

CHALLENGES AND STRATEGIES FOR DEVELOPING HALAL EDUCATION AT FACULTY OF LETTERS UMI: INTEGRATING SHARIA PRINCIPLES IN TEACHING

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BACKGROUND:

This study examines the challenges faced by lecturers of the Faculty of Literature at UMI in integrating Sharia principles into general courses, as well as developing relevant and effective Islamic teaching methods.

METHOD:

This research employs a mixed-methods approach, combining qualitative and quantitative data to explore the challenges and solutions in Halal Education at the Faculty of Literature, UMI. Both qualitative and quantitative data were collected through a survey via Google Forms to assess program effectiveness. A purposive sample of 16 lecturers was taken from a total of 63 lecturers across various departments and course levels.

RESULTS & DISCUSSION:

The study's results show that the challenges faced by lecturers in integrating Sharia principles at Universitas Muslim Indonesia (UMI) vary. Quantitatively, 12.5% of lecturers stated that the challenge was very significant, 25% considered it large, 31.3% said it was moderate, 18.8% found it small, and 12.5% felt no challenge. The main difficulties identified were limited time (31.3%), limited teaching materials (18.8%), and lack of training (43.8%). Qualitative findings supported these data, with lecturers emphasizing the importance of developing an interdisciplinary Sharia-based curriculum, collaboration with Sharia institutions, and the need for university policies and SOPs to facilitate this integration. Additionally, the lecturers highlighted the importance of incorporating religious elements into student assignments, deepening Quranic studies, and maximizing the use of Sharia-based teaching materials. They also stressed the need for implementing Islamic values in teaching through role modeling and systematic teaching approaches. Well-prepared socialization and a commitment to making Sharia integration mandatory were deemed essential for successful implementation, which is significantly supported by the institution, with 25% of lecturers feeling highly supported and 62.5% feeling supported.

CONCLUSION:

The research findings indicate that lecturers face challenges in integrating Sharia principles at UMI, with the main difficulties being limited time, materials, and training. Lecturers recommend the development of an interdisciplinary Sharia-based curriculum, university policies, and well-planned socialization. Institutional support is significant, with 87.5% feeling supported.

KEYWORDS: Halal Education, Sharia Integration, Islamic Teaching.