



Reconstruction of Islamic Education Philosophy in Minangkabau Customary Values: Actualizing the Principles of Adat Basandi Syarak, Syarak Basandi Kitabullah

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Article Info	Abstract
Article History Received: 2024-12-15 Revised: 2025-01-22 Published: 2025-02-04 Keywords: <i>Reconstruction; Islamic Education Philosophy; Minangkabau Customs.</i>	<p>This research aims to analyze the integration between Islamic education philosophy and Minangkabau traditional values through the principle of Adat Basandi Syarak, Syarak Basandi Kitabullah (ABS-SBK) as a conceptual framework in learner character building. By exploring the relevance of ABS-SBK in the context of modern education, this research seeks to offer a philosophical and practical approach to strengthen learners' spiritual and social values. This research uses a qualitative method with a descriptive-analytical approach. Data were collected through literature studies, in-depth interviews with traditional leaders and educators in West Sumatra, and analysis of documents related to Islamic education philosophy and Minangkabau customs. Triangulation techniques were used to ensure data validity and deepen the analysis. The results showed that the ABS-SBK principle has a high relevance in the character building of students, especially in building the values of faith, local wisdom, and social responsibility. This integration of Islamic and customary values strengthens the moral and ethical foundation of education, while providing a distinctive cultural identity. This research also found that the implementation of ABS-SBK in the education system requires synergy between educational institutions, families and indigenous communities. The implication of this research confirms the importance of preserving ABS-SBK values as a local wisdom-based educational philosophy that is able to answer the challenges of globalization. Its contribution lies in the development of a holistic educational approach, integrating spiritual, cultural, and academic dimensions to create a generation with strong character and global competitiveness.</p>

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-12-15 Direvisi: 2025-01-22 Dipublikasi: 2025-02-04 Kata kunci: <i>Rekonstruksi; Filsafat Pendidikan Islam; Adat Minangkabau.</i>	<p>Penelitian ini bertujuan untuk menganalisis integrasi antara filsafat pendidikan Islam dan nilai-nilai adat Minangkabau melalui prinsip <i>Adat Basandi Syarak, Syarak Basandi Kitabullah</i> (ABS-SBK) sebagai kerangka konseptual dalam pembentukan karakter peserta didik. Dengan mengeksplorasi relevansi ABS-SBK dalam konteks pendidikan modern, penelitian ini berupaya menawarkan pendekatan filosofis dan praktis untuk memperkuat nilai spiritual dan sosial peserta didik. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif-analitis. Data dikumpulkan melalui studi literatur, wawancara mendalam dengan tokoh adat dan pendidik di Sumatera Barat, serta analisis dokumen-dokumen terkait filsafat pendidikan Islam dan adat Minangkabau. Teknik triangulasi digunakan untuk memastikan validitas data dan mendalami analisis. Hasil penelitian menunjukkan bahwa prinsip ABS-SBK memiliki relevansi yang tinggi dalam pembentukan karakter peserta didik, khususnya dalam membangun nilai-nilai keimanan, kearifan lokal, dan tanggung jawab sosial. Integrasi nilai-nilai Islam dan adat ini memperkuat landasan moral dan etika dalam pendidikan, sekaligus memberikan identitas budaya yang khas. Penelitian ini juga menemukan bahwa implementasi ABS-SBK dalam sistem pendidikan memerlukan sinergi antara institusi pendidikan, keluarga, dan masyarakat adat. Implikasi penelitian ini menegaskan pentingnya pelestarian nilai ABS-SBK sebagai filosofi pendidikan berbasis kearifan lokal yang mampu menjawab tantangan globalisasi. Kontribusinya terletak pada pengembangan pendekatan pendidikan yang holistik, memadukan dimensi spiritual, budaya, dan akademik untuk menciptakan generasi berkarakter kuat dan berdaya saing global.</p>

I. INTRODUCTION

Education is one of the main pillars in the formation of human civilization. In Islam, education not only functions as a medium for the transfer of knowledge, but also as a means of

forming noble morals that are in harmony with the values of faith. The philosophy of Islamic education, as a conceptual foundation, emphasizes the importance of integration between spiritual, intellectual and social

dimensions in the educational process (Aldi, 2024). On the other hand, every society has local wisdom rooted in culture and tradition, as found in Minangkabau customs in West Sumatra. The principle of *Adat Basandi Syarak, Syarak Basandi Kitabullah* (ABS-SBK) is a philosophical foundation for the Minangkabau community that combines Islamic values with local customs (Fardius, 2017). The importance of investigating the relationship between Islamic education philosophy and Minangkabau traditional values lies in creating an educational approach that is relevant to the local context without losing its universal essence. In the era of globalization, local values are often marginalized by the flow of modernization that tends to be homogeneous. Therefore, exploring and actualizing local values such as ABS-SBK becomes relevant to strengthen cultural and spiritual identity in education (Albert et al., 2022a).

Previous research has discussed the philosophy of Islamic education from various perspectives. For example, Al-Attas emphasized the importance of the concept of *ta'dib* as the core of Islamic education which is oriented towards the formation of morals and *adab* (Aldi & Khairanis, 2025). On the other hand, research on ABS-SBK in the context of Minangkabau culture has also been conducted by Navis, who highlighted the harmonious relationship between *adat* and *syarak* in the lives of Minangkabau people. However, there are still few studies that link the two aspects integratively, especially in the framework of formal education (Hafizah et al., 2021). The research gap lies in the lack of studies that explore how the philosophy of Islamic education and ABS-SBK can be systematically integrated in the character building of students. Some studies show that the implementation of ABS-SBK in education is often limited to a normative approach without deep philosophical elaboration. In addition, globalization and modernization often pose new challenges that have not been fully answered by previous studies (Asriati, 2017).

This research contributes to filling the gap by offering an integrative approach that not only sees ABS-SBK as a normative value, but also as a philosophical foundation that can be applied in education. Through this research, it is hoped that the ABS-SBK principle can be actualized in the modern education system without losing its essence as a representation of culture and religion (YULIKA, n.d.). The purpose of this research is to analyze how Islamic education

philosophy can be integrated with ABS-SBK values in shaping learners' character (Nunu & Darul, 2022). The research also aims to explore the relevance of ABS-SBK in the modern educational context and identify its implementation strategies in the formal education system (Amril et al., 2022).

Conceptually, the philosophy of Islamic education is defined as the foundation of thinking that is oriented towards holistic human development, including spiritual, intellectual and social dimensions. Meanwhile, ABS-SBK is a principle that emphasizes that Minangkabau customs must be based on Islamic sharia, where sharia is rooted in the Qur'an and Hadith. These two concepts have similarities in placing spiritual values at the core of education and community life. Theoretically, this research uses an integrative approach that combines the perspectives of Islamic education philosophy and local wisdom values (Suherdi, 2022). Social constructivism theory that emphasizes the importance of cultural context in learning becomes one of the supporting frameworks in this analysis. With this theory, ABS-SBK values can be understood as a cultural context that enriches the educational process (Wang et al., 2008).

The results of previous research show that ABS-SBK values have a positive influence on the character building of Minangkabau society. For example, research by Yusra found that ABS-SBK plays a role in strengthening social solidarity and moral responsibility (Lessy, 2024). However, the study has not examined how these values can be applied in formal education. In addition, research on the philosophy of Islamic education tends to discuss more abstract concepts without linking them to specific local contexts. For example, Rahman emphasizes the importance of the integration of religious sciences and science, but pays less attention to the application of local values in education. This research tries to bridge the gap by integrating the concepts of Islamic education philosophy with ABS-SBK values as local representations (Darwis & Muslim, 2024).

In the context of education, the integration between Islamic education philosophy and ABS-SBK has great potential to create a holistic learning approach. ABS-SBK values can be a medium to instill local wisdom-based character, while Islamic education philosophy provides a strong spiritual foundation to support learning. Further analysis also shows that this approach is relevant in addressing the challenges of

globalization that often erodes local values. ABS-SBK-based education not only strengthens cultural identity, but also helps students to understand and appreciate cultural diversity in the global era (Taufik, 2024).

Another implication of this research is the importance of training for teachers to understand and apply ABS-SBK values in learning. Teachers should not only act as teachers, but also as cultural agents who contribute to the preservation of local values. This research not only provides theoretical contributions in developing the philosophy of Islamic education, but also provides practical solutions to improve the quality of education based on local wisdom. This research is expected to be a guide for educational institutions, especially in the West Sumatra region, in designing educational programs based on ABS-SBK values.

This study will open a new discussion space on the relevance of local values in Islamic education philosophy. The integration between Islamic education philosophy and ABS-SBK can be an educational model that is not only relevant at the local level, but can also be adapted in various other cultural contexts. This confirms the importance of integrating local and universal values in creating holistic and sustainable education.

II. METHOD

This research uses a qualitative research design with a descriptive-analytical approach. This approach was chosen because it aims to understand the phenomenon in depth related to the integration of Islamic education philosophy with the value of *Adat Basandi Syarak, Syarak Basandi Kitabullah* (ABS-SBK) in the context of education in Minangkabau. Descriptive-analytical is used to describe, analyze, and interpret how ABS-SBK values are applied in formal education and its relationship with the concept of Islamic education philosophy (Sofaer, 2002).

The research participants involved several groups relevant to the focus of the study, namely educators, traditional leaders, and students in the Minangkabau region. The research population includes formal education institutions that apply ABS-SBK principles, such as Islamic-based schools in West Sumatra. The research sample was selected using purposive sampling technique, with the criteria of educators who have experience in integrating ABS-SBK in learning, traditional leaders who understand

Minangkabau cultural values, and students involved in ABS-SBK value-based education programs.

The data collection techniques used in this research include in-depth interviews, participatory observation and documentation studies. In-depth interviews were conducted to explore the views of educators and traditional leaders regarding the application of ABS-SBK in formal education. Participatory observation was conducted in the classroom to understand how ABS-SBK values are implemented in the learning process. Documentation studies were conducted by analyzing teaching materials, curriculum and other relevant documents. To increase data validity, method triangulation was used by comparing the results of interviews, observations and documentation.

Data analysis was conducted using thematic analysis method. Data obtained from interviews, observations, and documentation were coded and grouped based on the main themes related to the philosophy of Islamic education and ABS-SBK. Furthermore, the data were analyzed deductively to link the findings with related theories and literature. Data measurement used expert judgment validation to ensure accurate data interpretation. The results of this analysis are expected to provide a comprehensive picture of the potential integration of Islamic education philosophy and ABS-SBK in the character building of students (Denny & Weckesser, 2022).

III. RESULT AND DISCUSSION

A. Integration of Islamic Education Philosophy and ABS-SBK Values in Minangkabau Education

The value of *Adat Basandi Syarak, Syarak Basandi Kitabullah* (ABS-SBK) is a philosophy of life of the Minangkabau people that combines customs with Islamic values. This philosophy reflects the harmony between local traditions and religious teachings. In the context of education, the integration of ABS-SBK with the philosophy of Islamic education aims to build human characters who understand social responsibility while practicing Islamic teachings. This process is important because education not only functions to transfer knowledge but also to shape students' character in accordance with cultural and religious values (Tovalini & Hanoselina, 2022).

Islamic education philosophy emphasizes the formation of Insan Kamil, a human being

who has spiritual, intellectual, and moral perfection. ABS-SBK values are very relevant to this concept because ABS-SBK teaches harmony between adat, syarak, and divine values. This philosophy not only leads to strengthening faith but also social awareness, thus supporting the goal of Islamic education holistically. The concept of insan kamil can be realized through integrating ABS-SBK values in the curriculum and educational practices. For example, the values of mutual cooperation and deliberation taught in ABS-SBK are aligned with the formation of students' social morals. When students understand the importance of obedience to Allah SWT and social responsibility, they not only become pious individuals but also active contributors in society. The biggest challenge is teachers' lack of understanding of these two concepts. Not all teachers have a Minangkabau background or studied Islamic education philosophy. In addition, the national curriculum often lacks space for local content such as ABS-SBK. This makes the integration of these values less than optimal (Interview, Ernawati 2024).

From the interview above, we can draw a red thread that the integration of ABS-SBK values with Islamic education philosophy has great potential in shaping holistic student character, covering spiritual, intellectual and social aspects. Although challenges such as teachers' lack of understanding and limited space in the national curriculum are still an obstacle, strategic steps such as teacher training, collaboration between the government, community and schools, and the application of ABS-SBK values in daily practice can be an effective solution. With this approach, local culture-based education such as ABS-SBK is not only able to strengthen students' cultural and religious identity in Minangkabau but also contribute as a relevant local value-based character education model to be implemented in other regions.

In the philosophy of Islamic education, the concept of insan kamil is the main goal, which is an individual who has spiritual, intellectual, and moral perfection. ABS-SBK values are in line with this concept, as it emphasizes noble morals and obedience to Allah SWT. ABS-SBK-based education in Minangkabau teaches students to understand their responsibilities towards family, society and God. Therefore,

this integration not only strengthens students' personalities but also creates synergy between local and universal values.

Table 1. Integration of ABS-SBK Values and Islamic Education Philosophy in Minangkabau Education

Number	Indicator	Explanation
1	ABS-SBK Value Philosophy	Integrating Minangkabau customs based on Islamic law to form cultural and religious harmony.
2	Education Objective	Forming a perfect human being who has spiritual, intellectual, and moral perfection according to ABS-SBK values.
3	Curriculum Approach	Using a local culture-based curriculum that integrates ABS-SBK values in theory and practice.
4	Implementation Challenges	Lack of teacher understanding of ABS-SBK and limited space in the national curriculum.
5	Educational Impact	Increased student learning motivation, strengthened cultural identity, and understanding of Islamic values.

From the table above, we can draw a red thread that the integration of ABS-SBK values with the philosophy of Islamic education in Minangkabau aims to create a perfect person through a harmonious approach between custom and religion. This approach is realized through a local culture-based curriculum that integrates the theory and practice of ABS-SBK values. However, challenges such as teachers' lack of understanding and the limitations of the national curriculum need to be overcome to support its implementation. As a result, this approach is able to increase students' learning motivation, strengthen their cultural identity and deepen Islamic values in their daily lives.

The application of ABS-SBK values in formal education is often done through a cultural value-based curriculum. Islamic religious subjects in schools are integrated with Minangkabau traditional materials, such as the concept of deliberation, social responsibility and leadership. In

extracurricular activities, students are invited to practice ABS-SBK values, such as gotong royong, traditional ceremonies, and joint religious studies. This shows that the integration of ABS-SBK and Islamic education philosophy does not only occur at the level of theory but also in daily educational practices (Asriati & Desfiarni, 2019).

However, the main challenge in implementing this integration is the teachers' limited understanding of Islamic education philosophy and ABS-SBK values. Not all teachers have a Minangkabau cultural background or a deep understanding of Islamic education philosophy. Therefore, intensive training for teachers is an urgent need so that they are able to convey these values effectively to students.

This integration also requires more flexible and relevant curriculum support. The national curriculum often does not provide enough space for local content such as ABS-SBK. To overcome this, local governments and educational institutions in West Sumatra need to work together in developing a cultural value-based curriculum that is in accordance with the philosophy of Islamic education. The research found that students who learned through this integration approach showed increased motivation to learn and understanding of Islamic values. They felt closer to their cultural identity while better understanding religious teachings. This shows that the integration of ABS-SBK and Islamic education philosophy has a positive impact in shaping holistic student character.

Thus, the integration of ABS-SBK values in formal education in Minangkabau not only strengthens students' cultural identity but also improves the quality of education based on Islamic values. This approach is relevant to the needs of modern education that emphasizes the importance of character-based education and local values. The success of this integration can serve as a model for other regions in Indonesia that want to develop local value-based education. By referring to the Minangkabau experience, other regions can adapt this approach according to their own cultural characteristics.

B. Contribution of Islamic Education Philosophy and ABS-SBK to Student Character Building

The ABS-SBK philosophy provides a strong foundation in shaping student character. The character in question includes trustworthiness, responsibility, and awareness of religious values. In Islamic education philosophy, character building is not only cognitive but also includes spiritual and emotional dimensions. These values are integrated in teaching-learning activities and students' daily lives (Arlis, 2023).

Islamic education philosophy focuses on the formation of noble morals through a holistic approach that includes cognitive, spiritual and emotional dimensions. Values such as honesty, responsibility and respect for fellow human beings are at the core of Islamic education. In the context of ABS-SBK, this philosophy is even more relevant as it integrates the vertical relationship with Allah (habl min Allah) and the horizontal relationship with fellow humans (habl min al-nas). ABS-SBK values, such as respecting parents and teachers and learning from nature (alam takambang jadi guru), provide a rich framework for teaching moral values. By instilling these values, students not only understand religious teachings textually but also live them in their daily lives. This supports the formation of a solid character, both in religious and social aspects. Effective learning methods involve active approaches such as simulations, group discussions and case studies relevant to the local cultural context. For example, students can be invited to understand the concept of mutual cooperation through field practice activities. In addition, integrating cultural values in formal learning, such as through religious subjects or local languages, is also very important (Interview, Dt Rajo Baso 2024).

From the interview above, we can draw a red thread that the philosophy of Islamic education and ABS-SBK values have a major contribution in the formation of holistic student character, covering moral, spiritual and social aspects. The integration of ABS-SBK values in learning through active methods and local culture-based approaches not only helps students understand religious teachings, but also live cultural values in everyday life. Although challenges such as the influence of

globalization and value gaps in society still exist, collaboration between schools, families and communities is key in creating an environment that supports student character building. With this synergy, ABS-SBK values can give birth to a generation with strong, cultured and religious characters, while being relevant to the challenges of the times.

In practice, character building through ABS-SBK is seen in how students are taught to respect parents, teachers and others. The customary concept of *alam takambang jadi guru* teaches students to learn from their surroundings. These values are taught through active learning methods such as simulations, group discussions, and case studies based on local cultural contexts.

Table 2. Contribution of Islamic Education Philosophy and ABS-SBK to Student Character Building

Number	Indicator	Explanation
1	Dimension of Character	Character building includes honesty, responsibility, and respect for religious values.
2	Learning Approach	Using active methods such as simulations, group discussions, and local culture-based case studies.
3	Value Relationship	Emphasizes vertical relationship with Allah (<i>habl min Allah</i>) and horizontal with humans (<i>habl min al-nas</i>).
4	Challenges	There is a gap between the values taught at school and the practices that occur in the community.
5	Impact	Students become more aware of the importance of cultural and religious values, and are able to face global challenges.

From the table above, we can draw a red thread that the contribution of Islamic education philosophy and ABS-SBK values in student character building includes moral, spiritual, and social dimensions involving honesty, responsibility, and respect for religious values. With an active learning approach based on local culture, students are taught vertical relationships with God and horizontal with fellow humans. Despite the challenges of the value gap between school and society, this education has a positive

impact in raising students' awareness of the importance of cultural and religious values, while preparing them to face global challenges with character.

In addition, Islamic education philosophy strengthens the value of ABS-SBK by emphasizing the importance of vertical relationships with Allah SWT (*habl min Allah*) and horizontal relationships with humans (*habl min al-nas*). This approach helps students understand the importance of morals in personal and social life. For example, students are taught to respect differences, work together in teams and make positive contributions to society (KAMARNI, 2019).

ABS-SBK-based education also provides space for students to recognize and understand their cultural values. In this process, they not only learn to appreciate their cultural heritage but also use it as a guide in facing modern challenges. This is relevant in shaping individuals who are resilient and have a strong character in the midst of globalization. However, character building through ABS-SBK values has its own challenges. One of them is the gap between the values taught at school and the practices applied in the community. ABS-SBK values often conflict with modern realities, such as the influence of technology and global lifestyles that are incompatible with local culture.

To overcome this challenge, it is important for schools and communities to work together to create an environment that supports student character building. Schools should model the application of ABS-SBK values, while communities should provide role models who are consistent with these values. The research found that students studying in an ABS-SBK-based environment showed an increased awareness of the importance of cultural and religious values. They are better able to face modern challenges while still upholding Islamic and traditional principles. This shows that ABS-SBK-based education has a significant contribution in shaping a generation with strong character and culture. Thus, the philosophy of Islamic education and ABS-SBK values make a real contribution in forming students who are not only academically intelligent but also have a complete personality.

C. Implications of the Integration of Islamic Education Philosophy and ABS-SBK for Local Value-Based Curriculum Development

The integration of Islamic education philosophy and ABS-SBK has important implications for local value-based curriculum development. The curriculum designed based on this philosophy must be able to reflect the harmony between Islamic values and Minangkabau culture, while being relevant to the challenges of modern education. One of the main implications is the need for flexible and contextual curriculum development. This curriculum should provide space for teachers to integrate ABS-SBK values in each subject. For example, in Islamic religion subjects, ABS-SBK values can be taught through traditional Minangkabau stories that contain Islamic moral messages (Albert et al., 2022b).

The main implication is the need for flexibility in the curriculum to accommodate ABS-SBK values. The curriculum should be designed to reflect the harmony between Islamic values and Minangkabau culture, while being relevant to the needs of modern education. In addition, the curriculum should provide space for teachers to contextually integrate ABS-SBK values in various subjects. The curriculum supports student character building by providing culturally relevant learning experiences. For example, values such as gotong royong, respect for elders and integrity can be taught through Minangkabau folktales that are loaded with Islamic moral messages. With this approach, students not only understand the theory, but can also practice it in their daily lives. An effective way is through the use of relevant teaching materials, such as modules, books, or digital media that integrate Islamic values and Minangkabau customs. In addition, involving students in project-based learning activities or group discussions with local cultural themes is also very helpful. Teachers should also be trained to be able to explain ABS-SBK values in an interesting way and in the context of the times (Interview, Ahmad 2024).

From the interview above, we can draw a red thread that the integration of Islamic education philosophy and ABS-SBK values in the development of local value-based curriculum has great potential to strengthen students' cultural identity while building

character in accordance with Islamic values. This curriculum must be flexible, contextualized and supported by relevant teaching materials and adequate teacher training. The involvement of local communities, such as traditional and community leaders, is also crucial to ensure the curriculum reflects local cultural needs. While there are challenges, such as limited resources and policy support, collaboration between the government, schools and communities can help overcome these obstacles, making ABS-SBK-based education a relevant model in the modern era.

In addition, the local value-based curriculum must be supported by relevant teaching materials. These teaching materials can be modules, books, or digital learning media that combine Islamic values and Minangkabau customs. With the right teaching materials, students can more easily understand and apply these values in their lives. It is also important to involve traditional leaders and local communities in curriculum development. Their participation can ensure that the curriculum truly reflects ABS-SBK values and is relevant to local needs. It also helps to create a sense of ownership of the curriculum among the Minangkabau community.

Table 3. Implications of the Integration of Islamic Education Philosophy and ABS-SBK for Local Value-Based Curriculum Development

Number	Indicator	Explanation
1	Curriculum Flexibility	The curriculum should be designed flexibly to accommodate ABS-SBK values in various subjects.
2	Relevance of Teaching Materials	Teaching materials in the form of modules, books, or digital media need to reflect the integration of Islamic values and Minangkabau culture.
3	Role of Local Community	The involvement of traditional and community leaders ensures that the curriculum reflects local needs and creates a sense of ownership.
4	Implementation Challenges	Constraints such as limited resources and policy support are barriers to the development of this

		curriculum.
5	Positive Impact	The ABS-SBK-based curriculum strengthens students' cultural identity, improves character, and is relevant to globalization.

From the table above, a common thread can be drawn that the development of a local value-based curriculum through the integration of Islamic education philosophy and ABS-SBK requires flexibility in curriculum design, the relevance of teaching materials that reflect the combination of Islamic values and Minangkabau culture, and the involvement of local communities to ensure the curriculum is relevant to the needs of the community. Despite the challenges of limited resources and policies, the positive impacts of this curriculum are significant, such as strengthening students' cultural identity, character building and readiness to face global challenges. This confirms the importance of synergy between schools, government and communities to support the successful implementation of a local value-based curriculum.

However, developing a local value-based curriculum also faces challenges, such as limited resources and policy support. Not all schools have access to relevant teaching materials or teachers who are competent in teaching ABS-SBK values. Therefore, supportive policies are needed, such as teacher training and provision of adequate teaching materials. This research shows that the ABS-SBK-based curriculum has great potential to improve the quality of education in Minangkabau. It not only strengthens students' cultural identity but also helps them understand and practice Islamic teachings in their daily lives.

Thus, the development of a local value-based curriculum such as ABS-SBK is an important step in creating education that is relevant, inclusive and oriented towards student character building. This curriculum can be a model that can be applied in other regions by adjusting each local value. This integration also supports the vision of national education which emphasizes the importance of character development and respect for local cultural values. With this approach, education not only produces

intelligent individuals but also cultured and noble individuals.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This research emphasizes the importance of integrating Islamic education philosophy and ABS-SBK values in building a holistic local culture-based education system. In the first point, this integration aims to create a kamil person through the combination of Islamic values with Minangkabau culture, which prioritizes harmony between adat and syarak. ABS-SBK-based education not only transfers knowledge but also shapes students' characters by instilling strong social and spiritual values. The implementation of these values in formal education and extracurricular activities contributes greatly to the strengthening of students' cultural identity and the synergy between local and universal values.

This research also focuses on student character building highlighting the importance of ABS-SBK values, such as responsibility, honesty, and respect for others. By using culturally relevant active learning approaches, students are taught to respect the surrounding customs, religions and social life. Vertical relationships with God and horizontal relationships with people become the main moral foundation in shaping students' characters. Despite challenges such as the value gap between school and society, collaboration between teachers, parents and the community is key to creating an educational environment that supports ABS-SBK values.

This research implies that this integration of local value-based curriculum development demonstrates the need for flexible, relevant and inclusive curriculum design. A curriculum that integrates Islamic education philosophy and ABS-SBK allows students to learn through teaching materials that reflect a blend of local religious and cultural values. Local community participation ensures the curriculum is relevant to community needs and helps overcome implementation challenges, such as resource and policy limitations. With this approach, ABS-SBK-based education not only builds students who are academically intelligent but also have a strong cultural identity, noble character and the ability to effectively deal with globalization.

B. Suggestion

Suggestions in this study, it is hoped that this research can be developed by further researchers, because the research conducted by researchers is still limited.

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