student is crucial and should be maximized by educators at the beginning of the academic year. According to Article 3 of Law Number 20 of 2003 on the National Education System, the goal of national education is to develop students' potential to become individuals who believe and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible democratic citizens (Alim, 2006).

Many parties find that the implementation or fostering of a religious atmosphere falls short of expectations in today's reality, particularly in Islamic educational institutions. Islamic religious education is sometimes only partially understood, visible only externally through symbols. In reality, religiosity can emerge in various aspects of human existence. Religious actions encompass both ritual behavior (worship) and other actions motivated by supernatural forces, relating to both visible manifestations and inner occurrences within the heart.

Therefore, a person's religiosity will have various aspects and dimensions (Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, 2003). This can be achieved through one of three ways: 1) Physically, by managing religious values in the form of infrastructure and facilities, which is crucial in empowering the community. 2) Activities include the implementation of worship (congregational prayers), teaching and learning processes, all managed in schools (seminars, discussions, teaching, special training, etc.). 3) Management of actualization expressed in attitudes and behaviors such as greetings, visits, reciprocal actions, and appearances. 4) Religious, meaning attitudes and behaviors that comply with religious teachings, tolerance towards the religious practices of others, and living harmoniously with followers of other religions (Muhaimin, 2012).

To develop a religious environment for IAIN Curup students from an Islamic Campus perspective, it is necessary to observe and analyze deeply the practice of the religious environment to determine if it aligns with the Islamic Campus perspective. Rituals and formalities only hold significance if they help someone achieve their ultimate goal of becoming close to God and being kind to others. The religious environment, expressed through rituals and symbols, is referred to as the "frame" or "framework" of humans (Karimah character). According to Nurcholis Madjid, a religious atmosphere arises when

religious values, particularly those representing divine and human values (rabbaniyah and insaniyah), become ingrained in a person in the form of values such as faith, Islam, Ihsan, Taqwa, Ikhlas, Tawakal, Syukur, and Shabar. Meanwhile, human values manifest as familial bonds, brotherhood, equality, justice, good humor, humility, generous promises, employment, reliability, thrift, and generosity.

Method

The research design employed in this study is qualitative research using a phenomenological approach. Qualitative research with a phenomenological approach has its inherent characteristics. According to Mujib (2015), there are two characteristics in the phenomenological approach in the field of religion. First, this approach is a method of understanding the religion of others from a perspective of neutrality. In this situation, the researcher uses the preferences of the concerned individual to reconstruct based on that person's experiences. This means that in this condition, the researcher sets aside their own perspective (epoche) and tries to build upon the experiences of others. Second, in gathering data, this approach is aided by other disciplines, such as history, archaeology, philology, psychology, sociology, literary studies, linguistics, and others.

Data collection for this research is conducted through observation and interviews, including in-depth interviews. In-depth interviews are used to obtain detailed information about the phenomena or education being studied. This type of interview also aims to uncover "something" that is not yet visible. The data obtained from in-depth interviews is then analyzed using Interpretative Phenomenological Analysis (IPA). According to Smith, as cited by Bayir and Limas (2016), there are several stages in IPA: (1) reading and re-reading, (2) initial noting, (3) developing emergent themes, (4) searching for connections across emergent themes, (5) moving to the next cases, and (6) looking for patterns across cases. The subjects of this research are students from the Islamic Education Study Program at the Tarbiyah Faculty of IAIN Curup. Data collection is conducted using Snowball Sampling and Random Sampling techniques

Results and Discussion

Understanding of islamic religious education students on the concept of religiosity from the perspective of an islamic campus

Universities are centers of knowledge and human resource development (Chirzin, 2006). These educational institutions emerge and evolve within the fabric of society. Their presence is crucial in meeting the higher education needs of citizens through tertiary education and in contributing to community development and scientific knowledge. The excellence of a university, often attributed to its dedicated, competent, and professional leadership, is reflected in the academic freedom, faculty achievements, and student quality (Suparlan, 1993).

Among the various types of universities, some are general, while others are characterized by their adherence to religious values, leading to the formation of Islamic campuses. The term "Islamic campus" is relatively new in higher education but is familiar to institutions overseen by the Ministry of Religious Affairs. An Islamic campus is an environment based on Islamic principles and religious characteristics. Its goal is to create a campus atmosphere that reflects Islamic principles and teachings in all aspects, such as providing education rooted in religious values and developing character encompassing ethics, morals, and social ethics in Islam. Additionally, these campuses often integrate religious elements, such as worship, social activities, and better understanding of religion, into their activities.

Islamic campuses also have facilities and programs that support religious practices. These include mosques, places of worship, Islamic study groups, and scheduled religious activities. The primary aim is to create an environment that fosters spiritual growth, a deeper understanding of religion, and the application of Islamic principles in daily life. As institutions

focusing on Islamic religious education, Islamic campuses play a vital role in preparing students to understand religious concepts, apply Islamic teachings, and develop strong religious ethics. They become centers for religious learning and inspire students to lead meaningful, religious lives in accordance with Islamic teachings.

The term "religious," as defined in the Indonesian Dictionary, refers to matters related to religion or religious belief. In Islamic teachings, being "religious" means practicing religious teachings wholeheartedly (Pratama, 2015). Every individual has beliefs that form part of their identity, whether religious or non-religious. "Religious" reflects the behavior and attitude of someone committed to following their religious teachings and being tolerant of others practicing their beliefs, even if they differ. The concept of "religious" can be defined as a tradition embodying the values of religious teachings practiced in daily life. When all members of the campus community apply this concept, whether consciously or unconsciously, they are practicing religious teachings. In the context of an Islamic campus, the concept of "religious" extends beyond communal prayer.

There are several aspects concerning the understanding of the concept of religiousness among Islamic Education Study Program (PAI) students in the context of an Islamic campus. First, PAI students understand and are familiar with the concept of religiousness from an Islamic campus perspective. However, they rarely participate in religious activities organized at IAIN Curup. Understanding in this context means the ability to grasp attitudes, meanings, or explanations about something clearly and completely (Abshor, 2022). Anas Sudjiono explains that understanding is the ability to comprehend something after it is known and remembered, meaning knowing about something and being able to view it from various perspectives (Sudijono, 1996).

PAI students often acquire a strong understanding of religious teachings and values from two main sources: the study program itself and the lecturers who conduct the classes. The PAI program provides theoretical knowledge that underpins the concept of religiousness. Students gain a better understanding of fundamental Islamic concepts, such as monotheism, morality, and worship, through course materials, textbooks, and carefully designed study programs. Class discussions, guest lectures, and personal guidance from experienced lecturers deepen students' understanding of how religious concepts apply in everyday life.

Therefore, PAI students' understanding of the concept of religiousness does not solely depend on the curriculum but also on the significant role lecturers play in guiding, inspiring, and encouraging them to think critically and embrace religious principles in their daily lives. This combination of academic and practical experiences gives PAI students a solid foundation to grow as religious individuals and understand Islamic teachings more deeply.

Second, there is variation in the level of understanding of the concept of religiousness among PAI students. Some may have a deeper understanding, while others might have a more basic comprehension. This variation can be influenced by their prior religious education and their involvement in religious activities outside campus. Students with extensive religious education, whether through religious schools, madrasahs, or intensive family education, may have a deeper understanding of religious concepts. Engagement in religious activities, such as communal prayers, lectures, or participation in religious-based social activities, also contributes to a deeper understanding by putting these ideas into practice (Interviews, 2023).

It is important to remember that the PAI program aims to provide an equal understanding to all students, including those with only a basic initial understanding. Variations in understanding among students can also be an opportunity for peer learning. Group discussions, joint projects, and student collaboration can enrich the educational experience by facilitating the exchange of ideas and experiences, helping students gain a broader understanding of Islam (Interviews, 2023).

Third, most PAI students recognize the importance of understanding the concept of religiousness within the context of an Islamic campus, particularly in shaping their character and ethics. Despite a good theoretical understanding, a lack of participation in religious activities on campus might be an area that needs improvement. Religiosity encompasses

various elements that make someone religious (being religious) rather than merely claiming to have a religion (having religious). Components of religiosity include religious knowledge, experience, behavior (morality), and social attitudes towards religion. Religiosity involves more than just attributes and symbolism; it includes belief (akidah), worship (ibadah), morality (akhlaq), and knowledge of the Quran and Hadith.

Most PAI students are aware of the importance of understanding religious concepts within the context of an Islamic campus, especially in shaping their character and morals. The program provides them with a strong theoretical understanding, forming a solid foundation for comprehending Islamic teachings (Interviews, 2023). Aspects of religiosity include faith (iman), Islam, excellence (ihsan), knowledge, and practice. Faith relates to beliefs and the relationship with God, angels, prophets, etc. Islam pertains to the frequency and intensity of established worship, such as prayer, fasting, and almsgiving. Excellence involves experiences and feelings about God's presence and fear of breaking prohibitions. Knowledge pertains to one's understanding of religious teachings. Practice relates to behavior in social life, such as helping others, defending the weak, and working (Sopian, 2016).

It is crucial to recognize that theoretical understanding alone is not sufficient. Consistent religious practice and participation in campus religious activities help PAI students integrate Islamic principles into their daily lives, shaping their character, ethics, and morality according to religious teachings. It is the students' responsibility to actively engage in religious activities. Involvement in such activities can help students derive direct benefits from the theoretical understanding gained from the PAI program, enhancing the religious atmosphere on their campus. Engaging in religious activities can also strengthen their moral and character foundations.

The religious atmosphere practice of students in the Islamic Education Study Program at IAIN Curup

Students are a nation's most valuable asset. They are the future leaders and successors of the nation's struggle. If students currently studying in universities are educated holistically and directionally, the country's and nation's future will advance. However, if they receive partial education that only focuses on physical strength and intellectual intelligence while neglecting the cultivation of intellectual and spiritual intelligence, this diverse nation will be at risk.

Because religious culture has strong constitutional and normative religious foundations, there is no reason for campuses to avoid implementing it. Instilling character values within campus education can enhance students' religiosity (Anwar & Choeroni, 2019). Therefore, education aimed at building a religious culture must be applied at various educational levels (Nugroho, 2018). Building a religious culture is crucial as it indirectly influences students' attitudes, traits, and actions.

Fathurohman stated in his journal that religious culture is the application of religious values into daily traditions or behaviors (Fathurrohman, n.d.). Through interviews, researchers found that the PAI program also conducts "ilmu alat" seminars to provide practical knowledge for students to use in their daily lives within the community, such as managing funerals, tahlilan, prayers, and more (Interview, 2023).

Discussing religiosity usually relates to religion. According to Frazer, as quoted by Muhammad Faturrohman, religion is a belief system that evolves with one's cognitive level. However, according to Clifford Geertz, as quoted by Muhammad Faturrohman, religion is not just a matter of the soul; there is a strong connection between religion as a source of values and as a cognitive source (Muhammad Faturrohman, 2015). There is a belief that religion originates from human knowledge and experience, which has sometimes institutionalized into supernatural power.

According to Nurcholis Madjid, religion is not just about performing certain rituals and believing in the unseen. In other words, religion encompasses all good actions performed by humans to gain Allah's approval (Madjid, 2010). To cultivate religious values, several methods can be employed, such as having a religious vision and mission, implementing

integrative learning, creating a religious atmosphere, and consistently following traditions and behaviors. This will help establish a religious culture within the educational institution.

Moreover, in every cohort, the practice of a religious atmosphere can be seen in the tilawah activities, where students are divided into groups with supervising lecturers. This is one of the requirements to take the Munaqosyah and Comprehensive exams when students complete their studies (Interview, 2023). Religion encompasses all human behavior in daily life, based on belief in Allah, so that every action is based on faith, resulting in noble character, which is reflected in one's personality and seen in daily behavior. Therefore, religiosity can be described as a complex set of cultures derived from moral practices based on faith in Allah. In practice, few students from the Islamic Religious Education program participate in religious studies or religious organizations. This may be due to differences in perceptions or views, even organizational differences (Interview, 2023).

Asmaun Sahlan noted several efforts to spread Islamic values, including: Learning to live with differences, Building mutual trust, Building mutual understanding, Upholding mutual respect, Being open-minded, Appreciation and interdependence, Conflict resolution (Sahlan, 2011)

Tafsir also mentioned that education practitioners use various tactics to shape a religious culture on campus, such as: Setting examples, Cultivating good habits, Enforcing discipline, Providing motivation and encouragement, Giving rewards, especially psychological ones, Administering punishments (possibly for disciplinary reasons), and Creating a religious atmosphere that influences children's growth (Tafsir, 2004)

The practice of a religious atmosphere by students of the Islamic Religious Education program at IAIN Curup includes various activities such as LDK (Lembaga Dakwah Kampus), HMI, PMII, KAMMI, Mujahidah, Al-Usroh, and UKM Calligraphy. All these activities align with Faturrahman's theory that religious activities in educational institutions can create a religious atmosphere (Interview, 2023).

Activities that can enhance the religious culture in educational institutions include: Developing religious culture regularly on effective study days, Creating a supportive educational environment that serves as a laboratory for religious education, Conducting religious education not only formally in the classroom but also outside the learning process, Establishing a religious atmosphere with prayer facilities, prayer tools, calligraphy in classrooms, greeting each other, and starting lessons with prayers, Allowing students to express themselves, develop talents, interests, and creativity in Qur'an recitation, adzan competitions, Qur'an memorization, etc, Organizing various Islamic-themed competitions that embody Islamic values (honesty, right and wrong, justice, trustworthiness, sportsmanship, independence), and Holding religious art activities such as nasyid, Arabic speech, Qur'an recitation with tilawah and tartil, and more (Muhammad Faturrohman, 2015)

Every activity carried out by students in educational institutions must contain Islamic values. Efforts to cultivate a religious culture must be conducted regularly and consistently. In other words, habits will emerge from the enforcement of activities and routines over time, leading to an Islamic campus atmosphere. To build an Islamic campus, the entire academic community must cooperate and actively participate in campus activities and policies to achieve the institution's vision and mission.

Supporting factors for the religious atmosphere among students of the Islamic Education Study Program at IAIN Curup

Supporting factors for the religious atmosphere among students of the Islamic Education Program (PAI) at the State Institute of Islamic Studies (IAIN) Curup are crucial and play a significant role in shaping their religious experiences during their studies. Essentially, IAIN Curup is a higher education institution focused on Islamic studies, and students of the PAI program specifically deepen their knowledge of Islamic Education.

As an Islamic educational institution, IAIN Curup has integrated a strong foundation of Islamic principles into its curriculum. In the PAI program, students gain a comprehensive understanding of Islam, including the Qur'an, Hadith, fiqh, aqidah, and Islamic history. This

broadens their understanding of their religion and strengthens their faith. Kurniawan states that cooperation between lecturers and related groups is necessary to enhance religious values on campus. Teaching these values can be carried out through various religious activities. These activities will help students develop habits and adapt to the religious environment. Efforts to create a religious atmosphere in the study program include developing programs intended to enhance the campus's religious ambiance. For these habits not to be limited to the campus, the program must become a routine and be communicated with various parties to be implemented off-campus as well (Kurniawan, 2018).

Social factors also play an important role in creating a religious atmosphere. PAI students at IAIN Curup tend to live in a social environment that shares the same religious beliefs and principles. They often interact with each other in academic, social, and religious contexts, which can help them understand and strengthen their Islamic faith. Students can reinforce their religious bonds by talking and sharing religious experiences with one another.

Additionally, IAIN Curup frequently organizes religious programs such as dawn lectures, seminars, and religious studies. Participation in these activities is essential to maintaining and strengthening the students' religious atmosphere. They have the opportunity to expand their knowledge of religion, interact with religious teachers and practitioners, and apply religious teachings in their daily lives (Interview, 2023).

Finally, an essential element in creating a religious atmosphere at IAIN Curup is the support from lecturers and administrative staff. Competent Islamic lecturers can serve as role models for students and help them overcome intellectual and spiritual challenges by providing guidance, encouragement, and moral support. Overall, a strong religious atmosphere exists among the PAI students at IAIN Curup. They have access to extensive religious knowledge, a supportive social environment, various religious activities, and support from academic staff members. All these factors work together to strengthen their faith and religious experiences during their studies at this college.

Based on the research findings, the supporting factors for the religious atmosphere among PAI students at IAIN Curup include:

a. A sufficiently supportive academic environment

Students of the Islamic Education Program (PAI) at the State Institute of Islamic Studies (IAIN) Curup play a crucial role in creating a positive religious atmosphere. This is because the supportive academic environment reflects various important elements that influence students' religious experiences and learning. The PAI program curriculum at IAIN Curup is highly religiously oriented and aims to enhance students' understanding of Islam, such as studying the Qur'an, Hadith, fiqh, aqidah, and Islamic history. The curriculum also provides students with a strong foundation to understand religion and strengthen their religious beliefs.

The academic environment also includes attitudes and behaviors that conform to societal customs or norms (etiquette) (Zuriah, 2007). What is considered a standard of politeness is not always consistent in one place, environment, or time. In this context, a person is considered moral or polite if their life in the family, campus, and society appears better (Wahyudi, n.d.). Furthermore, a supportive academic environment provides opportunities to talk about religion and religious issues. Students can ask questions, share views, and understand various religious perspectives. Such discussions help strengthen students' religious understanding and beliefs, creating a positive and dynamic religious atmosphere (Interview, 2023).

Likewise, high-quality PAI lecturers are an essential part of the supportive academic environment. Competent Islamic lecturers can provide guidance and deep insights for students. They encourage discussions, answer questions, and promote critical analysis related to religious issues, helping students understand religion better. Additionally, students can practice their worship comfortably and respectfully thanks to the religious facilities at IAIN Curup, such as mosques, libraries with extensive religious literature collections, and prayer rooms. Students have the opportunity to better understand religion and interact with

others with similar interests through frequently held religious activities, such as dawn lectures, seminars, and religious studies (Interview, 2023).

Overall, the sufficiently supportive academic environment at IAIN Curup provides a solid foundation for PAI students to develop an understanding of Islam and a balanced religious life, which helps create a positive religious atmosphere.

b. Competent Lecturer Guidance

The presence of lecturers who provide good guidance is also an important component in supporting the religious atmosphere among Islamic Education Program (PAI) students at the State Institute of Islamic Studies (IAIN) Curup. Quality and experienced Islamic education lecturers at IAIN Curup offer deep understanding of Islamic teachings and religious ethics, as well as assistance in enhancing students' religious practices. Lecturers also play a significant role in guiding students in developing their understanding of Islam and strengthening their religious beliefs.

With adequate guidance, lecturers can address critical aspects of Islam, provide deeper understanding of religious interpretation, and answer questions students may have. Lecturers can also help students understand the relationship between religion and the modern world, guide them in applying religious principles in daily life, and help them overcome cognitive difficulties (Interview, 2023). Lecturers who can provide good guidance also serve as role models in religious practice. They are often involved in religious activities such as dawn lectures, seminars, and religious studies, which help students understand proper religious practice in an academic context (Interview, 2023).

In general, the presence of lecturers who provide good guidance is a crucial factor in creating a supportive academic environment and strengthening the religious atmosphere among PAI students at IAIN Curup. Lecturers committed to providing deep understanding of Islam, offering guidance, and exemplifying good religious practice play an important role in shaping students' religious beliefs and understanding.

c. Adequate Facilities

Students of the Islamic Education Program (PAI) at the State Institute of Islamic Studies (IAIN) Curup highly rely on adequate facilities. A positive religious atmosphere is very important. Religious life on campus is greatly supported by adequate facilities. Mosques, libraries, prayer rooms, and locations that support religious activities are examples of sufficient facilities.

All parties, including leaders, lecturers, staff, and students, must support the creation of a religious atmosphere on campus. Clear objectives for religious activities are one of the important factors in creating a religious atmosphere on an Islamic campus. Educational success heavily relies on the quality of facilities and learning resources.

The mosque on campus plays a special role in creating a strong religious atmosphere. Students can participate in religious activities at the mosque and worship there regularly. The mosque also often becomes a place for dawn lectures, sermons, and religious studies, which help increase one's faith and understanding of religion (Interview, 2023). The library with its extensive collection of religious literature is a valuable asset in supporting in-depth religious knowledge. PAI students can access references and Islamic literature needed for their research, enhancing their understanding of religion and broadening their perspectives on religion. Additionally, the prayer rooms on campus provide students the opportunity to worship comfortably and peacefully at designated times. These prayer rooms ensure that daily worship needs are met without hindrance.

Adequate facilities also include venues for religious activities, such as meeting rooms for seminars, religious studies, and religious discussions. These facilities enable students to actively participate in activities that enhance their understanding of religion and allow them to interact with other students with similar interests.

PAI students at IAIN Curup can conduct their religious activities comfortably and utilize the available facilities to deepen their understanding of Islam. This creates a positive and strong religious atmosphere among students, helping them understand, maintain, and

strengthen their religious beliefs during their time at this institution. Better promotion and information about religious activities on campus can also help increase participation. The campus can use various communication channels, such as social media, bulletin boards, email, or introductory lectures, to provide clear information and invite students to participate.

It is equally important to create an environment that supports spiritual growth and religious reflection on campus. By providing comfortable places of worship, a good religious library, and supporting various religious activities, the campus can help PAI students feel more connected to their spiritual side and more inspired to participate in religious activities organized by the campus.

d. Religious Programs/Organizations

The presence of religious programs and organizations at the State Institute of Islamic Studies (IAIN) Curup is an important factor in creating and maintaining a positive religious atmosphere among Islamic Education Program (PAI) students. These religious organizations help students practice their religion, enhance their understanding of Islam, and assist them in cooperating and interacting with one another.

Religious programs usually include various activities, such as religious training, dawn lectures, and scripture studies. Participating in these programs gives students the opportunity to deepen their religious understanding, learn more about Islamic teachings, and discuss religious issues. These programs also often become a place to increase their faith and practice religion regularly.

Religious organizations such as Himpunan Mahasiswa Islam (HMI), PMII, KAMMI, IMM, and Lembaga Dakwah Kampus (LDK) can significantly support students' religious life. They provide students with a platform to participate in religious activities such as lectures, religious socialization, and religion-based social activities. These organizations also support charitable activities, such as fundraising for charity, which foster values of goodness and social concern found in Islamic teachings. Furthermore, religious organizations give students the opportunity to interact and form bonds with other students who have similar religious interests. This results in a community that supports each other in religious practice and faith maintenance.

At IAIN Curup, there are many available religious programs and organizations. This enables PAI students to better understand and practice Islam and allows them to engage in religious activities and collaborate with other students with similar religious interests. This factor is crucial for creating a strong and positive religious atmosphere among students. To increase PAI students' participation in campus religious activities, efforts must be made to understand and address potential obstacles. The campus can provide more flexible schedules, create an inclusive environment for all students, and offer opportunities for more personal religious learning and reflection. Additionally, it is important to strengthen students' roles in organizing and managing religious activities on campus. By giving students more responsibility and roles in planning and implementing religious activities, they may feel more involved and have a stronger sense of ownership of these activities. Student involvement in decision-making regarding religious events can create programs that are more aligned with their needs and interests.

Conclusion

Based on the discussion and research findings, it can be concluded that the practice of a religious atmosphere from the perspective of an Islamic campus, as studied among Islamic Education students at the Faculty of Tarbiyah, IAIN Curup, reveals that PAI students understand the concept of religiosity within an Islamic campus context. They recognize the importance of understanding the concept of religiosity in shaping students' character and ethics. The practice of a religious atmosphere among PAI students at IAIN Curup involves cultivating religious values, having a religious vision and mission, implementing integrative learning, creating a religious atmosphere, and consistently following traditions and behaviors.

Supporting factors for a religious atmosphere among PAI students at IAIN Curup include a supportive academic environment, competent guidance from lecturers, adequate facilities, and the presence of religious programs/organizations. Future research should focus on developing discussions related to attitudes and activeness in the aspect of morality on an Islamic-themed campus by comparing several faculties. This would allow for an analysis of the attitudes and activeness of each faculty and the practice of a religious atmosphere from the perspective of an Islamic campus as applied in various faculties within an Islamic campus.

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