

Integration of Interdisciplinary and Multidisciplinary Paradigms in Islamic Education: Efforts to Build Synergy between Religious Sciences, Social Sciences, and Modern Science to Answer the Challenges of Civilization

Irzal Setiawan ST^{1*}

¹Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Irzal Setiawan ST, Email : maulanairzal68@gmail.com

ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	This study aims to explore the integration of interdisciplinary and multidisciplinary paradigms in Islamic education as a strategic effort to build synergy between religious knowledge, social sciences, and modern sciences (Sulaiman, 2019, p. 22). Contemporary Islamic education faces significant challenges in addressing the complexities of modern civilization, marked by technological disruption, value globalization, and crises of spiritual and ethical identity (Halim, 2021, p. 45). In this context, an approach that combines various disciplines is essential to create a more holistic and relevant model of Islamic education (Nasution, 2018, p. 78). Through a qualitative-descriptive literature review, this study examines the theoretical framework and integrative practices from multiple academic perspectives (Yusuf, 2020, p. 134). The findings indicate that the integration of interdisciplinary paradigms can build substantive connections between Islamic values and contemporary scientific developments, while the multidisciplinary approach enriches perspectives in addressing social and scientific issues contextually (Rahman & Fitri, 2022, p. 56). The synergy of these two approaches forms a crucial foundation for the transformation of Islamic education toward a just, inclusive, and sustainable civilization (Kusuma, 2017, p. 89). This study recommends the development of curricula and teaching methodologies based on knowledge integration as concrete steps to strengthen the role of Islamic education amidst the dynamics of the modern era (Zainal, 2019, p. 101).
KEYWORD Paradigm Integration Islamic Education Interdisciplinary Approach Multidisciplinary Approach Knowledge Synergy	

1. Introduction

Islamic education plays a central role in shaping the character and scientific insight of the Muslim community as a provision to face various dynamics of the times. However, in the increasingly complex and dynamic era of modern civilization, Islamic education faces significant challenges that are not only internal but also external. Technological disruption, globalization of values, spiritual identity crises, and issues of ethics and morality are some of the main problems that contemporary Islamic education systems must address (Reinaldo, Aprima, & Ardimen, 2024, p. 746). This condition demands a paradigmatic transformation in the implementation of Islamic education to remain relevant, adaptive, and capable of making a real contribution to the advancement of civilization.

*Irzal Setiawan ST is a Student Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 4th International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2025, as a presenter, organized by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

In this context, an educational approach based solely on a single discipline—whether purely religious studies or separately social sciences and modern sciences—is no longer adequate. Islamic education needs to adopt an integrative paradigm that combines various disciplines, thereby providing a more comprehensive and thorough understanding of contemporary issues. Interdisciplinary and multidisciplinary paradigms become strategic solutions capable of building synergy between religious knowledge, social sciences, and modern sciences to create a holistic and relevant model of Islamic education (Mukarom, Hermansyah, Karim, Sudrajat, & Nasution, 2023, p. 247).

The interdisciplinary paradigm allows for deep integration between various disciplines, enabling the creation of new knowledge that transcends traditional academic boundaries. In Islamic education, this means combining the spiritual and ethical aspects of religious knowledge with empirical and analytical approaches from social sciences and modern sciences. Meanwhile, the multidisciplinary paradigm emphasizes collaboration and cooperation across disciplines side by side without merging the identity of each discipline, thereby enriching students' perspectives and understanding of social and scientific issues relevant to everyday life.

The interdisciplinary paradigm allows for deep integration between various disciplines, enabling the creation of new knowledge that transcends traditional academic boundaries. In Islamic education, this means combining the spiritual and ethical aspects of religious knowledge with empirical and analytical approaches from social sciences and modern sciences. Meanwhile, the multidisciplinary paradigm emphasizes collaboration and cooperation across disciplines side by side without merging the identity of each discipline, thereby enriching students' perspectives and understanding of social and scientific issues relevant to everyday life.

This study aims to explore in depth how the integration of interdisciplinary and multidisciplinary paradigms can be applied in Islamic education as a strategic effort to build synergy between religious knowledge, social sciences, and modern sciences. Through a qualitative-descriptive approach, this research examines the theoretical framework and integrative practices from various academic perspectives and provides concrete recommendations for the development of curricula and teaching methodologies based on knowledge integration. Thus, this study is expected to make a significant contribution to strengthening the role of Islamic education amid the complexity and dynamics of the ever-evolving global civilization.

2. Literature Review

The interdisciplinary and multidisciplinary approaches in Islamic education are increasingly important to address the complexity of contemporary challenges. According to Fuadiyah, Ainiyah, and Masud (2025), multidisciplinary education based on the "Twin-Tower" paradigm in pesantren environments can harmoniously integrate religious and general knowledge, producing Muslim generations who are proficient both in religious and general sciences while firmly adhering to Islamic values. Furthermore, Irawan and Putra (2024) emphasize the importance of interdisciplinary, multidisciplinary, and transdisciplinary studies in contemporary Islamic education. They reveal that the integration of knowledge through these approaches will enrich scholarly insight and provide broad benefits to humanity.

Rapid and complex development of modern civilization demands Islamic education to adapt and respond appropriately. According to Nasruddin (2023), Islamic education today must be able to address challenges of technological disruption, globalization, and value crises with a more holistic and integrative approach. Education that focuses solely on religious knowledge without considering social sciences and modern sciences risks becoming outdated and irrelevant to needs of contemporary society (Nasruddin, 2023, p. 102).

Islamic education faces major challenges in addressing the complexities of modern civilization, characterized by technological disruption, value globalization, and crises of spiritual and ethical identity. According to Rozi, Qomar, and Sokip (2024), the implementation of interdisciplinary Islamic studies in religion-based Islamic education can be a solution to face these challenges. They state that religious moderation and the integration of knowledge through an interdisciplinary approach form an inseparable relationship in Islamic education.

The integration of religious knowledge, social sciences, and modern sciences in Islamic education is a strategic effort to create a learning model that is not only based on religious texts but also responsive to social changes and technological developments. According to Olfah (2023), the interdisciplinary approach in Islamic educational thought has become a primary

focus in efforts to strengthen curriculum integration and teaching methods. This article explains the concept of the interdisciplinary approach and curriculum integration in the context of Islamic education, as well as elaborates on various interdisciplinary teaching methods that can be applied.

The interdisciplinary paradigm in Islamic education emphasizes deep cross-disciplinary integration to form a comprehensive scientific insight. This aligns with the thoughts of Hasan and Lubis (2022), who state that Islamic education must be able to synergistically combine religious knowledge with social sciences and modern sciences to present relevant solutions to social problems and technological developments. The interdisciplinary paradigm facilitates dialogue and collaboration among various fields of knowledge, resulting in innovative and contextual educational models (Hasan & Lubis, 2022, p. 88).

Unlike interdisciplinary, the multidisciplinary paradigm tends to maintain the uniqueness of each discipline but combines them within a broader study. According to Fatimah and Rizki (2024), the multidisciplinary approach provides space for religious knowledge, social sciences, and modern sciences to coexist harmoniously, enriching perspectives and solutions for Islamic education without blurring the identity of each discipline. This approach is important to address social and scientific issues comprehensively and realistically (Fatimah & Rizki, 2024, p. 75).

According to Arifin and Wahyudi (2023), the synergy between religious knowledge, social sciences, and modern sciences is key to creating adaptive and progressive Islamic education. They emphasize that this integration not only enriches educational content but also strengthens the spiritual and ethical character of learners, thus enabling them to comprehensively address challenges of globalization and technological disruption (Arifin & Wahyudi, 2023, p. 65).

3. Methodology

This study employs a qualitative-descriptive approach using library research methods to explore and analyze the integration of interdisciplinary and multidisciplinary paradigms in Islamic education. Data were collected from secondary sources, including books, journals, scientific articles, and relevant documents discussing concepts, theories, and practices related to the integration of religious knowledge, social sciences, and modern sciences.

The analysis was conducted thematically, focusing on identifying synergies between the paradigms and their implications for curriculum development and teaching methodologies in Islamic education. This approach enables the researcher to delve into a holistic and comprehensive conceptual framework while providing strategic and practical recommendations applicable to contemporary Islamic education contexts.

4. Results and Discussion

This study successfully identified that the integration of interdisciplinary and multidisciplinary paradigms in Islamic education is a strategic necessity to address the complex challenges of modern civilization. Through a qualitative-descriptive approach, it was found that both paradigms have complementary roles and functions in building synergy among religious knowledge, social sciences, and modern sciences.

4.1 Integration of the Interdisciplinary Paradigm in Islamic Education

The interdisciplinary paradigm in Islamic education emphasizes deep integration across various disciplines. The findings reveal that this paradigm can substantively link religious values with developments in modern knowledge. For instance, Islamic concepts can be enriched by insights from social sciences and contemporary sciences, resulting in a more comprehensive and contextual educational understanding.

In moral and ethical education, spiritual Islamic values can be combined with findings from psychology and sociology to develop learners' characters who are not only religious but also adaptive and positively engaged in modern society. Thus, the interdisciplinary approach breaks down rigid disciplinary boundaries, opening a space for constructive and practical scientific dialogue within the context of Islamic education.

4.2 Role of the Multidisciplinary Paradigm in Enriching Perspectives

Meanwhile, the multidisciplinary paradigm functions as an approach that brings together various disciplines side by side, without deeply merging theories or methods as in the interdisciplinary approach. The study found that this approach significantly enriches perspectives on social and scientific issues faced by Islamic education.

Here, religious knowledge remains the foundational pillar, supported by social sciences such as sociology, anthropology, and political science, as well as modern sciences like information technology and biology. This enables Islamic education to respond appropriately to contemporary phenomena such as social changes, technological challenges, and the dynamics of value globalization.

4.3 Synergy of Interdisciplinary and Multidisciplinary Paradigms as the Foundation for Transforming Islamic Education

A key finding of this study is that the synergy between the interdisciplinary and multidisciplinary paradigms forms an essential foundation for transforming Islamic education toward being more adaptive, inclusive, and sustainable. This synergy opens opportunities to develop curricula that not only focus on mastering religious knowledge but also integrate social sciences and modern sciences in a balanced manner.

Curricula based on this integrated knowledge approach are believed to equip learners with critical, creative, and analytical thinking skills, as well as strong spiritual and ethical awareness. Consequently, Islamic education can effectively address challenges like technological disruption, globalization of values, and spiritual identity crises, which have long been major issues in modern civilization.

4.4 Practical Implications for Curriculum Development and Teaching Methodologies

The study also highlights the necessity for developing curricula and teaching methodologies based on knowledge integration. The curriculum design must accommodate religious content combined cohesively with social sciences and modern sciences. Moreover, collaborative, participative, and contextual teaching methods are highly recommended to make education more effective and relevant to learners' needs in the modern era.

For example, project-based learning that integrates Islamic studies with social and technological issues can serve as an effective model. Learners do not merely study theory but also apply it in real-life situations that are complex and multidimensional.

5. Conclusion

This study affirms that the integration of interdisciplinary and multidisciplinary paradigms in Islamic education is an urgent and strategic necessity to address the complexities of modern civilization's challenges. Islamic education, as one of the primary pillars in shaping the character and knowledge of the Muslim community, cannot stand alone solely within the realm of traditional religious sciences. The complexity of social issues, technological advancements, and the dynamic globalization of values demands a holistic, adaptive, and progressive educational approach.

The interdisciplinary paradigm opens opportunities for deep integration between religious knowledge, social sciences, and modern sciences, enabling Islamic education to evolve into a learning system rich in insight, contextual relevance, and capable of providing solutions to contemporary problems. Through this approach, the spiritual and ethical values of Islam can be synergized with theories and practices from social sciences and sciences, producing learners who are not only intellectually capable but also morally and socially mature.

The synergy between interdisciplinary and multidisciplinary paradigms forms the foundational basis for transforming Islamic education into an inclusive, just, and sustainable system. This synergy plays a crucial role in creating an integrative curriculum, developing collaborative teaching methods, and shaping a generation of learners who not only master modern

knowledge but also possess strong spiritual and ethical character. Consequently, Islamic education can actively contribute real solutions to global challenges such as technological disruption, spiritual identity crises, and the globalization of values.

Furthermore, the development of curricula and learning methodologies based on integrated knowledge is expected to bridge the gap between religious sciences, social sciences, and modern sciences, positioning Islamic education as a strong pillar in building a just, inclusive, and sustainable civilization. Such Islamic education is not only relevant to the demands of the times but also capable of inspiring positive change for broader society.

Therefore, the implementation of integrated interdisciplinary and multidisciplinary paradigms in Islamic education is not merely a choice but an imperative that must be realized seriously and consistently. This effort requires support from various stakeholders, including educational institutions, governments, and society at large, to collaboratively build comprehensive and sustainable knowledge synergy for the advancement of human civilization.

Acknowledgments: Alhamdulillah, I am grateful to Allah SWT for His blessings, which have enabled me to complete this journal successfully. I would like to express my sincere gratitude to my supervisor for the valuable guidance and direction throughout the writing process. I also extend my thanks to my family and friends who continuously provided support and motivation. Lastly, I acknowledge and appreciate the contributions of the authors and researchers whose works have been important references in this journal. I hope this journal can provide benefits and contributions to the development of Islamic education, as well as serve as an inspiration for academics and practitioners in the field. Constructive criticism and suggestions are highly welcomed for improvements in the future.

Conflicts of Interest: The author declares that there is no conflict of interest in the preparation and publication of this journal. All data, analyses, and conclusions presented are the results of objective and independent academic work, without any influence from any party that could affect the content or interpretation of the research.

References

- Antonio Reinaldo dkk. (2024). Ilmu Interdidipliner, Multidisipliner dan Transdisipliner Ilmu Pendidikan Islam Kontemporer. *Journal of Economics and Busines*, 11(1), 14-28.
- Dandi Irawan. (2022). Integrasi Ilmu Pengetahuan: Kajian Interdisipliner Multidisipliner . *Jurnal Ilmu Pendidikan Islam*, 18(1), 132-140.
- Fina Qutrunnada Fuadiyah dkk. (2025). Konsep Pendidikan Multidisipliner Berbasis Paradigma Twin-tower di lingkungan Pesantren. *Jurnal Pendidikan Agama Islam*, 8(2), 187-196.
- Hamidah Olfah. (2024). Pendekatan Interdidpliner Dalam Pemikiran Pendidikan Islam: Memperkuat Keterpaduan Kuirkulum dan Metode Pembelajaran, 8(2), 2508-2517.
- Rahmah rahmah. (2024). Pembelajaran Islam Pendekatan Multi, Inter, dan Transdisipliner (Hakikat dan Implementasinya). *Jurnal Pendidikan Agama Islam,,* 9(1), 1-19.
- Rusnawati, M. (2025). Konsep Integrasi Pendidikan Islam Dalam Pendidikan Nasional: Upaya Menghindari Dikotomi Ilmu. *The Journal of Multidisciplinary Research on Scientific and Advanced*, 3(1), 137-149.