

Analysis of the Basics and Foundations of Islamic Religious Education Curriculum Development Interdisciplinary, Multidisciplinary and Transdisciplinary Approaches

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ABSTRACT

This article aims to analyze the basics and foundations of the development of the Islamic Religious Education (PAI) curriculum with an interdisciplinary, multidisciplinary, and transdisciplinary approach in response to the complexity of 21st century educational challenges. The PAI curriculum is required not only to teach religious aspects normatively, but also to equip students with the ability to think critically, reflectively, and contextually in dealing with social realities. A multidisciplinary approach plays a role in enriching teaching materials through the contribution of various sciences without removing interdisciplinary boundaries. Meanwhile, an interdisciplinary approach allows collaboration between fields of science to produce a more in-depth scientific synthesis. The transdisciplinary approach actually breaks through disciplinary boundaries by focusing on solving real problems through an integrative and holistic perspective. This research uses a qualitative method with a library research approach. Data sources were obtained from scientific journals, books, and education policy documents published in the last five years. Data analysis was carried out in a descriptive analytical manner to identify the basic principles and theoretical foundations that are the basis in the development of the PAI curriculum with the three approaches. The results of the study show that the development of the PAI curriculum based on an inter-, multi-, and transdisciplinary approach contributes significantly to the creation of a learning system that is adaptive, contextual, and relevant to the needs of the times and supports the formation of religious and humanist character.

INTRODUCTION

Islamic Religious Education (PAI) has a very important role in shaping the character, moral values, and spirituality of students. PAI not only functions as a transfer of religious

knowledge, but also as a means of forming a complete and contributing Muslim personality in people's lives. In this context, PAI is expected to be able to equip students to become individuals who are not only ritually obedient, but also capable in facing social realities that continue to evolve (Nasution, 2021). However, the challenges of globalization, technological advancement, and socio-cultural changes demand innovation in the development of the PAI curriculum. Learning that is monodisciplinary and textual is considered less able to answer the complexity of the problems of the times. Therefore, a more integrative curriculum approach is needed, which is able to connect Islamic teachings with the dynamics of contemporary life through an interdisciplinary, multidisciplinary, and transdisciplinary approach (Syamsuddin, 2022). The multidisciplinary approach allows PAI to be integrated with a variety of other fields of science, such as sociology, psychology, and environmental science, without losing the identity of each discipline. Meanwhile, an interdisciplinary approach leads to the incorporation and synthesis of sciences to enrich and deepen the understanding of Islamic concepts in a broader context. The transdisciplinary approach breaks through disciplinary boundaries by focusing on solving real problems holistically, making learning more contextual and meaningful (Fauzan, 2023).

In the context of 21st century education, curriculum development based on these three approaches has become particularly relevant. The curriculum is designed to accommodate inter-, multi-, and transdisciplinary approaches and is believed to be able to develop students' critical, collaborative, creative, and communicative (4C) competencies. In addition, this approach also supports the creation of a tolerant, moderate, and applicable understanding of Islam in various aspects of life (Haryanto, 2024). Therefore, it is important to study the basics and foundations of the development of the PAI curriculum with an interdisciplinary, multidisciplinary, and transdisciplinary approach. This article aims to analyze how basic principles and theories of education can be the foundation in the formulation of a PAI curriculum that is more integrative and adaptive to the times. That way, the PAI curriculum is not only academically relevant, but also responsive to the social needs of modern society (Mukhlis, 2023).

METHODOLOGY

This research uses a qualitative approach with the library research method. This approach is in accordance with the goal of in-depth examination of the theories, concepts, and principles of the development of the Islamic Religious Education (PAI) curriculum based on interdisciplinary, multidisciplinary, and transdisciplinary. This method is also commonly used in educational studies to build conceptual arguments from credible and up-to-date literature sources (Zed, 2019). Data sources are obtained from a variety of relevant references, such as scientific books, indexed journal articles, and policy documents. Source selection is carried out purposively by considering the relevance of the content to the focus of the research (Sugiyono, 2022). In addition, special attention is paid to publications that discuss curriculum innovation, scientific integration, and 21st-century educational approaches.

Data analysis is carried out using the content analysis method, which is used to identify themes, meanings, and relationships between concepts in the text being studied (Krippendorff, 2020). The data was analyzed in a descriptive-analytical manner, namely by describing and interpreting the content of the literature systematically in order to reveal the conceptual basis and implications of the application of an integrative approach in the PAI curriculum (Moleong, 2021).

RESULTS AND DISCUSSION

1. Philosophical and Theoretical Basis for PAI Curriculum Development

The development of the Islamic Religious Education (PAI) curriculum requires a solid foundation to be able to answer the challenges of the complex times. The philosophical basis is the main foothold in formulating the direction, objectives, and content of the curriculum. In the context of PAI, the philosophical basis not only departs from the Islamic

worldview, but also responds to changing social, cultural, and technological dynamics (Hidayat, 2022). The philosophy of Islamic education is based on the concept of monotheism as the center of integration of all aspects of life. Tawheed is not only understood as a theological concept, but also as an epistemological and axiological principle in curriculum development. In this case, all knowledge and values taught in PAI must be oriented towards strengthening human relationships with Allah (*habl min Allah*), fellow humans (*habl min al-nas*), and nature (*habl min al-alam*) (Abdullah, 2020). Theoretically, the development of the

PAI curriculum can refer to the theory of social reconstructionism. This theory views that education is not only in charge of transmitting values, but also transforming society. PAI, in this context, is not just a normative subject, but an instrument of social change that instills an awareness of justice, responsibility, and empathy in the lives of students (Syamsuddin, 2022).

In the Islamic perspective, science is not distinguished between "religious" and "general" as it is chotomized in the modern Western education system. Al-Ghazali and Ibn Khaldun emphasized that all knowledge, both *shari'i* and worldly, can bring people closer to Allah if it is managed with the right intentions and principles. This view is the basis for the integration of knowledge in the PAI curriculum with an interdisciplinary, multidisciplinary, and transdisciplinary approach (Zarkasyi, 2019). In addition, Islamic epistemology supports a holistic and integral scientific concept. In the context of modern education, this integrative approach is relevant to the idea of 21st-century education that emphasizes cross-disciplinary collaboration and holistic character development. Therefore, the theoretical basis of PAI must refer to Islamic epistemology and contemporary educational theory simultaneously (Mujib, 2021).

The ontological foundation of PAI emphasizes that human nature as spiritual and social beings should be the center of attention in curriculum design. Man is not only taught to be intellectually intelligent, but also morally and spiritually wise. Therefore, the PAI curriculum must build synergy between cognition, affect, and psychomotor in the learning process (Nasution, 2021). Curriculum based on an inter-, multi-, and transdisciplinary approach is built on the basis that the reality of life cannot be understood from one point of view. Human life is integrated with various systems: social, cultural, economic, political, and environmental. Therefore, the PAI curriculum that only uses a monodisciplinary approach will lose the context and reach of comprehensive education (Fauzan, 2023). This is where the importance of an interdisciplinary approach lies, which combines Islamic theological understanding with social sciences, psychology, sociology, and even ecology. For example, learning about the concept of trust can be associated with awareness of environmental crises and the importance of protecting the earth as a form of worship. This kind of context makes the teachings of Islam more alive and applicable (Rahmat, 2023). Meanwhile, the multidisciplinary approach puts science in a side by side without having to merge conceptually. In practice, the PAI curriculum can involve topics across fields, such as sharia economics, gender in Islam, to issues of digitization of Islamic education. This approach enriches students' perspectives in seeing Islam as a religion that is relevant to the development of the times (Mukhlis, 2023).

As a consequence of this development based on philosophical and theoretical foundations, curriculum designers and educators are required to have a broad understanding, both of Islamic science and of contemporary scientific developments. The PAI curriculum based on interdisciplinary, multidisciplinary, and transdisciplinary is a manifestation of the idea that Islamic education must be progressive, contextual, and solution to social problems (Haryanto, 2024).

2. Multidisciplinary Approach in the PAI Curriculum

A multidisciplinary approach to curriculum development is a method that involves two or more disciplines in the learning process, without eliminating the boundaries between each of them. In the context of Islamic Religious Education (PAI), this approach is used to enrich students' perspectives by providing an understanding that Islamic values do not stand alone, but always interact with science and other phenomena in life (Fauzan, 2023). The main characteristic of the multidisciplinary approach is the involvement of other sciences in learning, but each science remains a distinct entity. For example, when discussing the theme of justice in Islam, fiqh material can be combined with law, sociology, and even political science. The goal is for students not only to understand the concept of justice normatively, but also to realize how justice is applied and debated in the context of modern society (Rahmat, 2023).

The PAI curriculum that uses a multidisciplinary approach not only conveys information textually, but also invites students to explore the reality of life from various sides. An applicable example is the integration of zakat material with macro and micro economic concepts, or the learning of Islamic ethics juxtaposed with developmental psychology theory. This will shape a broader and contextual understanding of Islamic teachings (Mukhlis, 2023). Pedagogically, this approach is able to increase students' critical power and involvement. By presenting real and cross-disciplinary issues, PAI teachers not only play the role of conveying religious teachings, but also as facilitators of dialogue between sciences. This will enrich classroom discourse and improve students' cross-field literacy (Ashari et al., 2023).

In addition, the multidisciplinary approach is relevant to the needs of 21st century education, which emphasizes critical thinking competencies, problem-solving, and collaboration. The PAI curriculum developed in a multidisciplinary manner will encourage students to become active learners who are able to relate Islamic values to life problems, such as poverty issues, gender inequality, and information technology (Haryanto, 2024). However, this approach still has its challenges. One of them is the readiness of PAI teachers to integrate material from other disciplines that they may not have fully mastered. Therefore, training and professional development are needed for teachers so that they are able to teach PAI in a broader and interconnected framework (Umar & Barni, 2022). Furthermore, the implementation of a multidisciplinary approach also requires support from national curriculum policies that provide space for flexibility and innovation. The design of the syllabus, the preparation of lesson plans, and learning assessments must open up opportunities for collaboration between subjects. For example, PAI can collaborate with social studies, Indonesian, or Science subjects to develop cross-field projects that contain Islamic values (Surawardi et al., 2024).

From the perspective of Islamic epistemology, this approach is in accordance with the principle that knowledge is a complementary gift of Allah. Although not united in a single conceptual synthesis as in an interdisciplinary approach, the multidisciplinary approach still recognizes that truth can be found in a variety of disciplines that coexist with religious values (Abdullah, 2020). Thus, the multidisciplinary approach in the PAI curriculum is a strategic step to form students who have broad insights, are responsive to the challenges of the times, and are able to translate Islamic teachings in various life contexts. This model will position PAI as a science that is not only normative and textual, but also practical and solutive in the face of social realities (Fauzan, 2023).

3. Interdisciplinary Approach in the PAI Curriculum

The interdisciplinary approach in the development of the Islamic Religious Education

(PAI) curriculum is an effort to integrate various disciplines to produce a comprehensive and integrated understanding of a phenomenon or issue. Unlike a multidisciplinary approach that only presents disciplines side by side, an interdisciplinary approach requires dialogue, synthesis, and integration between sciences in order to form a new perspective that is richer and contextual (Abdullah, 2020). In the context of the PAI curriculum, this approach provides space for Islamic teachings to be interpreted and understood through other scientific lenses such as sociology, anthropology, psychology, or even environmental science. For example, the concept of *ukhuwah islamiyah* (Islamic brotherhood) can be deepened through a sociological perspective on social relations and the theory of community cohesion. This allows students not only to understand *ukhuwah* as a normative concept, but also as a strategy to build a harmonious society (Rahmat, 2023).

The implementation of interdisciplinary approaches also encourages dialogical and reflective learning. PAI teachers do not only deliver material dogmatically, but also invite students to relate Islamic values to the reality of their lives. When discussing the topic of justice, for example, an Islamic legal approach combined with John Rawls's social justice theory or contemporary Islamic economic thought can be used. This triggers a process of critical thinking and deep ethical reasoning (Ashari et al., 2023). Furthermore, an interdisciplinary approach allows religious education to become a dialectical space between text (*nash*) and context (reality). Students are invited not only to understand revelation, but also to interpret and apply it in daily life. For example, learning about business ethics in Islam can be linked to modern management theory, corruption issues, and digital economy practices, so that ethical awareness emerges in running a business (Haryanto, 2024).

At the epistemological level, this approach is in line with the principle of scientific integration in Islam which rejects the dichotomy between religious science and world science. Islam views science as a unit that comes from Allah, and therefore, the sciences developed by humans can be a means to understand and practice religious teachings in a more contextual and scientific way (Fauzan, 2023). From a pedagogical point of view, the application of an interdisciplinary approach in the PAI curriculum encourages the development of higher order thinking skills such as analysis, synthesis, and evaluation. Students are not only required to memorize the postulates, but also to be able to relate them to social dynamics and formulate solutions to various problems based on Islamic values (Mukhlis, 2023). The application of an interdisciplinary approach requires collaboration across subjects. For example, PAI teachers can design collaborative learning projects with sociology, geography, or mathematics teachers to discuss topics such as *zakat* distribution, social inequality, or environmental conservation from an Islamic perspective. This strategy not only strengthens students' understanding of Islamic values, but also instills life skills based on spiritual and social values (Surawardi et al., 2024).

Despite its potential, this approach also faces challenges. One of them is the limitations of teaching literature that supports cross-disciplinary integration, as well as teachers' skills in designing interdisciplinary learning as a whole. Therefore, there needs to be explicit curriculum training and support in encouraging integration between fields of study (Umar & Barni, 2022). In terms of the national curriculum, an interdisciplinary approach can be integrated through project-based learning or problem-based learning, which allows the incorporation of various competencies and values. This is also in line with the spirit of the Independent Curriculum which emphasizes contextual, collaborative, and flexible learning (Kemendikbud, 2023).

Overall, the interdisciplinary approach in the PAI curriculum strengthens the position of Islamic education as a relevant and applicable science in real life. He not only instills values,

but also builds the capacity for critical, tolerant, and reflective thinking that is needed in shaping a generation of Muslims who are moderate and solutionive to global challenges

4. Transdisciplinary Approach and Its Implications in the PAI Curriculum

The transdisciplinary approach in the Islamic Religious Education (PAI) curriculum is the highest level of scientific integration, where the boundaries between disciplines become fluid and integrated in solving real problems in life. This approach not only involves the integration of academic interdisciplinarity, but also incorporates non-formal knowledge such as cultural values, local traditions, and community experiences in the learning process (Nicolescu, 2020). In the context of PAI, a transdisciplinary approach places Islamic values as a moral force in shaping solutions to social, ecological, and spiritual challenges in the era of globalization. One of the distinctive characteristics of the transdisciplinary approach is its orientation that focuses not only on the cognitive aspects of students, but also on social transformation. Education is no longer just about imparting knowledge, but rather a tool of change and liberation (emancipation). The PAI curriculum with a transdisciplinary approach positions Islamic teachings as the basis for understanding and responding to various crises of the times such as environmental damage, social inequality, and morality crises (Fauzan, 2023).

For example, in discussing the themes of trust and responsibility in PAI, teachers can design community-based social projects that involve students in environmental activities, anti-corruption advocacy, or mosque-based philanthropic activities. With this approach, students not only understand the concept of trust in terms of postulates and theories, but also experience firsthand how these values are implemented in real life (Ashari et al., 2023). The transdisciplinary approach also encourages collaboration between schools, society, and the world of work. In Islamic education, this is relevant to the concept of charity—that is, charity that brings wide benefits to society. The transdisciplinary-based PAI curriculum allows students to learn through active involvement in social life, such as zakat-based economic projects, environmental movements based on Islamic values, or the development of digital da'wah media (Umar & Barni, 2022).

From an Islamic epistemological perspective, this approach reflects the idea of 'ilm al-nafi' (useful science), which is a science that not only meets intellectual needs, but also has an impact on social good. In this case, transdisciplinary is not just a teaching strategy, but a spiritual approach that places science and charity as two sides of the currency in Islamic education (Abdullah, 2020). The transdisciplinary approach also supports the vision of the Independent Curriculum which emphasizes contextual and student-centered learning. With structural flexibility and integration between projects, this curriculum allows PAI to stand alone not only as a subject, but also as a basic value that directs all learning activities in schools. This is in line with the values of the Pancasila Student Profile and Islamic character (Kemendikbud, 2023). In practice, the application of this approach requires teachers to think and act as agents of social transformation. It is not enough for teachers to only master Islamic material textually, but also to understand social realities and have the ability to build networks with those outside the school. Therefore, teacher training and capacity building are the keys to the success of a transdisciplinary curriculum (Mukhlis, 2023).

This approach also has implications for the way of assessment. It is not enough to be based solely on the results of cognitive exams, but it should also involve the assessment of processes and projects. For example, assessments can be carried out based on social action reports, work products, or real impacts of activities carried out by students in the surrounding environment. This is in line with the concept of authentic-based evaluation in contemporary education (Haryanto, 2024). One of the advantages of this approach is its ability to shape

learners who are not only symbolically religious, but also have authentic social and spiritual awareness. They not only "understand" the teachings of Islam, but also become an active part in realizing Islamic values in the midst of a multicultural, pluralistic, and digital society as it is today (Rahmat, 2023). Thus, a transdisciplinary approach brings Islamic Religious Education in a more holistic, relevant, and transformative direction. It is not only an integrative approach from an academic perspective, but also a praxis approach that is able to create students as actors of change based on universal Islamic values *rahmatan lil 'alamin*.

5. Implications of Integrative-Based PAI Curriculum Development

The development of the Islamic Religious Education (PAI) curriculum with an integrative approach—which combines interdisciplinary, multidisciplinary, and transdisciplinary perspectives—points to a new direction in modern Islamic education that is more contextual and relevant to the challenges of the times. This approach not only expands the scope of teaching materials, but also deepens the meaning and function of religious learning in students' lives holistically (Ashari et al., 2023). One of the important implications of the development of an integrative-based PAI curriculum is the increasing social relevance of religious education. Students are not only invited to understand Islamic teachings as normative texts, but also to interpret and implement them in a developing social, economic, cultural, and technological context. Religious education is a reflective tool that helps students solve life's problems based on Islamic spiritual values (Fauzan, 2023).

Another significant implication is the strengthening of the profile of Islamic education graduates who have 21st century competencies, such as critical, collaborative, creative, and communicative thinking skills. The PAI curriculum is designed in an integrative manner that allows students to build complete self-awareness as human beings who have religious and social roles. This is in line with the vision of the *kamil* in Islam that is, the perfect human being spiritually, intellectually, and socially (Haryanto, 2024). From a learning perspective, an integrative approach encourages the use of innovative methods, such as project-based learning, contextual teaching and learning, and problem-based learning. These methods require students to be actively involved, think reflectively, and act solution-positive. Thus, the PAI curriculum is not only a place for memorizing religious doctrines, but also a laboratory of values and social action (Rahmat, 2023). In addition, an integrative approach also has an impact on teacher professional development. PAI teachers are required not only to master Islamic material in depth, but also to have cross-disciplinary pedagogic competence and collaborative skills. Teachers must be able to design learning that is inclusive, contextual, and responsive to local and global challenges. Therefore, continuous teacher training is an absolute requirement in the implementation of this integrative curriculum (Mukhlis, 2023).

Structural implications also arise at the level of national curriculum policy. An integrative curriculum requires flexibility in curriculum structures and educational policies that support integration between subjects. This is in line with the direction of the Independent Curriculum which encourages cross-disciplinary involvement in learning and provides wider space for schools to design contextual curricula that are in accordance with the character of students and local needs (Kemendikbud, 2023). Furthermore, the integrative curriculum contributes to the formation of the character of students who are moderate, tolerant, and open to differences. The Islamic values taught are not exclusive, but are developed through dialogue with reality and with other disciplines, so as to foster multicultural awareness and spiritual maturity that is open to plurality (Abdullah, 2020). In terms of evaluation, the integrative curriculum demands an authentic assessment approach that not only measures cognitive aspects, but also affective and psychomotor aspects. Social action projects, reflective journals,

thematic presentations, and collaborative work are part of the assessment system that reflects students' ability to apply Islamic values in real life (Surawardi et al., 2024). Overall, the implications of the integrative-based PAI curriculum show that Islamic religious education is no longer just an instrument of personal moral formation, but also a tool for the formation of collective consciousness and social transformation. With this approach, PAI is able to answer the challenges of modernity without losing the essence of Islamic spirituality which is *rahmatan lil 'alamin* (Umar & Barni, 2022). The integrative PAI curriculum is a concrete form of efforts to make religious education a life value system, not just a teaching system. This approach takes Islamic education from the classroom to the social space, from the text to the context, and from dogma to transformative concrete action.

CONCLUSION

The development of an integrative-based Islamic Religious Education (PAI) curriculum with an interdisciplinary, multidisciplinary, and transdisciplinary approach is an urgent need in answering the complexity of educational challenges in today's global and digital era. These three approaches present a new paradigm in religious education, which is no longer dogmatic and separate from the reality of life, but more contextual, collaborative, and solutive. The multidisciplinary approach contributes through the enrichment of perspectives by juxtaposing other sciences without diluting inter-disciplinary boundaries. This fosters students' awareness of the complexity of the world, but remains within the normative framework of Islam. The interdisciplinary approach goes further by integrating and synthesizing various sciences to produce a thorough understanding of Islamic values and their application in real life. Meanwhile, the transdisciplinary approach encourages cross-border learning between academics and real social life, instilling vibrant and grounded Islamic values in students' social practices. These three approaches have positive implications for curriculum design, learning strategies, evaluation, and improving the quality of professionalism of PAI teachers. The resulting curriculum is not only oriented to cognitive aspects, but also forms 21st century character and competencies based on Islamic spiritual values. Thus, the integrative-based PAI curriculum has great potential to become a transformative educational instrument that shapes students as religious, reflective, critical, and able to play an active role in building a just, tolerant, and civilized society. This curriculum transformation should be supported by progressive education policies, continuous teacher training, and the involvement of all stakeholders in the world of education

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