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Paper title: "The Development of Religious Education Courses for Minority Indigenous Faith Students in Indonesia: A Historical Perspective"

Religious education in Indonesia has undergone significant changes since its independence, shaping the educational experiences of students across various faiths. Although the system recognized six religions, indigenous belief holders have periodically been cornered with marginalization from religious education, often being pushed to attend classes that did not match their faith. This research traces the development of policies on religious education in education in the post-independence period to present time - making observations of the historical development. This study is underpinned by historical analysis that seeks to review how development of the Indonesia's religious education policy and its impact on students of indigenous faiths. The aim of the study is to assess the extent to which recent reforms have met the needs of these students. The research employs qualitative analysis on six important policies that frame religious education in Indonesia, from the post-independence era (1945-1966) to the Reformation era (1998-present) and this research will analyze Law No. 4/1950, the 1966 MPRS decree, the 1989 National Education System Law, Government Regulation No. 55/2007 and the 2016 Ministerial Regulation. The study is a review of secondary data, legal texts, and case studies in high indigenous faith population areas. The study finds that despite progressive policy changes — including a 2016 regulation that recognized indigenous faith students' right to a religious education that aligns with their beliefs — implementation has been patchy and slow. Some of the main challenges facing indigenous children are a shortage of trained teachers, insufficient resources, and that the majority of schools are not equipped to offer a native faith education. Indonesia has its own rules in recognizing the rights of indigenous faith students to access religious education, but there's still a huge gap between the policy and the implementation.