

Strengthening Pre-Service IRE Teachers' Character in University Settings Based on the Student Regiment (Menwa) Organization

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ABSTRACT

The role of Islamic Religious Education (IRE) teachers requires not only pedagogical proficiency but also strong character and mastery of four core competencies, namely personality, social, professional, and pedagogical competencies. However, the contribution patterns of semi-military extracurricular organizations, such as the Student Regiment (Menwa), to the development of competencies among pre-service IRE teachers have not yet been systematically mapped. This study aims to analyze the thematic patterns of Menwa's contribution to character formation and the development of the four core competencies of pre-service IRE teachers. The study employs a Systematic Literature Review (SLR) method following the PRISMA 2020 guidelines by synthesizing findings from ten relevant articles. The synthesis results indicate varying levels of contribution across competencies. Personality and social competencies emerge as the most dominant aspects, characterized by the internalization of discipline, responsibility, nationalism, and leadership through experiential learning, habituation, and exemplary practices (uswah hasanah). In contrast, contributions to pedagogical and professional competencies are indirect, primarily manifested through leadership experiences, systematic communication, decision-making processes, and the formation of work ethic and resilience. Nevertheless, most studies identify limitations in the integration of Islamic values due to the dominance of physical-oriented approaches and command-based patterns. In conclusion, Menwa functions as an effective social laboratory for developing the non-cognitive competencies of pre-service IRE teachers, although strengthening the integration of spiritual values remains necessary

INTRODUCTION

Islamic Religious Education (IRE) possesses a fundamental mission that goes beyond the mere transfer of knowledge (religious knowledge transfer); it also encompasses value transformation and the cultivation of attitudes and personalities. Students preparing to become IRE teachers in Islamic higher education institutions confront a dual responsibility: as learners who internalize Islamic values, and as future educators who will transmit these values to the next generation. Therefore, character strengthening and personal competence are primary preconditions in preparing prospective (IRE) IRE

teachers to serve as exemplary figures in behavior, attitudes, and professional ethics (Ali et al., 2022). The process of character formation for future teachers cannot be achieved solely through theoretical learning in classrooms. It requires social, leadership, and disciplinary experiences gained through extracurricular and student organizational activities. Saefulloh et al., (2024) emphasize that organizational involvement serves as an important vehicle for reinforcing students' moral identity and leadership values. In this context, student organizations can function as social laboratories that facilitate the practical internalization of Islamic values such as responsibility, empathy, discipline, and collaboration.

One organization that plays a crucial role in shaping students' character is the *Resimen Mahasiswa (Menwa)* or Student Regiment. As a semi-military activity unit under the coordination of the Ministry of Defense, Menwa's developmental orientation underscores the cultivation of discipline, nationalism, loyalty, and social responsibility (Oyan & Hairuddin, 2020). These values align closely with the principles of character education in Islam, particularly in constituting teachers with integrity and strong leadership qualities. Notwithstanding, the effectiveness of Menwa's role in teacher education remains a matter of debate. Conversely, the study by Rahmania et al. (2021) and Caesari et al. (2015) indicates that participation in student organizations often creates tension with students' academic responsibilities. Students who are highly active in organizations tend to experience role strain and decreased academic focus. Conversely, the study by Rohmahwati et al. (2025) found that organizational involvement enhances interpersonal competence and work ethics—skills that are highly relevant to the professional demands of teaching.

These findings point to a dynamic interplay between the ideal of character development and the academic realities of higher education. Ideally, student organizations should serve as integrative platforms that support the formation of the four core teacher competencies mandated by Law Number 14 of 2005 concerning Teachers and Lecturers and Minister of National Education Regulation Number 16 of 2007, namely: personal, social, pedagogical, and professional competencies. Nevertheless, not all organizations, including Menwa, have systematically directed their training activities toward strengthening these four competencies. Prior research predominantly highlights partial aspects of student organizational involvement, such as the development of religiosity (Sagita et al., 2021), leadership (Khunaifi, 2024), or academic challenges (Rohmahwati et al., 2025). Significantly, there is a paucity of comprehensive studies investigating how Menwa contributes to the development of personal, social, professional, and pedagogical competencies among IRE teacher candidates. This research gap critically highlights the necessity for a more holistic approach in elucidating the link between organizational activities and the character formation of prospective teachers based on Islamic values.

Accordingly, this study is both relevant and significant. However, existing scholarship on student organizations tends to position the Student Regiment (Menwa) merely as a general vehicle for character development, without offering a theoretical examination of what distinguishes Menwa from other student organizations, particularly within the context of pre-service Islamic Religious Education (IRE) teacher education. This condition raises an academic inquiry into the distinctive character-building mechanisms of Menwa and its contribution to the development of the personality, social, professional, and pedagogical competencies of pre-service IRE teachers.

Theoretically, this study is grounded in the philosophy of Islamic education, which conceptualizes character formation as an integrative process encompassing *tarbiyah* (the development

of human potential), ta'dib (the internalization of moral values and proper conduct), and ta'lim (the strengthening of knowledge). Within this framework, organizational experience is not merely regarded as a supplementary academic activity, but rather as a practical educational arena for character formation that shapes both the personal and professional identities of pre-service IRE teachers. Therefore, this study aims to: (1) identify the character values cultivated through Menwa activities; (2) describe the process of internalizing these values among pre-service IRE teachers; and (3) examine Menwa's contribution to the development of the four core competencies of IRE teachers, thereby providing both conceptual and empirical foundations for the development of character education models in Islamic higher education.

METHODS

This study employed a Systematic Literature Review (SLR) method to identify and synthesize previous studies relevant to Islamic Religious Education, character formation, and the Student Regiment (Menwa). The literature review process followed the PRISMA 2020 guidelines (Page et al., 2021) to ensure the systematic rigor and transparency of the research stages. Articles were retrieved from the Scopus, SAGE Publications, and Google Scholar databases using the Publish or Perish software. The articles were screened based on predefined inclusion criteria. As a result of this process, ten articles were deemed methodologically eligible for analysis. Data analysis was conducted using the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. This model was applied to organize, compare, and summarize recurring findings across the selected studies by treating the articles as qualitative textual data.

Table 1. Literature Search Strategy

Database	Keywords
SagePub	"Islamic religious education" AND "student character"
Scopus	TITLE-ABS-KEY ("Islamic education" OR "Islamic religious education") AND ("character education" OR "leadership training")
Google Scholar	"Pendidikan Agama Islam" AND ("Resimen Mahasiswa" OR "Menwa" OR "pendidikan karakter" OR "nilai Islam")
SagePub	"Islamic religious education" AND "student character"

From these three databases, a total of 37 articles were identified as potentially relevant to the research topic. To ensure the inclusion of only relevant studies, the researcher established a set of inclusion and exclusion criteria as follows:

Table 2. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Written in Indonesian or English	Purely conceptual papers without empirical data
Discuss topics related to Islamic Religious Education, Islamic values, student character, leadership, or the Student Regiment (Menwa)	Content irrelevant to the context of Islamic education or character formation
Articles published between 2019–2025	Articles not indexed in Scopus or reputable Google Scholar journals

Reference management and the article screening process were conducted manually, with the assistance of Microsoft Excel for data coding, topic classification, and documentation of screening outcomes. The article selection stages followed the PRISMA flow diagram (Page et al., 2021), as illustrated in Figure 1. During the identification stage, 37 articles were retrieved from the SAGE Publications, Scopus, and Google Scholar databases. In the screening stage, no duplicate articles were identified ($n = 0$), while 24 articles were excluded due to irrelevance to the research focus, failure to address Islamic Religious Education, or lack of discussion on character formation through student organizations. Subsequently, at the eligibility stage, 13 articles were reviewed in depth, and 3 articles were excluded due to methodological limitations and contextual misalignment. In the final inclusion stage, 10 articles met the inclusion criteria and were subjected to further analysis.

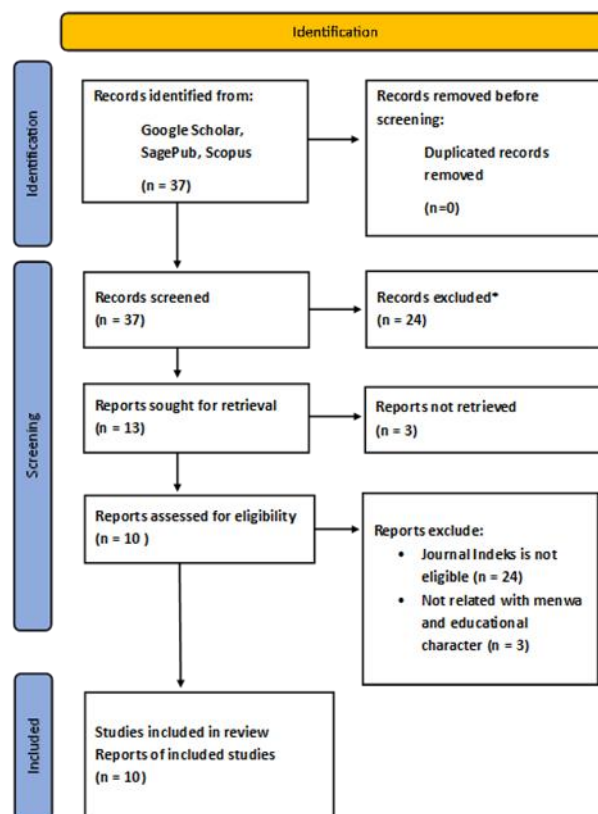


Figure 1. PRISMA 2020

Data analysis was conducted using the interactive analysis model by Miles, Huberman, and Saldaña (2014), which consists of three main stages. First, data condensation, or data reduction, was carried out using Microsoft Excel to organize and focus information according to the research objectives. Second, data display was performed through tables, narratives, and diagrams to illustrate the relationships among categories of findings. Third, drawing and verifying conclusions involved synthesizing the results to answer the previously formulated research questions. Through these procedures, a comprehensive summary of findings was obtained, supporting thematic discussions that contribute to both theoretical and practical insights.

To strengthen the results of the Systematic Literature Review (SLR), a bibliometric analysis was conducted on 37 relevant scientific publications using VOSviewer software. This analysis aimed to map the interconnections among research topics and identify temporal trends related to Islamic Religious Education, character formation, and the Student Regiment (Menwa) organization.

The initial mapping results, as presented in Figure 2, reveal a strong correlation between the main theme of Islamic Religious Education and several key clusters, namely teacher education, moral values, students, and student regiment.

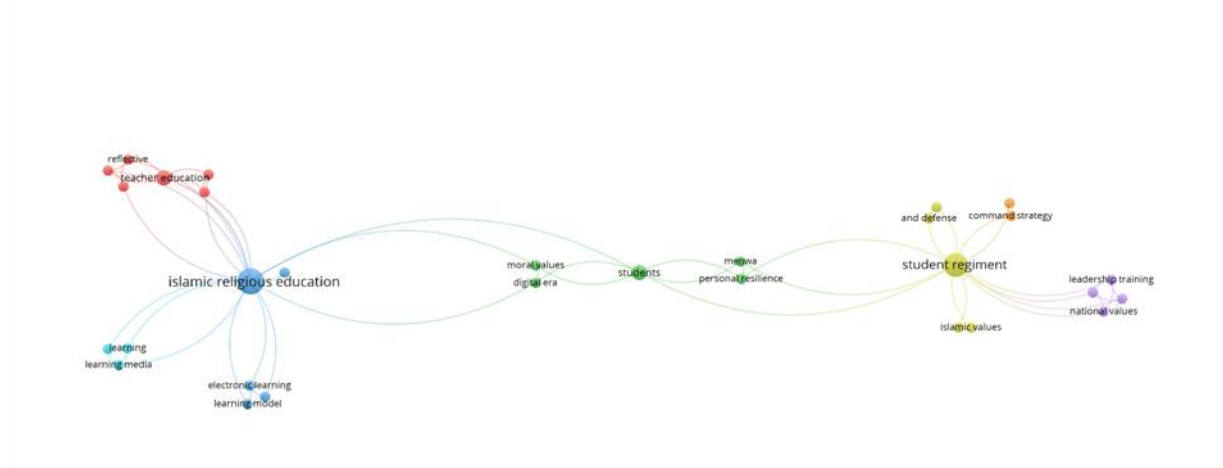


Figure 2. Bibliometric Map of the Relationship Between “Islamic Religious Education”

The first cluster (blue) illustrates the research focus on educational and instructional aspects within the context of Islamic Religious Education, encompassing topics such as learning media, learning models, and electronic learning. The second cluster (green) highlights the relationship between students and themes such as moral values, the digital era, and personal resilience, indicating an increasing scholarly interest in character formation within the context of digital transformation. Meanwhile, the third cluster (yellow–purple) centers on the topic of the student regiment (Menwa), which is connected to leadership training, national values, and Islamic values. This cluster demonstrates the significant potential of the Menwa organization as a platform for strengthening leadership and nationalism values grounded in Islamic principles within the campus environment.

To complement this analysis, an overlay visualization was conducted to observe the temporal trends and emergence patterns of research topics over time.

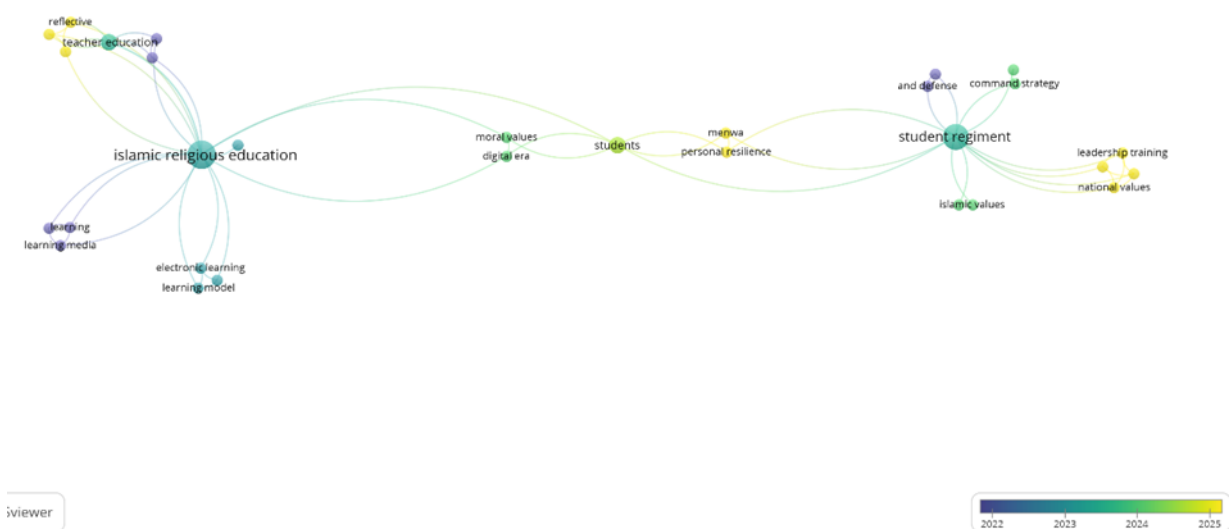


Figure 3. Temporal Development Map of Research Topics Based on VOSviewer Analysis (Overlay Visualization, 2025)

The color gradient in the figure illustrates the dynamic evolution of research focus over time. The blue tones represent earlier themes that emerged around 2021–2022, while the yellow tones indicate more recent topics appearing between 2024–2025. Based on the visualization, studies from the earlier period predominantly focused on themes such as learning media, teacher education, and reflective learning. In contrast, the more recent period (2024–2025) shows an increased scholarly interest in issues related to student leadership, nationalism, resilience, and Menwa as an integral component of Islamic-based character education.

RESULTS AND DISCUSSION

Based on the analysis of the articles that met the inclusion criteria, the following findings were identified.

Table 3. Analysis of Articles Relevant to the Study

Author and Year	Main Findings
Hidayat et al. (2025)	Character development through civic defense and leadership training emphasizing nationalism and discipline.
Siregar et al. (2025)	Development of Islamic Religious Education (IRE) learning design for prospective teachers through the stages of needs analysis, model design, implementation, and evaluation.
In'ami & Suryadi (2024)	Internalization of Islamic values through disciplined living habits, physical training, and a healthy lifestyle within the civic defense program.
Amin (2022)	The Student Regiment (Menwa) plays a role in fostering student discipline, education, and character training as an expression of patriotic citizenship.
Sultani (2025)	Menwa activities develop values of discipline, honesty, responsibility, courage, and agility.
Sulistiani et al. (2024)	Islamic character development in Menwa remains weak; training is more focused on discipline than on strengthening religious values.
Judrah et al. (2024)	Islamic Religious Education (IRE) teachers act as moral exemplars who guide students toward good conduct and social concern as part of character formation.
Fazriah & Trilaksana (2019)	Menwa training programs are aligned with national needs to strengthen community defense components.
Alimron et al. (2023)	Culture-based IRE curriculum fosters character formation through the integration of moral values in classroom learning.
Berutu (2025)	IRE teachers are expected to develop critical and reflective religious learning.

Character Values Developed through Student Regiment (Menwa) Activities

The Systematic Literature Review (SLR) analysis indicates that Student Regiment (Menwa) activities contribute to the development of key character values among pre-service Islamic Religious Education (IRE) teachers, including discipline, responsibility, leadership, courage, nationalism, and problem-solving skills (Amin, 2022; Hidayat et al., 2025; Sultani, 2025). These values are cultivated through structured training patterns, organizational discipline, and systematic mentoring mechanisms,

and they function as psychological and moral prerequisites for strengthening the Personality Competence of IRE teachers.

Nevertheless, it is important to critically note that these values are essentially universal in nature and do not inherently emerge from the paradigm of Islamic education. Their Islamic significance is realized when they are interpreted and integrated within the framework of Islamic Religious Education, for instance through the concepts of *amanah* (responsibility), *ṣidq* (truthfulness), and *uswah ḥasanah* (exemplary conduct). In this context, the statement of the Commander of the UPI Battalion IX Student Regiment regarding the habituation of time management and discipline is employed as secondary supporting data to illustrate how these values are practiced, rather than as a primary data source for the study. Overall, Menwa activities have the potential to bridge religious and civic responsibilities, provided that these values are consciously integrated within the paradigm of Islamic education.

The Process of Internalizing Values among IRE Pre-Service Teachers

The findings of the Systematic Literature Review (SLR) indicate that the internalization of character values in Student Regiment (Menwa) activities occurs in an applied manner through habituation and exemplary conduct (*uswah ḥasanah*), in alignment with Kolb's Experiential Learning Model. This process positions direct experience such as physical training, organizational discipline, and structured daily routines as the primary medium for the transinternalization of values from the cognitive domain into attitudes and behaviors (In'ami & Suryadi, 2024; Ristianah, 2020). As a conceptual illustration, this practice is also reflected in the explanation provided by the Commander of Prabu Geusan Ulun Company for the 2024–2025 period (UPI Sumedang), which highlights the role of senior exemplars in character development. For pre-service Islamic Religious Education (IRE) teachers, this experience-based social internalization process functions as a social laboratory that prepares them to become educators who are worthy of serving as role models (*uswah*) within educational settings.

The Contribution of the Student Regiment (Menwa) to the Formation of the Four Core Competencies of IRE Teachers

The synthesis of the literature indicates that Student Regiment (Menwa) activities contribute to the strengthening of the four core competencies of Islamic Religious Education (IRE) teachers by complementing the spiritual cognitive dimension of religious education with the development of physical, social, and managerial skills. With regard to Personality Competence, the literature emphasizes that Menwa's training patterns foster discipline, self-control, assertiveness, and mental resilience as moral prerequisites for IRE teachers to serve as exemplary figures (*uswah ḥasanah*).

Contributions to Social Competence are reflected in the habituation of teamwork, interpersonal communication, and organizational management, which cultivate social sensitivity and collective interaction skills that are highly relevant to teachers' social roles within schools and the wider community (Nurhuda et al., 2023). In the domain of Professional Competence, the synthesized findings suggest that structural responsibilities within Menwa shape work ethic, time management, and psychological readiness (resilience). Meanwhile, contributions to Pedagogical Competence are indirect, occurring through the development of transferable skills, such as the ability to deliver

systematic instructions, manage heterogeneous groups, and lead structured activities. These skills have the potential to support IRE pedagogical practices, particularly in classroom management, instructional communication, and the regulation of classroom dynamics. Overall, Menwa functions as a social learning environment that complements the holistic formation of IRE teacher competencies.

DISCUSSION

The findings that Student Regiment (Menwa) activities emphasize the development of discipline, responsibility, and nationalism are consistent with the characteristics of this semi-military organization. These values are internalized through habituation and exemplary conduct (learning by doing), thereby making a significant contribution to strengthening the Personality Competence of pre-service Islamic Religious Education (IRE) teachers as individuals of integrity and worthy of emulation. However, the review also highlights gaps that warrant critical attention. Some studies (Sulistiani et al., 2024) indicate that the cultivation of Islamic character is not yet fully optimal, as command-oriented and physical values tend to be more dominant. This underscores the need to consciously channel Menwa's discipline and resilience to support the development of religious ethics and morality, in line with the role of IRE teachers as *mu'addib* (Judrah et al., 2024).

Menwa's contributions are not limited to personal character; they also extend to the enhancement of managerial and leadership aspects relevant to Professional Competence and, indirectly, Pedagogical Competence. In the professional domain, Menwa fosters work ethic, time management, and mental resilience. Contributions to pedagogical competence are indirect, occurring through the development of transferable skills such as the ability to deliver systematic instructions, lead heterogeneous groups, and manage structured activities. These skills have the potential to support IRE pedagogical practice, particularly in classroom management and instructional communication, even though they are not cultivated within formal learning contexts.

Comparatively, character development through Menwa differs from non-military character education models such as religious organizations or social communities that emphasize dialogical, reflective, and affective approaches aligned with humanistic IRE pedagogy. Menwa excels in fostering resilience, loyalty, and structural discipline; however, the literature also cautions about potential tensions with the humanistic values of IRE if the command-based approach is not balanced with the internalization of Islamic values such as *hikmah* (wisdom) and *qiyādah bil-uswah* (leadership by example). Therefore, Menwa should be understood as a semi-military student organization that complements non-military character education approaches, with its effectiveness dependent on the integration of organizational discipline and humanistic Islamic values.

CONCLUSION

The Student Regiment (Menwa) makes a significant contribution to character formation among pre-service Islamic Religious Education (IRE) teachers, particularly in fostering discipline, responsibility, courage, and nationalism through habituation and structured training. The reinforcement of Islamic values within this development process should be enhanced to ensure holistic character growth.

Practically, Menwa can function as a social laboratory for integrating the development of personality, social, and professional competencies, with organizational training and experiences

aligned with the IRE curriculum and moral–religious education. Theoretically, this study underscores the integration of semi-military values (discipline, resilience) with humanistic Islamic principles, expanding the understanding of character education models for pre-service IRE teachers by combining practical experience, moral internalization, and professional competence development. As such, it provides a conceptual and empirical reference for character education strategies in the context of modern Islamic education.

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