



## Innovation in Islamic Education Curriculum Development - An Interdisciplinary Approach

Muhammad Bintang Akbar<sup>1\*</sup>; Totong Heri<sup>2</sup>

<sup>1,2</sup>Department of Islamic Education, Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia

<sup>1\*</sup>Corresponding Email: [muhammadbintangakbar@uhamka.ac.id](mailto:muhammadbintangakbar@uhamka.ac.id), Phone Number: 0857 xxxx xxxx

### Article History:

Received: Mar 01, 2025

Revised: Apr 11, 2025

Accepted: May 15, 2025

Online First: Jun 06, 2025

### Keywords:

Curriculum Development,  
Interdisciplinary Approach,  
Islamic Education.

### Kata Kunci:

Pendidikan Islam,  
Pendekatan Interdisipliner,  
Pengembangan Kurikulum.

### How to cite:

Akbar, M. B., & Heri, T. (2025).  
Innovation in Islamic Education  
Curriculum Development - An  
Interdisciplinary Approach.  
*Edunesia : Jurnal Ilmiah  
Pendidikan*, 6(2), 934-947.

This is an open-access article under  
the CC-BY-NC-ND license



**Abstract:** The need for an educational curriculum that is adaptive to the development of the times is increasingly urgent. Responding to the ever-changing demands of modernization while still upholding strong and relevant Islamic ideals is difficult for Islamic education. An interdisciplinary approach in curriculum development is one of the tactical improvements that can be used; He balances the integration of general science and religious science. This method seeks to harmonize the two to give students a thorough understanding. In addition, this method is expected to produce up-to-date and flexible education to the times and prepare students to face various global problems. Using a literature review, this study investigates how interdisciplinary ideas such as curricular integration, the creation of creative teaching strategies, and the use of technology in the classroom are applied in Islamic education. The study's findings show that an interdisciplinary approach can improve the application of Islamic education by equipping students to become competitive, critical, and creative human beings in the global era. In addition, this research significantly advances the creation of an inclusive and progressive Islamic education curriculum and can serve as a valuable resource for education officials.

**Abstrak:** Kebutuhan akan kurikulum pendidikan yang adaptif terhadap perkembangan zaman semakin mendesak. Menanggapi tuntutan modernisasi yang terus berubah sambil tetap menjunjung tinggi cita-cita Islam yang kuat dan relevan adalah tugas yang sulit bagi pendidikan Islam. Pendekatan interdisipliner dalam pembuatan kurikulum merupakan salah satu perbaikan taktis yang dapat digunakan; ia menyeimbangkan integrasi ilmu umum dan ilmu agama. Untuk memberikan pemahaman yang menyeluruh dan mendalam kepada siswa, metode ini berupaya untuk menyelaraskan keduanya. Selain itu, metode ini diharapkan dapat menghasilkan pendidikan yang terkini dan fleksibel terhadap perkembangan zaman, serta mempersiapkan siswa untuk menghadapi berbagai permasalahan global. Dengan menggunakan tinjauan literatur, penelitian ini menyelidiki bagaimana ide-ide interdisipliner seperti integrasi kurikuler, penciptaan strategi pengajaran yang kreatif, dan penggunaan teknologi di kelas diterapkan dalam pendidikan Islam. Temuan penelitian menunjukkan bahwa pendekatan interdisipliner dapat meningkatkan penerapan pendidikan Islam dengan membekali siswa menjadi manusia yang kompetitif, kritis, dan kreatif di era global. Selain itu, penelitian ini secara signifikan memajukan penciptaan kurikulum pendidikan Islam yang inklusif dan progresif serta dapat berfungsi sebagai sumber daya berharga bagi para pejabat pendidikan.

## A. Introduction

The development of the times is increasingly urgent, along with the entry of the Industry 4.0 and Society 5.0 periods. The curriculum needs to adjust to the times, such as creativity, critical thinking, and problem-solving. In this context (Fakhri, 2023), the independent curriculum developed by the government is a form of innovation to improve students' skills in responding to social challenges.

To realize the ideals of Islamic education in Indonesia, a learning system is needed to produce students with wise characters, faith and piety, skills, good morals, and qualified intelligence. Islamic education in the classroom is critical in helping children develop their personality and character to become reliable, responsible individuals who can positively contribute to society and the nation (Muzakki et al., 2021).

According to (Yosita, 2022), The curriculum is the central pillar that must be considered seriously in implementing learning in an educational environment. This is because the curriculum serves as a road map for building and guiding quality and successful education. According to (Yosita, 2022), Islamic education emphasizes the importance of seeking knowledge, mastering material, and developing it sustainably. This concept underlines that expertise is not only taught in school but also a journey that continues throughout a person's life. In Islamic education, this process is sustainable and not limited by time, which aligns with the principle of lifelong education, which is one of the essential concepts in today's modern education system.

Meanwhile, (Olfah, 2024) claims that incorporating interdisciplinary curriculum and teaching techniques into Islamic education can enhance students' character development and produce a more meaningful learning environment. The curriculum is essential in ensuring the educational process is high quality and provides adequate results. In Islamic education, this material is understood as religious education, which only discusses halal-haram and prohibitions (Durhan, 2020).

Amid rapid technological advances and globalization, the challenges in Islamic education are increasingly diverse and complex. In addition to being highly educated and intelligent, Islamic education can produce generations with noble character, integrity, and character based on religious teachings. Therefore, combining knowledge with spiritual and ethical values is necessary to ensure that education can form individuals who can adapt to the times but still uphold the noble principles and values taught in Islam (Mukarom et al., 2023). Most previous research has been theoretical and lacks practical guidance on implementing interdisciplinary approaches in the context of Islamic education. For example, research by Mukarom highlights the importance of combining modern science with Islamic values but does not provide concrete steps for its implementation in the curriculum.

Islamic education that applies an interdisciplinary approach can connect various subjects and learning methods in a better and more inclusive way. This approach is more comprehensive and effortlessly combines different fields of knowledge and teaching methods to make learning understandable. In addition, it helps students to understand other points of view during the learning process, making them better prepared to face

various obstacles in daily life. Islamic education can produce a more inclusive, relevant, and up-to-date learning experience by implementing this strategy (Olfah, 2024).

According to Ahdar (2019), Islamic education faces several challenging problems, including doctrinal disagreements, technical advances, and social, cultural, political, and economic shifts. In addition, Islamic education is required to build professionalism, maintain integrity, strengthen cooperation between community members, and have a clear vision to achieve its goals.

In this context, the interdisciplinary approach is one solution that offers integration between religious and general sciences. Interdisciplinarity is a practical approach to addressing complex problems by incorporating insights and methodologies from various disciplines (Mariyono, 2024). This collaboration encourages innovation and results in a more thorough understanding of issues that a single discipline cannot solve.

This approach opens opportunities to enrich learners' horizons and connects Islamic education with more complex social realities. As part of curriculum innovation efforts, interdisciplinarity in Islamic education allows the incorporation of various disciplines, such as sociology, psychology, and modern science, to form a more responsive and relevant curriculum. According to (Olfah, 2024), Interdisciplinary approaches in Islamic education can enhance curriculum integration with inclusive teaching strategies, making classrooms more flexible in responding to changing social dynamics.

This research is essential to develop Islamic education by understanding the interdisciplinary approach more deeply. Through a multidisciplinary approach, Islamic education can become more relevant and effective in facing the challenges of the times, as well as forming individuals ready to contribute positively to society. This research is believed to improve Islamic education and produce a generation of critical and creative thinkers who understand the relationship between science and religion. In addition, the findings of this study are expected to serve as a guide for researchers, educators, and policymakers in creating an inclusive and cutting-edge Islamic education.

## B. Method

This research uses the literature review method to collect, review, and synthesize information relevant to the research objectives from various books and literature sources. This approach is carried out systematically through several steps, such as planning the research, finding appropriate sources, evaluating the quality of the sources, and analyzing the information to gain a complete understanding.

The main goal is to understand previous research findings, identify gaps that have not been widely researched, and develop a solid theoretical foundation for future research. Data was collected through documentation, referring to books, journals, and publications related to the subject matter. Data reduction techniques filter and summarize information so that the data obtained is easier to interpret and relevant to the topic discussed.

The steps included collecting sources from various scholarly databases such as Google Scholar, JSTOR, and other media publications, using search terms such as

"interdisciplinary approach" and "Islamic education." The sources selected had to be scientifically relevant and contribute significantly to understanding the multidisciplinary approach in Islamic education. After that, an in-depth analysis of the chosen sources was conducted to determine their quality and relevance to the research topic.

The analysis results are then compiled into a literature review that includes a theoretical framework, key findings, and conclusions from the reviewed literature. This review summarizes the concepts, benefits, and challenges of the interdisciplinary approach in Islamic education and provides the foundation for relevant and integrated conclusions. It can be simplified in the diagram below.

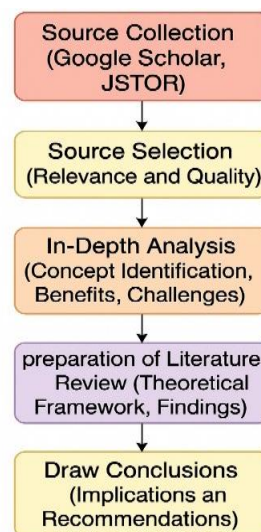


Figure 1. Research Flow

## C. Result and Discussion

### Result

#### Data Analysis

In this study, Data Analysis based on a search of research articles on innovation in the Development of Islamic Education Curriculum-Interdisciplinary Approach from 2015 to 2025 found 23 scientific journal articles published on Google Scholar with the keywords: *Educational curriculum innovation, Islamic education, and interdisciplinary approach*. This makes it easier for researchers to find articles and obtain 23 articles.

#### Critical Appraisal

A critical study in the quality evaluation process, table 2 explains the validity of the researcher's study using five articles in Google Scholar that are included in the criteria with the title of the discussion.

#### Literature Review Result

The literature review results show that the Islamic education curriculum still relies on traditional approaches that do not meet the demands of the times. The research underscores integrating modern science with Islamic values to create a relevant curriculum.

Applying interdisciplinary approaches can enrich the learning experience, encourage creativity, and improve students' critical skills. However, there are still shortcomings in practical guidance for implementation, signaling the need for an innovative curriculum model that incorporates various disciplines in Islamic education.

**Table 2.** Data Analysis Matrix of Articles Used in the Literature Review

Author, Title, Journal	Method	Result
(Rini et al., 2024) Perspektif Baru dalam Manajemen Pendidikan: Menangani Isu Kontemporer dengan Pendekatan Multidisipliner. <i>Pendas: Jurnal Ilmiah Pendidikan Dasar</i>	Library Research	Results from this review suggest that a multidisciplinary approach improves student engagement, learning satisfaction, and more adaptive policy development. Although challenges in its implementation cannot be ignored, primarily related to institutional restructuring and policy development, this article emphasizes the transformational potential of multidisciplinary approaches. This article suggests concrete strategies for engaging various stakeholders in education provide policy recommendations and discuss practical implications for improving interdisciplinary collaboration. The implications of this research are essential for policymakers, educational administrators, and educators who seek to meet the demands of contemporary education and prepare students for future challenges.
(Olfah, 2024). Pendekatan Interdisipliner Dalam Pemikiran Pendidikan Islam: Memperkuat Keterpaduan Kurikulum dan Metode Pembelajaran. <i>Sentri: Jurnal Riset Ilmiah</i>	Review Literatur	This article explains the concept of interdisciplinary approach and curriculum integration in Islamic education, and outlines various interdisciplinary learning methods that can be applied. In addition, this article provides examples of the application of multidisciplinary approaches in Islamic education, including the study of the integration of religion with other sciences, collaborative projects between subjects, and the use of technology to support the interdisciplinary approach. By combining various aspects of religious knowledge, skills, and values, the multidisciplinary approach opens opportunities to create dynamic, relevant, and inclusive learning environments in Islamic education.
(Adnin, 2024). Pendekatan Interdisipliner dalam Studi Islam Kontemporer: Pengembangan Kolaborasi antara Ulama dan Intelektual Muslim. <i>Jurnal Ikhtibar Nusantara</i>	Library Research	The results of the study show that 1) The development of collaboration between (traditional) scholars and Muslim intellectuals through an interdisciplinary approach in contemporary Islamic studies not only strengthens the integration of science but also encourages innovation in education and research; 2) The interdisciplinary approach has a potentially significant impact on strengthening the intellectual foundation of the Islamic community and promoting more inclusive and sustainable scientific development

Author, Title, Journal	Method	Result
(Utomo & Ifadah, 2020). Inovasi Kurikulum Dalam Dimensi Tahapan Pengembangan Kurikulum Pendidikan Agama Islam. <i>JRTIE: Journal of Research and Thought of Islamic Education.</i>	Library Research	in building and solving contemporary Muslim problems.
(Sudikan, 2015). Pendekatan Interdisipliner, Multidisipliner, dan Transdisipliner dalam Studi Sastra. <i>Paramasastra: Jurnal Ilmiah Bahasa Sastra dan Pembelajarannya</i>	Library Research	The results showed that the curriculum is a set of tools to achieve a goal, starting from planning as the first stage, in the form of planning, such as strategic planning program planning, such as module-based program-based programs, competency-based programs or school-based entrepreneurship and planning of learning activities, while the second stage of implementation is up to evaluation. In the dimension of the stages of curriculum development of Islamic religious education, at least pay attention to a number of things, such as the foundation of theology, foundation of philosophy, social foundation, foundation of psychology, and foundation of Pancasila and foundation of technology. Whereas the principles in developing the PAI curriculum are the principles of relevance, effectiveness, efficiency, sustainability, flexibility, and integrity. Based on the concept of curriculum development in Islamic education and the stages of its development, a curriculum developer after paying attention to the characteristics of Islamic education curriculum, the basics that become his foundation in developing curriculum, the principles of curriculum development, then he must determine which approach will be carried out. In curriculum development, such as the field of study approach, interdisciplinary approach, reconstruction approach, humanistic approach, or national development approach.  This article presents a map of the dynamics of interdisciplinary, multidisciplinary, and transdisciplinary literary studies, especially for publishing works in Indonesian, whether written directly in Indonesian or translated.

## Discussion

In Indonesia, Islamic education has been practiced since the 13th century AD. Despite this, Islamic education has experienced many difficulties throughout history, starting from colonialism and continuing through the Old Order, New Order, Reformasi, and the current Industrial Revolution 5.0 Era. In this rapidly developing industrialization and digitalization era, almost all aspects of society and government depend on these developments. Islamic education risks being left behind if it does not try to adjust to these developments. Therefore, it is essential to redesign Islamic education with an approach that

encourages innovative mindsets, independence, and the ability to adapt and create new things to better cope with the changing times (Utomo & Ifadah, 2020).

In the study (Nasution et al., 2022), Islamic education teaches knowledge and skills that shape a person's morals and ethics. One can understand the moral and ethical principles given in Islam and be able to apply them in daily behavior by studying the teachings of Islam and understanding how to use them.

Islamic religious education has primarily been seen as content that emphasizes religious teachings, with little understanding of halal and haram or what is permissible and what is not. However, Islamic religious education should encompass more than just classical subjects in the modern world. Islamic religious education must be expanded and updated to meet contemporary demands and provide students with more in-depth knowledge. Islamic education is a system of education designed to help Muslims develop in line with Islamic values (Ahdar, 2019).

In research conducted by (Munawaroh & Kosim, 2021), According to this study, the development of Islam experienced rapid progress under the leadership of al-Khulafa' ar-Rashidin. In terms of culture, Khulafa' ar-Rashidin succeeded in melting non-Arabic culture into Arab culture without igniting disputes or causing divisions. The efforts to develop Islam during their leadership period took place relatively short but have made tremendous progress.

In his research (Muttaqin, 2021), the Islamic Education Curriculum is a set of guidelines and plans that regulate the objectives, resources, and strategies used to carry out teaching and learning activities. The goal is to help students achieve their desired educational goals. This curriculum focuses on Islamic studies, which includes learning about the Qur'an and Hadith, Aqidah and Morals, Fiqh, Islamic History, and Islamic Culture. In his research (Ahdar, 2019), new thinking is needed to replace the outdated social paradigm, which has many weaknesses, to overcome various problems faced by the state, religion, and education system today.

In research conducted by (Sya'bani, 2018), it is explained that the curriculum is an integral part of education and has a vital role. The curriculum has a crucial role in education, so it can be considered the primary basis of the education system itself. When incorporated into the curriculum, the curriculum serves as a guide for teachers in directing students toward the main objectives of Islamic education.

Through this curriculum, students will gain various knowledge, skills, and attitude formation needed to achieve these goals. The process of Islamic education must refer to the idea of *insan kamil*, or the perfect human being, and not be done in a perfunctory manner. This idea is fundamental and methodically incorporated into the Islamic education curriculum. Therefore, Islamic education must follow a structured strategy to help learners become *insan kamil* (Khadafi et al., 2023).

According to research (Olfah, 2024), curriculum integration is an essential element in an approach that integrates various subjects regularly in the teaching and learning process. In Islamic education, this integration creates a harmonious relationship between

Islamic religious teachings and general knowledge. This process is known as curriculum integration, which is developing and implementing a curriculum that combines various scientific fields in an organized, cooperative, and mutually beneficial manner. The ultimate goal is to provide a more well-rounded and relevant educational experience while enhancing students' understanding of the connections between different fields of knowledge. In Islamic education, this integration involves combining religious studies with other sciences such as science, math, language, and history so that students can understand Islamic teachings more broadly and see how Islamic values are applied in various aspects of life. For example, an Islamic school may implement an interdisciplinary curriculum model that combines science, practical skills, and Islamic religious studies to provide comprehensive and relevant learning.

According to research (Khadafi et al., 2023), the preparation of the Islamic education curriculum is based on five main foundations. First, the religious basis emphasizes that all social structures and educational institutions must be based on Islamic principles based on the teachings of the Qur'an, Hadith, and other Islamic sources. Second, the philosophical basis guides the formulation of Islamic education goals to reflect the values of truth based on an understanding of ontology, epistemology, and axiology. Third, the psychological basis considers students' mental development, talents, thinking abilities, and individual differences to create a curriculum that suits their needs.

Fourth, the social basis ensures that the curriculum reflects the values of Islamic society and its culture and can adapt to social change. Fifth, the organizational basis guides learning materials' design and delivery during the teaching and learning process. These foundations form an integral framework for designing a relevant and quality Islamic education curriculum (Aslamiyah & Fauzi, 2025).

In Islamic education, implementing curriculum integration means combining Islamic religious learning with various other subjects, such as science, math, language, and history. This gives students a more comprehensive understanding of Islam and enables them to find connections between Islamic principles, values, and daily life.

When combining two disciplines, science is always changing and developing dynamically. As a result of the merger, new knowledge emerged, which later became a separate field of study. This phenomenon aligns with the rise of multidisciplinary research in several disciplines. For example, a new discipline, linguistic psychology, eventually develops when linguistics requires concepts from psychology in its studies (Naim & Huda, 2021). From a metaphorical point of view, the interaction between various religious disciplines and general or non-theological sciences can be likened to a cobweb. Each scientific field can maintain its identity and existence through these interactions and have the opportunity to interact, discuss, and discuss with other disciplines.

This approach solves problems by considering various perspectives from similar and relevant disciplines and thoroughly combining them (Rohmatika, 2019). Interdisciplinary studies are research conducted by combining multiple approaches or viewpoints from several disciplines. The study uses sociological, historical, and normative approaches

simultaneously. This approach is essential because it helps overcome the limitations that may arise if you rely on only one approach in research.

In interdisciplinary Islamic studies, its development involves three main approaches, namely philosophy, sociology, and history, with a greater focus on aspects of its application in life (Rohmatika, 2019). Her research (Rohmatika, 2019) also said that the interdisciplinary approach is vital, mainly when understanding Islamic messages in the Qur'an and al-Hadith. Therefore, this approach needs to be continuously encouraged and developed. The multidisciplinary approach helps students understand Islam's religion better and teaches them to think critically, creatively, and collaboratively. This ability is essential for students to become effective leaders and be equipped to handle various difficulties in an increasingly complicated world day by day (Olfah, 2024).

An interdisciplinary approach requires a more complete and thorough evaluation method to comprehensively evaluate learning outcomes. Evaluation in interdisciplinary education must consider students' understanding of religion with other sciences and the social phenomena they encounter in daily life. Using this context-focused assessment method, it is hoped that students can better understand and practice Islamic values. In addition, they are also expected to show development in character and life skills that are essential to face various challenges. An evaluation conducted appropriately will show the extent to which the interdisciplinary approach has succeeded in helping to form students who have integrity and quality.

An interdisciplinary approach is also essential because it allows Islamic religious education to incorporate a variety of social values, such as nationalism and citizenship, that play a crucial role in shaping the character of the younger generation. According to (Durhan, 2020), integrating the values of nationalism into the Islamic religious education curriculum can help strengthen the sense of love for the homeland and social awareness among students. The interdisciplinary approach allows the presentation of material on nationalism in Islamic religious education, which supports efforts to build a strong and competitive national character. According to (Sudikan, 2015), the interdisciplinary, multidisciplinary, and transdisciplinary approach provides a complete and comprehensive framework to understand and address various complexities in Islamic education. Meanwhile, (Ahdar, 2019) emphasized that Islamic education governance that applies an interdisciplinary approach can answer multiple challenges arising from social and cultural diversity. With this approach, the curriculum developed can function effectively in various contexts.

The study also found that applying an interdisciplinary approach to Islamic religious education can strengthen students' religious identities while maintaining the values of nationalism and global consciousness. An Islamic religious education curriculum that integrates the values of nationalism will support students in building a sense of love for the homeland and a commitment to diversity while maintaining their spiritual foundations. In the face of the rapid flow of globalization, it is essential to form a young generation that can keep its identity while adapting to universal values that align with Islamic principles (Tentiasih et al., 2022). The interdisciplinary approach allows for the integration of local and

global values, which ultimately helps to form a strong student identity that can face differences with a tolerant attitude. This approach enriches students' academic aspects and shapes their moral and social development (Sudikan, 2015).

An interdisciplinary approach has proven effective in supporting Islamic education's goals of creating a balance in developing students' spiritual, social, and intellectual aspects. With this approach, students are encouraged to think critically, understand religious texts reflectively, and relate that understanding to their application in their daily lives (Mukarom et al., 2023).

One way to make learning more relevant and contextual for students is to develop an interdisciplinary Islamic religious education curriculum in schools. This opinion aligns with the argument (Mukarom et al., 2023) that integrating modern science and Islamic values in the curriculum can strengthen students' religious identities while still meeting their need for general knowledge relevant to the demands of the world of work. According (Rahmat, 2019), it is also emphasized that Islamic religious education with an interdisciplinary approach can solve various challenges in the digital era, where the role of religion as a moral foundation is becoming increasingly important.

According to (Naim & Huda, 2021), Adopting an interdisciplinary strategy is not an acceptable option for all stakeholders. In his research, he outlined how recent events show that Islamic studies in Islamic educational institutions in Indonesia, ranging from elementary schools to Islamic religious universities, face more complicated problems. In the modern era of industry and information, graduates of Islamic higher education are considered less able to compete in the labor market. This is because the fields of science they study are usually not directly related to market demand centered on industry and technology. Therefore, the development of Islamic education in terms of methodology needs to consider new ideas and combine various existing and widespread methodological approaches. This point of view subtly highlights the importance of an interdisciplinary approach in Islamic education. To successfully implement the multidisciplinary approach, users must study various other scientific subjects (Naim & Huda, 2021).

The interdisciplinary approach has a vital role because it is a component of methodology and a way of thinking that can improve and raise the standard of Islamic education. Research conducted by Naim & Huda (2021) shows that interdisciplinary approaches provide opportunities to address various real-world problems that develop quickly and dynamically.

The research conducted by (Muzakki et al., 2021) explains how the creation of fundamental ability indicators that the government has set is part of creating an Islamic education curriculum. Teachers can then use these signs as a reference when creating resources, learning strategies, and evaluations. This research reveals that innovations in the Islamic education curriculum with an interdisciplinary approach have significant potential to make a curriculum that is relevant, contextual, and able to respond to various challenges in the current era. This approach provides a diversity of disciplines in the curriculum. It has

a vital role in building students' critical, analytical, and adaptive thinking skills to face the changing world that continues to evolve.

The relationship between interdisciplinary approaches and Islamic education is highly relevant in progress-oriented educational development. Islamic education's primary focus is integrating religious teachings with general knowledge, and a multidisciplinary approach provides the proper framework to achieve this by combining religious teaching with various academic disciplines, such as science, history, culture, and so on. Islamic education can provide students with a broader and deeper insight into religion and the realities of the modern world. The awareness of educators of the importance of the curriculum reflects their awareness as servants and caliphs of Allah on earth (Chadidjah et al., 2020).

According to research (Olfah, 2024), the interdisciplinary approach in Islamic education provides several significant advantages, including comprehensive understanding, where incorporating various scientific fields helps students understand Islam more broadly by considering social, historical, and cultural aspects. In addition, this approach also encourages the development of critical thinking skills, allowing students to analyze a wide range of subjects analytically and objectively. Furthermore, the relevance of Islamic education increases by combining general knowledge and religious teachings so that it is better prepared to face the challenges of the contemporary world. This helps students develop into competitive leaders and significantly contribute to the global community.

Within the framework of Islamic education, an interdisciplinary approach combined with Islamic educational thinking provides a solid foundation for developing cutting-edge and inventive curricula and teaching strategies. By integrating the benefits of these two methods, Islamic education can meet the needs of the contemporary world and produce graduates who make significant contributions and positively influence society.

#### **D. Conclusion**

This research is very significant for educators in curriculum development and policymakers in Islamic education, as well as for making Islamic education more dynamic and responsive to change. Integrating religious studies with other sciences to implement collaborative projects, as well as the use of technology, helps students gain a deeper understanding of Islam while strengthening their identity amid globalization. Applying an interdisciplinary curriculum can create a more engaging and relevant learning experience for students and prepare them to face the complexities of the modern world. Based on this, students maintain Islamic values and can think analytically, creatively, and adaptively.

The interdisciplinary approach in the Islamic education curriculum plays a vital role in improving the quality of education by expanding the material and enriching teaching methods. By combining various disciplines, the curriculum helps students understand religious teachings dogmatically and connects them to different aspects of modern life, such as science, society, and culture; the curriculum can also address contemporary challenges while encouraging holistic development in students.

Future research should explore specific case studies of schools that successfully implement interdisciplinary curricula and their long-term effects on student learning outcomes. Thus, a multidisciplinary approach to education enhances academic knowledge and shapes moral and ethical values in line with Islamic teachings. It also allows students to develop critical thinking skills, making Islamic education more relevant to the challenges of the times.

## References

- Adnin, A. S. (2024). Pendekatan Interdisipliner dalam Studi Islam Kontemporer: Pengembangan Kolaborasi antara Ulama dan Intelektual Muslim. *Jurnal Ikhtibar Nusantara*, 3(1), 139-150. <https://doi.org/10.62901/j-ikhsan.v3i1.119>.
- Ahdar, M. (2019). Tantangan Pendidikan Islam di Indonesia pada Era Globalisasi. *AL-ISHLAH: Jurnal Pendidikan Islam*, 17(1), 13-30.
- Aslamiyah, M., & Fauzi, A. (2025). National Education Paradigm Ahmad Tafsir Perspective. *Paradigma*, 22(1), 219-240. <https://doi.org/10.33558/paradigma.v22i1.10464>.
- Chadidjah, S., Erihadian, M., & Saefulmillah, A. (2020). Pendidikan Islam Abad 21 Perspektif Disipliner dan Interdisipliner. *Fastabiq: Jurnal Studi Islam*, 1(1), 80-97.
- Durhan, D. (2020). Integrasi Nilai-Nilai Nasionalisme dalam Pendidikan Agama Islam dengan Pendekatan Interdisipliner. *Ahsana Media: Jurnal Pemikiran, Pendidikan dan Penelitian Ke-Islaman*, 6(1), 51-60.
- Fakhri, A. (2023). Kurikulum Merdeka dan Pengembangan Perangkat Pembelajaran: Menjawab Tantangan Sosial dalam Meningkatkan Keterampilan Abad 21. In *Proceeding Umsurabaya*, 32-40.
- Khadafi, Z. A., Oktariani, C., Asri, M., & Silalahi, S. B. P. (2023). Hakikat Kurikulum Pendidikan Islam. *Ability: Journal of Education and Social Analysis*, 1-7. <https://doi.org/10.51178/jesa.v4i3.1395>.
- Mariyono, D. (2024). *Menguasai Penelitian Kualitatif Metode, Analisis Terapan, dan Arah Masa Depan*. Cipta Media Nusantara.
- Muttaqin, M. (2021). Konsep Kurikulum Pendidikan Islam (Perbandingan Antar Tokoh/Aliran). *Jurnal TAUJIH*, 14(01), 1-16. <https://doi.org/10.53649/taujih.v3i1.88>.
- Mukarom, Z., Hermansyah, Y., Karim, M., Sudrajat, C. J., & Nasution, T. (2023). Pendekatan Interdisipliner dalam Pendidikan Islam: Menggabungkan Ilmu Pengetahuan Modern dan Nilai-Nilai Keislaman. *Jurnal Penelitian Pendidikan Sosial Humaniora*, 8(2), 246-253. <https://doi.org/10.32696/jp2sh.v8i2.3446>.

- Munawaroh, N., & Kosim, M. (2021). Pendidikan Islam Masa Khulafaur Rasyidin dan Perannya dalam Pengembangan Pendidikan Islam. *Jurnal Kawakib*, 2(2), 78–89. <https://doi.org/10.24036/kwkib.v2i2.25>.
- Muzakki, H., Natsir, A., & Fahrudin, A. (2021). Transformasi Pengembangan Materi Pendidikan Agama Islam dengan Nilai Islam Indonesia (dari Pendekatan Monodisipliner menuju Pendekatan Interdisipliner). *Journal of Islamic Education Research*, 2(1), 27–44. <https://doi.org/10.35719/jier.v2i1.114>.
- Naim, N., & Huda, Q. (2021). Pendekatan Interdisipliner dalam Studi Hukum Islam Perspektif M. Atho Mudzhar. *Al-Istinbath: Jurnal Hukum Islam*, 6(1), 41–56. <https://doi.org/10.29240/jhi.v6i1.2253>.
- Nasution, H. B., Sanusi, M., Syawaluddin, F. A., & Budiman, S. (2022). Peran Filsafat Pendidikan Islam dalam Pengembangan Pendidikan di Era Revolusi Industri 4.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(5), 7314–7319. <https://doi.org/10.31004/edukatif.v4i5.3711>.
- Olfah, H. (2024). Pendekatan Interdisipliner Dalam Pemikiran Pendidikan Islam: Memperkuat Keterpaduan Kurikulum Dan Metode Pembelajaran. *SENTRI: Jurnal Riset Ilmiah*, 3(5), 2507–2517. <https://doi.org/10.55681/sentri.v3i5.2813>.
- Rahmat, R. (2019). Pendidikan Agama Islam Berwawasan Interdisipliner Sebagai Corak dan Solusi Pendidikan Agama Islam Era 4.0. *Jurnal Pemikiran Keislaman*, 30(2), 349–361. <https://doi.org/10.33367/tribakti.v30i2.821>.
- Rini, P. P., Dahila, I., Suherman, S., & Sholih, S. (2024). Perspektif Baru dalam Manajemen Pendidikan: Menangani Isu Kontemporer dengan Pendekatan Multidisipliner. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2), 3236–3247. <https://doi.org/10.23969/jp.v9i2.13824>.
- Rohmatika, R. V. (2019). Pendekatan Interdisipliner dan Multidisipliner dalam Studi Islam. *Al-Adyan: Jurnal Studi Lintas Agama*, 14(1), 115–132. <https://doi.org/10.24042/ajsla.v14i1.4681>.
- Sudikan, S. Y. (2015). Pendekatan Interdisipliner, Multidisipliner, dan Transdisipliner dalam Studi Sastra. *Paramasastra: Jurnal Ilmiah Bahasa Sastra dan Pembelajarannya*, 2(1), 1–30. <https://doi.org/10.26740/paramasastra.v2n1.p%25p>.
- Sya'bani, M. A. Y. (2018). Pengembangan Kurikulum Pendidikan Agama Islam dalam Perspektif Pendidikan Nilai. *Tamaddun*, 19(2), 101. <https://doi.org/10.30587/tamaddun.v0i0.699>.
- Tentiasih, S., & Rifa'i, M. R. (2022). Integrasi Nilai-Nilai Multikultural dalam Kurikulum Pendidikan Agama Islam untuk Membangun Toleransi di Sekolah. *AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan*, 4(2), 341–357. <https://doi.org/10.46773/muaddib.v4i2.1334>.

Utomo, S. T., & Ifadah, L. (2020). Inovasi Kurikulum dalam Dimensi Tahapan Pengembangan Kurikulum Pendidikan Agama Islam. *Journal of Research and Thought on Islamic Education (JRTIE)*, 3(1), 19-38.

Yosita. (2022). Inovasi Pengembangan Kurikulum Pendidikan Agama Islam di MIN 1 Lebong. *Jurnal Citra Pendidikan*, 2(3), 605-612.  
<https://doi.org/10.38048/jcp.v2i3.622>.