



Optimizing Islamic Education in an Era of Disruption: A Multidisciplinary Approach as a Leading Solution

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Abstract. Facing an era of disruption marked by rapid change and high complexity, Islamic education needs to optimize itself with a multidisciplinary approach as a leading solution. This approach involves the integration of various disciplines, such as science, technology, art, history, and social, in Islamic religious learning. The main objective of this approach is to enrich students' understanding of Islamic teachings, relate them to the context of everyday life, and develop critical, collaborative, and creative thinking skills relevant in facing the challenges of the era of disruption. The multidisciplinary approach in Islamic education allows the use of innovative learning methods, such as group discussions, collaborative projects, and the utilization of information technology, to create a stimulating and challenging learning environment. In this context, Islamic education can broaden the scope of its learning by linking Islamic teachings with contemporary issues, such as the environment, social justice, technology, and globalization. A multidisciplinary approach also requires cooperation and support from various parties, including government, educational institutions, teachers, parents, and the community. This synergy between various stakeholders will strengthen the implementation of a multidisciplinary approach in Islamic education and ensure its relevance in facing changing times. By optimizing Islamic education through a multidisciplinary approach, it is hoped that Islamic education can remain relevant, adaptive, and able to form a young generation who have a strong understanding of religion, relevant skills, and high moral integrity in facing the complexity and changes of modern times.

Keywords: Islamic education, era of disruption, multidisciplinary approach

1. Introduction

Islamic education faces various challenges in facing the era of disruption, where changes in technology and socioeconomic dynamics affect the way we live, learn and interact (Jameson, D & Stephenson, 2020). According to National Education System Law No. 20 of 2003 it is stated that education is a conscious effort and planned to create a learning atmosphere and learning process. (Pendidikan & P-issn, 2022) This disruption also affects education as a whole, including Islamic education. Therefore, an innovative and adaptive approach is needed to optimize Islamic education in this era (Davis, B & Sumara, 2021). Education is a component has a strategic role for the nation Indonesia in realizing that goal has been formulated. One of the goals of the nation Indonesia as stated in the Preamble The fourth line of the 1945 Constitution is "enrich the life of a nation". (Fiandi & Ilmi, 2022)

The multidisciplinary approach offers interesting solutions to these challenges. This approach involves the integration of concepts, methods and thoughts from various disciplines, such as technology, science, psychology, social and humanities (Yusuf, S, Samsudin, A & Razak, 2021). By combining these various perspectives, a multidisciplinary approach allows Islamic education to be more relevant, adaptive and able to prepare a quality Muslim generation in facing the dynamics of the times (Hanif, 2019).

Through a multidisciplinary approach, Islamic education can integrate the latest science and technology in learning, develop important 21st century skills and promote strong character education (Nordin, N. M., & Embi, 2022). This approach also helps establish a link between the Islamic education curriculum and students' daily lives, facilitating a more comprehensive and contextual understanding.

In the context of Islamic education, the application of a multidisciplinary approach as a leading solution requires collaborative efforts from various parties, including educational institutions, teachers, parents, and the government. With this collaboration, Islamic education can optimize potential and answer the challenges of the era of disruption facing the complexity of the modern world with a strong Islamic scientific foundation. Planning is a process important before starting the process education or other activities. Planning is considered important because it will be a determiner and at the same time giving direction towards the goal to be achieved. (Budi & Ilmi, 2022)

2. Methods

This research uses qualitative methods in literature studies which is a research approach using text analysis and interpretation to understand literature sources relevant to the research topic (Darmalaksana, 2020). This method aims to gain a deep understanding of the topic under study, identify patterns, themes, or perspectives that emerge in the literature and present findings descriptively and analytically.

Literature study research sources include scientific journals, books, research reports, policy documents, conferences and proceedings, online media and blogs, as well as theses and dissertations. Qualitative methods in literature studies promote reflective analysis and critical thinking of the literature under study. Analysis techniques such as code or categorization can be used to organize data and identify patterns or relationships between various sources.

3. Result and Discussion

3.1 *The Era of Disruption and Islamic Education*

3.1.1 Definition and Characteristics of the Disruption Era

An era of disruption refers to a period marked by drastic changes in technology, economy, and social that affect various aspects of our lives. This disruption involves significant disruption to business models, consumer habits, and social interactions and dynamics.

The era of disruption can be defined as a period in which rapid innovation and technological change trigger a significant paradigm shift in the way of thinking, behaving, and carrying out economic and social activities. This disruption can profoundly change industries, institutions, and society as a whole (Christensen, C. M., Raynor, M. E., & McDonald, 2015).

The characteristics of the Disruption Era are as follows: (Alkhater, N., & Ullah, 2018)

3.1.1.1 Drastic changes in technology

The era of disruption is marked by rapid and revolutionary technological advances, such as artificial intelligence, internet of things, blockchain, big data robotics. These technologies are creating new opportunities, changing the way we work, communicate, and access information.

3.1.1.2 Changes in business models

The era of disruption also involves changes in traditional business models. Companies that adopt technological innovation and change the way they operate can derail established business models and result in power shifts in the industry.

3.1.1.3 Influence on consumer habits

Technology disruption affects consumer behavior and habits. The use of digital platforms, e-commerce and app-based services has changed the way we shop, order food, listen to music, watch movies and do other daily activities.

3.1.1.4 Social change and human interaction

The era of disruption also creates changes in interaction and social dynamics. Social media, online communication, and high connectivity affect the way we interact, share information and form relationships.

3.1.2 Challenges of Islamic Education in the Era of Disruption

Islamic education has a number of significant challenges in the era of disruption. Technological changes, social shifts, and rapid economic development affect the way Islamic education is presented, accessed, applied. The following are some of the main challenges faced by Islamic education in the era of disruption: (Sudiro, A., & Irawan, 2019)

3.1.2.1 Technology challenges

The development of digital technology and the era of digitalization present challenges for Islamic education. The advent of online learning platforms, easy access to information, and the use of social media affect the way students acquire religious knowledge and interact with Islamic educational materials.

3.1.2.2 Curriculum relevance challenges

Islamic education needs to pay attention to the relevance of the curriculum to the needs and demands of the times. Rigid and overly traditional curricula can hinder adaptive and innovative learning in accordance with evolving social, economic and technological dynamics.

3.1.2.3 21st century skills challenge

The era of disruption demands the development of 21st century skills, such as critical thinking, creativity, collaboration, communication and digital literacy. Islamic education needs to integrate these skills in curriculum and learning so that graduates can compete and adapt to the ever-changing environment.

3.1.2.4 Challenges of Islamic values and identity

In an era of pluralistic disruption, Islamic education needs to maintain and strengthen strong Islamic values and identity. This challenge involves an accurate understanding of Islamic teachings, the cultivation of morality and the formation of character in accordance with religious principles.

3.2 Multidisciplinary Approach in Islamic Education

3.2.1 Concepts and Principles of Multidisciplinary Approach

A multidisciplinary approach involves combining concepts, methods, and thoughts from different disciplines to understand, analyze, and solve complex problems. In the context of Islamic education, a multidisciplinary approach can be applied to enrich learning by utilizing various perspectives and knowledge from different disciplines. Here are the concepts and principles underlying a multidisciplinary approach: (Zainal, A., 2020)

3.2.1.1 Integration of Disciplines

A multidisciplinary approach involves the integration of knowledge and methods from different disciplines, such as science, technology, humanities, social, and others. This concept

allows the use of a cross-disciplinary approach to understand the phenomenon of Islamic education more comprehensively.

3.2.1.2 Shared Conceptual Framework

A multidisciplinary approach involves forming a common conceptual framework that combines core concepts from the different disciplines involved. This allows for a holistic and integrated understanding of the phenomenon of Islamic education.

3.2.1.3 Collaboration and Team Work

The multidisciplinary approach encourages collaboration between experts and practitioners from different fields to work together in designing, implementing, and evaluating Islamic education programs. This collaboration enables a complementary exchange of knowledge and experience.

3.2.1.4 Interdisciplinary Application

The multidisciplinary approach promotes the application of interdisciplinarity in curriculum design, learning strategies, and assessment and evaluation of Islamic education. This application involves combining content, methods, and approaches from various disciplines in integrated learning.

3.2.1.5 Complex Problem Solving

A multidisciplinary approach can be applied in complex problem solving in Islamic education. By involving multiple perspectives and knowledge, this approach enables a deeper understanding and more holistic solutions to the problems encountered in the context of Islamic education.

3.2.2 Advantages and Benefits of Multidisciplinary Approach in Islamic Education

The multidisciplinary approach in Islamic education has a number of advantages and benefits that can improve the quality of learning and understanding of students. Here are some of the main advantages and benefits of a multidisciplinary approach in Islamic education: (Zainal, A., 2020)

3.2.2.1 More Comprehensive Understanding

The multidisciplinary approach enables students to gain a more comprehensive understanding of Islam by integrating different perspectives and knowledge from different disciplines. This helps students see Islam from different points of view and deepens their understanding of the religion.

3.2.2.2 Improvement of Critical Thinking Skills

Through a multidisciplinary approach, students are invited to think critically and analytically in studying Islam. They learn to analyze, evaluate, and integrate information from a variety of different sources. This helps them develop deeper and critical thinking skills.

3.2.2.3 21st Century Skills Development

A multidisciplinary approach encourages the development of 21st century skills, such as creative thinking, collaborative, effective communication, and problem-solving. By utilizing a wide range of disciplines, students can develop skills relevant to the demands of an ever-evolving era.

3.2.2.4 Complex Problem Solving

A multidisciplinary approach helps students deal with complex problems in the context of Islamic education. By integrating knowledge and methods from different disciplines, students can take a holistic approach in analyzing and solving complex problems.

3.2.2.5 Connectedness with the Real World

Through a multidisciplinary approach, students can see the connection between Islam and the real world and its application in various areas of life. They can relate Islamic concepts to actual social, economic, political, and technological contexts.

3.2.3 Implementation of Multidisciplinary Approach in Islamic Education Curriculum

The implementation of a multidisciplinary approach in the Islamic education curriculum involves integrating various disciplines to enrich learning materials, expand students' understanding, and connect Islamic teachings with real-world contexts. Some implementation steps that can be done are: (Ramdhani, M. S., & Amrullah, 2019).

3.2.3.1 Identify Learning Objectives

Determine learning objectives that include religious, moral, social, and intellectual aspects. This objective should pay attention to the integration of various disciplines relevant to Islamic education.

3.2.3.2 Curriculum Design

Designing an integrated curriculum that incorporates components from various disciplines, such as science, language, history, art, and others. Develop a syllabus and learning that covers a variety of multidisciplinary perspectives.

3.2.3.3 Learning Material Development

Developing learning materials that integrate concepts and knowledge from various disciplines, in accordance with the objectives and curriculum that have been set. Learning materials must be able to relate Islamic teachings to real-world contexts.

3.2.3.4 Learning Methods

Using learning methods that support a multidisciplinary approach, such as group discussions, collaborative projects, field research, simulations, or the use of information technology. This method allows students to apply knowledge from various disciplines in problem solving and decision making.

3.2.3.5 Learning Evaluation

Design evaluation instruments that cover multidisciplinary aspects, such as critical thinking skills, collaborative skills, understanding of concepts, and application of Islamic teachings in various contexts. Evaluation should reflect the integration of different disciplines in learning.

3.3 Optimization of Islamic Education through a Multidisciplinary Approach

3.3.1 Integration of Science and Technology in Islamic Education

The integration of science and technology in Islamic education refers to the use and application of modern technology as well as scientific knowledge to enrich students' learning experience, facilitate a deeper understanding of Islamic teachings, and prepare students to face the challenges of the digital age. Some important aspects of this integration include: (Khoiruddin, A., & Rahman, 2020)

3.3.1.1 Use of Technology in Learning

Utilization of information and communication technology, such as computers, internet, mobile devices, and educational applications, to support learning and expand access to Islamic educational resources. For example, the use of interactive multimedia, learning videos, e-books, or online learning platforms.

3.3.1.2 Utilization of Social Media and Online Networks

Utilizing social media and online networks as a means for knowledge sharing, discussion, and collaboration between students and teachers in the context of Islamic education. This can increase student interaction and involvement in the learning process.

3.3.1.3 Application of Technology in Learning Material Development

Apply technology to develop interactive learning materials, simulations, or educational games that can help students understand Islamic concepts more interestingly and effectively.

3.3.1.4 E-Learning and Distance Learning

Utilizing e-learning systems or distance learning to provide access to Islamic education to students in various geographical locations. It allows students to learn independently and flexibly through online platforms.- Digital Competency Development: Integrates the development of digital competencies in the Islamic education curriculum, including technology skills, digital literacy, critical thinking of online information, and digital ethics and security.

3.3.2 Character Education Based on Multidisciplinary Approach in Islamic Education

Character education based on a multidisciplinary approach in Islamic education refers to efforts to develop strong character and morals in students through the integration of Islamic values with concepts and methods from various disciplines. This approach aims to form a person with integrity, ethics, and responsibility, in accordance with the teachings of Islam. Some important aspects of this approach include: (Halimah, R., & Susanto, 2019)

3.3.2.1 Integration of Islamic Values in the Curriculum

Incorporate Islamic values explicitly in the Islamic education curriculum, both in religious learning and other subjects. This includes aspects of morals, ethics, social awareness, leadership, example, and responsibility to God, self, and others.

3.3.2.2 Habituation and Practice of Islamic Values

Apply Islamic values in students' daily lives through habituation and direct practice. For example, involving students in social activities, community service, teamwork, and valuing diversity.

3.3.2.3 Utilization of Multidisciplinary Methods and Approaches

Using multidisciplinary methods and approaches in learning to enrich students' understanding of Islamic values. It involves the integration of disciplines such as psychology, sociology, history, literature, and art in religious learning.

3.3.2.4 Supportive Learning Environment

Creating a learning environment that supports character building, such as extracurricular activities, leadership development, monitoring student behavior, and strengthening positive values at school.

3.3.2.5 Parent and Community Involvement

Involving parents and the community in supporting student character building. Parents can play an active role in supporting Islamic values at home, while the community can be a role model and set a good example for students.

4. Conclusions

Optimizing Islamic education in an era of disruption through a multidisciplinary approach is a leading solution to face the challenges and changes that occur in today's society. In an era of disruption, where technology and socioeconomic changes are rapidly developing, Islamic education needs to adopt a comprehensive and adaptive approach. The multidisciplinary approach in Islamic education allows the integration of various disciplines, such as science, technology, art, history, and social, to enrich Islamic religious learning. This approach encourages students to see the teachings of Islam in a broader context, relate them to the realities of everyday life, and develop a more comprehensive understanding.

Through a multidisciplinary approach, Islamic education can optimize the learning process by using innovative methods, such as group discussions, collaborative projects, field research, and the use of information technology. This method helps students develop critical, collaborative, and creative thinking skills, which are needed in facing the challenges of the disruption era. In addition, the multidisciplinary approach also broadens the scope of Islamic religious learning, so that students can relate Islamic teachings to contemporary issues, such as the environment, social justice, technology, and globalization. Thus, Islamic education becomes relevant, adaptive, and able to produce competent graduates in the era of disruption.

In optimizing Islamic education through a multidisciplinary approach, there needs to be support from various parties, including the government, educational institutions, teachers, parents, and the community. This collaboration and synergy between various stakeholders will strengthen the implementation of a multidisciplinary approach in Islamic education. By adopting a multidisciplinary approach, Islamic education can answer challenges and seize opportunities that arise in an era of disruption. This approach enables Islamic education to remain relevant, useful, and able to form a young generation that has a strong understanding of religion, relevant skills, and high moral integrity in the face of the changes and complexities of modern times.

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