

Urgency and Essence of Multidisciplinary Islamic Education in Madrasas

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Abstract: *This research aims to discuss the urgency and essence of multidisciplinary Islamic education in madrasas. This article was studied using qualitative research with a literature study approach. Data was obtained from journal articles, seminar articles, research reports, and scientific books. The analysis technique uses content analysis. This research shows that the urgency of multidisciplinary Islamic education in madrasas is reflected in the need for learning that links religious values with contemporary life, enriches students' critical thinking skills, provides a broader and deeper understanding, and forms an inclusive view of religion. Plurality, and prepare students to face the challenges of the era. Meanwhile, the essence of this education lies in the integration of a curriculum that combines various scientific disciplines, the use of diverse learning methods, the development of skills that are relevant to today's needs, the application of a multicultural approach, increasing critical thinking skills, and active involvement with the community to enrich the learning experience. Therefore, it is important to link religious values with complex realities in an effort to provide comprehensive education. In general, this study contributes to strengthening the concept of Islamic education with a multidisciplinary approach in the madrasa environment.*

Keywords: Education Urgency, Education Essence, Islamic Education, Multidisciplinary Education.

Introduction

Islamic education has a very important role in shaping the character, morals and spirituality of Muslim individuals. Islamic education is a framework that helps Muslim individuals understand the values, ethics, and moral principles underlying their lives (Zukhrufin et al., 2021). Through Islamic education, Muslim individuals are taught to develop spiritual awareness, consider the meaning of life, and seek a deeper understanding of their relationship with God. Therefore, amidst the increasingly complex dynamics of

modern society, Islamic education in Madrasas needs to keep up with the times with a more multidisciplinary approach (Ikhwan, 2021).

Islamic education with a multidisciplinary approach is needed to ensure that it remains relevant, inclusive, and in line with the needs of today's Muslim generation in facing increasingly dynamic world changes. This approach helps students become better individuals in various aspects of their lives. A multidisciplinary approach assists students in a deeper understanding of the Islamic religion in a contemporary context.

Multidisciplinary education, in general, refers to an educational approach that integrates knowledge and perspectives from various disciplines. Collaboration and interaction of experts from various fields to address complex problems and provide a comprehensive understanding of a subject. This type of education emphasises the interconnectedness of various disciplines and encourages students to develop a holistic understanding of a topic (Krause & Arnold, 2018).

In the school context, multidisciplinary education refers to an approach that integrates knowledge and perspectives from various disciplines to enhance students' learning experiences. It involves the collaboration and interaction of teachers and educators from various subjects to provide a comprehensive understanding of a topic. This approach emphasises that problems in the real world today are complex and require a multidimensional approach to be resolved effectively (Mård & Hilli, 2020).

According to Hoque et al., (2022), Multidisciplinary education in schools refers to an approach that integrates knowledge and perspectives from various disciplines to enhance students' learning experiences. According to Hoque and García-Ferrero, Multidisciplinary education involves the collaboration and interaction of teachers and educators from various subjects to comprehensively understand a topic. This approach recognises that real world problems are complex and require a multidimensional approach to solve them effectively (García-Ferrero et al., 2021; Hoque et al., 2022).

A multidisciplinary approach in the context of Islamic Religious Education can be understood as an approach to learning Islamic education that integrates various other scientific disciplines. This approach aims to provide a more comprehensive and holistic understanding of Islam and connect it with various aspects of life and other fields of science. According to Qomar, (2019), Multidisciplinary Islamic education is a paradigm of Islamic education that involves

collaboration between various branches of science to overcome the problems being faced. This multidisciplinary approach can be found in the concept of harmonisation between religion and philosophy (*al-tawfiq bayn al-dīn wa al-falsafah*) or balance between reason and revelation (*al-tawfiq bayn al-aql wa al-naql*) formulated by al-Kindi.

In implementation, a number of crucial terms are core elements in carrying out Islamic education with a multidisciplinary approach. These terms include perspective, dialogue, relationship, interaction, interconnection, comparison, and collaboration. All of this terminology has significant relevance in implementing the integration of Islam and science in the context of multidisciplinary Islamic education (Qomar, 2019).

Academics and researchers have carried out studies on the themes of Islamic education with a multidisciplinary approach. For example, Rahmat, (2017) studied the theory and practice of developing multidisciplinary Islamic education in schools and universities, Darodjat, (2023) studied the evaluation of multidisciplinary Islamic education, Jumahir, (2020) studied the multidisciplinary concept of Islamic education material from a psychological perspective, Syafi'i et al., (2022) examines the multidisciplinary integrative curriculum of the Twin-Towers Model as a basis for the internationalisation of the Islamic Religious Education Study Program, A'la et al., (2023) discusses the multidisciplinary, interdisciplinary and transdisciplinary approach to the Islamic education curriculum in higher education. However, studies regarding the urgency and model of multidisciplinary Islamic education are still very limited. The author has not found a study that focuses on talking about the urgency and model of multidisciplinary Islamic education implemented in the madrasas context.

Method

This article results from a qualitative study that adopts a literature study approach or is often referred to as library research. The data used in this research consists of journal articles, seminar proceeding articles, research reports, and other scientific books. Data collection was carried out through online searches in databases, especially through Google Scholar. The collected data and information were then analysed in depth using a content analysis approach to explore and understand the role of teachers in the context of curriculum management.

Result and Discussion

Urgency of Multidisciplinary Islamic Education

Multidisciplinary Islamic education in madrasas has a lot of urgency. The author found in the study several important points that explain the urgency of multidisciplinary Islamic education, namely as follows:

1. Learning that is relevant to religious values

To understand the relevance of multidisciplinary Islamic education in enabling students to understand religious values and teachings relevant to the contemporary world, it is important to consider the multifaceted nature of Islamic education. The process of Islamic education includes enriching students' minds with religious knowledge and improving morals, training and increasing enthusiasm, instilling appreciation for spiritual and human values, teaching honest attitudes and morals, and preparing students to live a simple and holy life (Irsyad et al., 2022). A holistic approach to multidisciplinary Islamic education is in line with the contemporary world's emphasis on developing individuals who are broad-minded but also moral and spiritually aware.

Islamic education with a multidisciplinary approach allows students to understand how the values and teachings of their religion are relevant to the contemporary world. An interdisciplinary approach allows a deeper understanding of the Islamic messages contained in the Qur'an and Hadith. Students can gain a more holistic understanding of Islamic teachings by integrating knowledge from various fields such as philosophy, arts and humanities (Rohmatika, 2019). Therefore, this approach allows students to explore the multidimensional aspects of Islam and its relevance to various aspects of life.

2. Improving students' critical thinking abilities

Students will also develop critical, analytical and creative thinking skills through this approach. They will learn to integrate knowledge from various disciplines, a valuable skill for overcoming complex challenges in everyday life. By utilising knowledge from a variety of fields, students can develop critical thinking skills and problem-solving abilities that are essential in addressing the complex issues facing Muslim communities (Akbar & Barni, 2022). A multidisciplinary approach encourages students to think beyond the boundaries of a

discipline and consider multiple perspectives when analysing and addressing challenges.

3. More comprehensive understanding

With a multidisciplinary approach, students can understand Islam in a broader context. Students understand religious teachings and the relationship with various aspects of life, including science, culture and society. A multidisciplinary approach to Islamic education in madrasas can also help solve certain problems. In Islamic education, a new methodological approach is needed that combines several disciplines to jointly address certain problems (Firman, 2020). This shows that multidisciplinary Islamic education in madrasas can provide a more comprehensive understanding and solution to the problems faced.

4. Formation of pluralistic insight

Islamic education with a multidisciplinary approach can help students understand and appreciate society's diversity of views and beliefs. Multidisciplinary education plays an important role in instilling an awareness of pluralism and developing an attitude of tolerance to realise the need and ability to work together with all existing differences (Arifin, 2013). This can contribute to the formation of pluralistic insight and tolerance among students.

5. Overcoming contemporary challenges

The Islamic religion is an important part of the identity of many individuals and societies. With a multidisciplinary approach, students can learn how to overcome contemporary challenges involving aspects of the Islamic religion, such as issues related to radicalism, and extremism, or social issues such as poverty and inequality. The application of multidisciplinary Islamic education is very important to trigger change in a multicultural society (Qolbi & Hamami, 2021). A multidisciplinary approach involves integrating relevant perspectives from various scientific disciplines to solve contemporary problems of Islamic education (Akbar & Barni, 2022).

In the context of globalisation and technological disruption, reorientation and revitalisation of the role of Islamic education is necessary (Prasetia, 2020). Islamic education needs to adapt to changing times and take advantage of opportunities not to be left behind in the era of globalisation and modernisation (Mahmud, 2022). Furthermore, the integration of Islamic education with rational sciences is carried out to anticipate changes in the landscape of Islamic education and overcome increasing challenges (Siregar et al., 2020).

The multidisciplinary approach in Islamic education is in line with the growing role of ulama and intellectuals, who are now required to engage with modernism and utilise public space to address contemporary problems (Suyadi & Widodo, 2019). The author views this as reflecting the importance of Islamic education to adapt to the changing landscape and play a proactive role in overcoming modern challenges. Therefore, Islamic education is a very important foundation for individuals to face the dynamics of the times, so it is important to equip them with the competencies to adapt to continuous changes and face modern challenges.

6. Preparation for the world of work

The skills gained through a multidisciplinary approach can also help students prepare for the world of work. As the essence of multidisciplinary Islamic education, scientific integration is one strategy to prepare students' skills and knowledge for the job market. Akbar & Barni, (2022) emphasised that multidisciplinary Islamic education involves combining perspectives from other fields to solve problems, which is essential for preparing students to face the complexities of the world of work. Firman, (2020) also confirmed the same thing, highlighting the importance of integrating multidisciplinary knowledge in Islamic education, indicating that it shows coherence between different subjects, both internally and externally, which is important for students' future careers.

Essence of Multidisciplinary Islamic Education

Based on a study of a number of literature, the essence of Multidisciplinary Islamic education in madrasas is as follows:

1. Curriculum integration

Integrating Islamic religious lessons into the general madrasa curriculum. This could mean teaching Islamic religious subjects in the context of other subjects, such as incorporating Islamic values into science, history, or languages. To establish a multidisciplinary Islamic education curriculum in madrasas, it is important to consider the integration of various domains in the curriculum. The curriculum must cover human relationships with God, self-reflection, interpersonal relationships, and relationships with other creatures and the environment (Kartini et al., 2022). The role of Islamic education is to provide values in general subjects and integrate Islamic education into every subject, especially since Islamic education occupies a main position in the school curriculum (Ikhwan, 2019).

2. Use of a variety of educational methods

Using diverse educational methods means using a variety of teaching methods involving discussions, collaborative projects, lectures, presentations, and educational technology. This approach allows for a more comprehensive understanding of learning material and the development of critical thinking and problem solving skills (Akbar & Barni, 2022). By combining various teaching methods, such as the Montessori method which emphasizes individual and independent learning, as well as the use of multimedia for interactive learning, educators can create an inclusive and engaging learning environment (Abdillah et al., 2017; Laksmi et al., 2021). The use of diverse teaching methods aligns with the concept of teaching beyond boundaries, which promotes education as a practice of freedom, encouraging students to challenge traditional norms and think critically.

3. Skills Development

The development of a multidisciplinary Islamic education model that focuses on non-academic skills is in line with the need for innovative management in Islamic education (Mauliya & Wulandari, 2021). In addition, the establishment of science and technology-based educational institutions can contribute to the development of non-academic skills such as problem solving, social skills, leadership and ethics (Yusuf, 2015). The application of a multidisciplinary approach in the Islamic education curriculum can serve the holistic development of students, both academic and non-academic abilities (A'la et al., 2023). The development of Islamic education with a multidisciplinary approach can provide a comprehensive framework for developing non-academic skills in students and is in line with the values of Islamic education (Mardiana et al., 2020).

4. Multicultural approach

A multicultural approach as a model for developing multidisciplinary Islamic education means recognition of the diversity of cultures and beliefs. In addition, the multicultural approach emphasises tolerance, respect and understanding of differences in the context of Islamic values. According to Qolbi & Hamami, (2021), the development of the Islamic education curriculum must respond to changes in multicultural society to create multicultural Islamic education that can be implemented in Islamic education teaching.

The multiculturalism approach as a model for developing multidisciplinary Islamic education indicates recognition of the

diversity of cultures and beliefs. Multicultural Islamic education is characterised by inclusivity, egalitarianism and humanism while maintaining firm adherence to spiritual and divine values based on the Qur'an and Sunnah (Hanum et al., 2023). The multicultural approach in multidisciplinary Islamic education emphasises the internalisation of multicultural values through education and teaching models that include habituation, exemplary, emotional, rational and functional approaches (Khojir et al., 2021).

5. Development of critical thinking

The concept of multidisciplinary education has received attention in contemporary discussions regarding Islamic education. A multidisciplinary educational approach emphasises critical thinking about Islamic teachings in the context of current problems and era-changing (Purwaningrum, 2019). It aims to integrate various scientific disciplines and perspectives to provide a comprehensive understanding of Islamic education (Mardiana et al., 2020). This is very relevant in responding to contemporary challenges and problems (Haryanti & Firdaus, 2014). A multidisciplinary approach recognises the need for a holistic understanding of Islamic education that goes beyond traditional boundaries. Apart from that, this approach also emphasises the importance of integrating modern knowledge and approaches into Islamic education to answer the demands of the modern era (Kurniawan et al., 2022).

The author sees that multidisciplinary Islamic education offers a comprehensive framework for overcoming contemporary challenges and encourages critical thinking about Islamic teachings in the context of current issues and changing times. By integrating multiple disciplines, this approach provides a holistic understanding of Islamic education and prepares students with the skills necessary to navigate the complexities of the modern world.

6. Community engagement

The multidisciplinary Islamic education model involves local communities, religious education facilities, and religious organisations to strengthen understanding and practice of the Islamic religion. To develop a multidisciplinary Islamic education model that involves religious organisations to support Islam, it is necessary to consider the current global socio-political situation, which is characterised by the rise of rigid and radical religious interpretations (Abdullah, 2018). In global socio-political conditions which are filled with turmoil due to harsh and radical religious interpretations, all parties need to

understand this situation. This aims to take steps to prevent the spread of ideologies that endanger global harmony and peace.

According to (Suprapto, 2020), integrating moderate religious practices into the Islamic education curriculum is very important to instil tolerance, peacebuilding, inter-religious dialogue, and fighting radicalisation among students. This approach is in line with the need for a moderate, inclusive education model that balances traditional and modern values without conflicting with religious principles (Irham & Lubis, 2021). In addition, strategies to deconstruct the idea of radicalisation and empower local Islamic education can contribute to deradicalisation efforts (Susilo & Dalimunthe, 2019). So, the author sees that multidisciplinary-based Islamic education requires not only educational institutions but also communities, organisations and religious associations to ensure the integration of Islamic values in various aspects of life.

Conclusion

This study emphasises the urgency and essence of multidisciplinary Islamic education in madrasas as the primary foundation in preparing students for modern life. This urgency includes learning rooted in religious values, increasing critical thinking skills, broader understanding, inclusive insight into diversity, solving contemporary challenges, and preparing for a dynamic world of work. Meanwhile, the essence of this education lies in the integration of a holistic curriculum, the use of diverse learning methods, the development of relevant skills, a multicultural approach, the development of critical thinking, and active involvement in the community as important elements that support in-depth and comprehensive efforts in empowering religious education.

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