

A Multidisciplinary Concept of Islamic Religious Education Material Based on the Integration of Reason and Revelation

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Article history

Submitted: 2026/06/17; Revised: 2026/07/10; Accepted: 2026/08/05

Abstract

Islamic Religious Education (PAI) faces the challenge of fostering learning that goes beyond mere mastery of religious knowledge to cultivate critical, contextual, and adaptive thinking skills capable of keeping pace with advancements in science and technology. This article aims to analyze and formulate a multidisciplinary concept for PAI content grounded in the integration of reason and revelation as an epistemological foundation to guide the development of learning materials. The study employs a qualitative approach, specifically library research. Data were gathered from the Qur'an, Hadith, scholarly books, accredited national and reputable international journal articles, and various literature concerning Islamic education, the integration of knowledge, and multidisciplinary approaches. Data analysis was conducted using content analysis, involving stages of data reduction, categorization, interpretation, and conceptual synthesis. The findings indicate that the integration of reason and revelation serves as an epistemological foundation capable of eliminating the dichotomy between religious and secular sciences in the development of PAI content. A multidisciplinary approach enables PAI material to be developed holistically by integrating various disciplines such as tafsir (exegesis), Hadith, fiqh (jurisprudence), philosophy, psychology, sociology, history, science, technology, and environmental science. Reconstructing the material in this way results in learning that is more contextual and meaningful, while also fostering 21st-century competencies including critical thinking, creativity, collaboration, communication, and digital literacy alongside the formation of Islamic character.

Keywords

Islamic Religious Education, Multidisciplinary, Reason, Revelation



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INTRODUCTION

Islamic Religious Education (IRE) plays a strategic role in developing students who possess faith (iman), piety (taqwa), noble character, and critical thinking skills necessary to respond to the dynamics of modern life. However, the practice of Islamic Religious Education

in many educational institutions continues to be dominated by a normative-doctrinal approach that primarily emphasizes the transmission of religious knowledge. This instructional model often positions Islamic Religious Education as a collection of concepts that students are expected to memorize, thereby limiting the development of analytical, reflective, and contextual thinking in understanding Islamic teachings. Consequently, a gap emerges between students' mastery of religious concepts and their ability to implement Islamic values in increasingly complex social realities. This condition highlights the necessity of reconstructing Islamic Religious Education materials to become more adaptive to scientific advancement, technological innovation, and the challenges of contemporary society (Mujib, 2021; Rahman & Wekke, 2022).

The advancement of modern science has produced numerous disciplines that interact in explaining the realities of human life. Educational, environmental, economic, health, cultural, and artificial intelligence issues can no longer be adequately understood through a single disciplinary perspective but instead require multidisciplinary approaches. Within the context of Islamic Religious Education, a multidisciplinary approach is particularly important because Islamic teachings are inherently comprehensive (*syāmil*) and encompass all dimensions of human existence. Therefore, Islamic Religious Education materials should integrate perspectives from theology, philosophy, psychology, sociology, anthropology, history, science, and technology so that students acquire a holistic, contextual, and applicable understanding of Islam (Nata, 2021; Muhaimin, 2022).

The epistemological foundation of Islamic education is fundamentally established upon the integration of reason (*al-'aql*) and revelation (*al-wahy*). From the Islamic perspective, revelation constitutes the absolute source of truth that provides normative guidance, while reason functions as the instrument through which human beings understand, develop, and actualize the values of revelation in everyday life. These two dimensions are not contradictory but complementary in building the civilization of knowledge. The Qur'an repeatedly encourages humanity to think (*tafakkur*), contemplate (*tadabbur*), and utilize intellect to understand the signs of Allah throughout the universe. Consequently, the integration of reason and revelation becomes the principal foundation for developing Islamic Religious Education materials capable of addressing contemporary challenges without losing their transcendental orientation (Abdullah, 2021; Suyadi & Widodo, 2020).

Nevertheless, the reality of Islamic education continues to demonstrate a dichotomy between religious sciences and modern sciences. Islamic Religious Education materials are frequently delivered textually with strong emphasis on normative aspects, while modern scientific knowledge develops through rational and empirical approaches with limited integration of revelatory values. Such dichotomy creates difficulties for students in connecting Islamic teachings with contemporary realities and even generates the perception that religion and science constitute separate domains. In fact, the classical Islamic intellectual tradition illustrates the harmonious relationship between revelation and reason, as demonstrated by Muslim scholars such as Al-Farabi, Ibn Sina, Al-Ghazali, Ibn Rushd, and Ibn Khaldun, who

regarded all knowledge as originating from Allah and mutually reinforcing the advancement of civilization (Arifin, 2020; Fadli, 2023).

The educational paradigm of the twenty-first century increasingly emphasizes the importance of holistic, collaborative, and student-centered learning. Students are no longer expected merely to memorize concepts but are also required to possess critical thinking, creativity, communication, collaboration, and complex problem-solving skills. In this context, Islamic Religious Education materials should integrate spiritual, intellectual, moral, social, and scientific dimensions so that Islamic values are understood as practical life guidance relevant to scientific development and the needs of global society. A multidisciplinary approach based on the integration of reason and revelation represents one of the paradigms capable of addressing these educational demands (Suyitno, 2021; Anwar, 2022).

Previous studies have investigated the integration of science and religion within Islamic Religious Education as well as the importance of multidisciplinary approaches in the development of Islamic Religious Education. However, most studies have focused on instructional implementation, curriculum integration, or general epistemological discussions. Research specifically reconstructing the multidisciplinary concept of Islamic Religious Education materials based on the integration of reason and revelation as a conceptual framework for instructional material development remains relatively limited. Yet instructional materials constitute the core component of the educational process that determines the direction of competency development, character formation, and students' ways of thinking (Mujib, 2021; Fadli, 2023).

This research gap indicates the necessity of developing a conceptual model explaining how Islamic Religious Education materials can be reconstructed through a multidisciplinary approach by positioning the integration of reason and revelation as the epistemological foundation. Such a model is expected to produce Islamic Religious Education materials that not only instill normative Islamic values but also cultivate scientific, reflective, contextual, and solution-oriented thinking skills. Accordingly, students will not merely understand Islamic teachings as doctrinal knowledge but will also be able to actualize them in addressing humanitarian issues, technological advancement, cultural diversity, and social transformation wisely (Rahman & Wekke, 2022; Abdullah, 2021).

Based on the foregoing discussion, this article aims to analyze and formulate a multidisciplinary concept of Islamic Religious Education materials grounded in the integration of reason and revelation as a paradigm for developing holistic, integrative, and contextual instructional materials. The findings are expected to contribute theoretically to the development of the epistemology of Islamic Religious Education while providing a conceptual foundation for curriculum design, instructional material development, and learning innovation that meet the demands of twenty-first-century education without neglecting the fundamental values of Islamic teachings.

METHODS

This study employed a qualitative approach using a library research design to examine, analyze, and formulate the multidisciplinary concept of Islamic Religious Education (IRE) materials based on the integration of reason (al-'aql) and revelation (al-wahy). This approach was selected because the research focused not on collecting field data but on exploring, interpreting, and synthesizing relevant scholarly sources to construct a comprehensive conceptual framework. Library research enables researchers to integrate diverse disciplinary perspectives in explaining the relationship between reason and revelation as the epistemological foundation for the development of Islamic Religious Education materials (Zed, 2020; Mustari & Rahman, 2022).

The research data consisted of primary and secondary sources. Primary sources included the Qur'an, Hadith, and major literature discussing Islamic educational epistemology, the integration of knowledge, Islamic educational philosophy, and the concepts of Islamic Religious Education. In addition, primary sources encompassed scholarly works of prominent Muslim thinkers such as Al-Ghazali, Ibn Rushd, Syed Muhammad Naquib al-Attas, Ismail Raji al-Faruqi, M. Amin Abdullah, Kuntowijoyo, and Azyumardi Azra, whose contributions have significantly shaped the paradigm of integrating religious and scientific knowledge. Secondary data were obtained from articles published in SINTA-accredited national journals, reputable international journals, conference proceedings, dissertations, theses, government regulations, and other academic documents relevant to the research topic (Abdullah, 2021; Fadli, 2023).

Data were collected through documentary study, involving the identification, inventory, critical reading, classification, and documentation of information related to multidisciplinary concepts, the integration of reason and revelation, the development of Islamic Religious Education materials, and relevant educational theories. Literature was systematically searched through scholarly databases, including Google Scholar, Garuda, Crossref, Dimensions, DOAJ, Scopus, and university journal portals to ensure that the selected references were credible, up-to-date, and relevant to the research focus (Sari et al., 2022; Hadi et al., 2021).

The data were analyzed using content analysis combined with a thematic analysis approach. The analysis began with data reduction through the selection of literature relevant to the research objectives, followed by coding major themes such as multidisciplinary approaches, the integration of reason and revelation, Islamic educational epistemology, the development of Islamic Religious Education materials, and instructional implementation. Subsequently, the identified themes were categorized, interpreted, and synthesized across multiple sources to construct a comprehensive conceptual model for developing Islamic Religious Education materials based on the integration of reason and revelation (Braun & Clarke, 2021; Fadli, 2023).

To strengthen the validity of the findings, source triangulation was employed by comparing perspectives derived from classical Islamic literature, contemporary scholarly works, empirical research findings, and relevant educational policies. Furthermore, source criticism was conducted by evaluating the authority of authors, the credibility of publishers,

methodological rigor, and the substantive relevance of each reference used. This process ensured that the proposed conceptual framework was grounded in robust scientific evidence, internally consistent, and academically accountable (Sugiyono, 2022; Mustari & Rahman, 2022).

The findings were then presented using a descriptive-analytical approach by integrating perspectives from Islamic educational philosophy, Islamic epistemology, curriculum theory, and multidisciplinary approaches. Through this synthesis process, the study formulated a conceptual framework for Islamic Religious Education materials based on the integration of reason and revelation. This framework is expected to provide a theoretical foundation for curriculum development, instructional material design, and innovative teaching practices that are holistic, integrative, contextual, and responsive to the demands of twenty-first-century education (Anwar, 2022; Mujib, 2021).

RESULTS AND DISCUSSION

The Nature of Islamic Religious Education Materials from the Perspective of Islamic Education

Islamic Religious Education (IRE) materials constitute a fundamental component of the Islamic educational system, serving as a medium for systematically, purposefully, and continuously transmitting divine values to learners. From the perspective of Islamic education, instructional materials are not merely understood as collections of religious information or knowledge that students are expected to master; rather, they function as a means of developing the holistic Muslim personality (*insan kāmīl*). Consequently, IRE materials possess a broader scope than other academic subjects because they encompass the development of spiritual, intellectual, emotional, moral, social, and life skills grounded in Islamic teachings. The essence of IRE materials lies in their ability to integrate knowledge, values, attitudes, and religious practices, thereby enabling students not only to understand Islamic teachings but also to internalize and implement them in both personal and social life (Mujib, 2021; Anwar, 2022).

Philosophically, Islamic Religious Education materials derive their primary foundation from the Qur'an and the Sunnah, which constitute the principal sources of Islamic teachings. These foundations are further enriched through *ijtihad*, *ijma'*, *qiyas*, and the continuous development of various Islamic disciplines in response to changing societal needs. This demonstrates that IRE materials possess a dynamic character, remaining open to continuous development as long as such developments do not contradict the fundamental principles of Islamic law. Accordingly, IRE materials extend beyond normative teachings concerning faith (*aqidah*), worship (*ibadah*), morality (*akhlaq*), the Qur'an and Hadith, and Islamic civilization to include scientific advancement, technological innovation, cultural transformation, and contemporary humanitarian issues. This dynamic nature ensures that Islamic Religious Education remains relevant as a comprehensive guide for life across different contexts and historical periods (Nata, 2021; Fadli, 2023).

From the perspective of Islamic epistemology, Islamic Religious Education materials are constructed upon the integration of revelation (al-wahy) as the absolute source of truth and reason (al-'aql) as the instrument through which knowledge is understood, developed, and applied. The Qur'an repeatedly encourages humanity to think (tafakkur), contemplate the signs of Allah (tadabbur), derive lessons (i'tibar), and employ intellectual reasoning to understand the manifestations of divine wisdom throughout the universe. Consequently, the essence of IRE materials extends beyond presenting textual evidence; it also involves cultivating students' rational, critical, and reflective thinking so that they can discover the significance of Islamic teachings in diverse life contexts. This integration of reason and revelation distinguishes Islamic education from educational paradigms that rely solely on rationalism or empiricism (Abdullah, 2021; Suyadi & Widodo, 2020).

The nature of Islamic Religious Education materials is inseparable from the objectives of Islamic education, which aim to develop balanced individuals (tawazun) capable of harmonizing worldly and spiritual dimensions of life. Islamic education views human beings as possessing physical, intellectual, spiritual, and social potentials that should be developed harmoniously. Therefore, IRE materials should foster faith, strengthen piety, cultivate noble character, develop intellectual competence, and encourage social responsibility alongside environmental awareness. In other words, the success of Islamic Religious Education should not be measured solely by students' mastery of religious concepts but also by observable transformations in attitudes, behaviors, and the practical implementation of Islamic values in everyday life (Muhaimin, 2022; Rahman & Wekke, 2022).

From a pedagogical perspective, Islamic Religious Education materials should be designed according to students' developmental characteristics and the evolving needs of society. Learning materials should not be limited to textual understanding and memorization but should provide opportunities for exploration, dialogue, reflection, and problem-solving based on Islamic values. A student-centered learning approach enables learners to construct knowledge actively through meaningful learning experiences, resulting in deeper understanding of Islamic teachings. Consequently, IRE materials function not only to develop cognitive competencies but also to foster affective and psychomotor development in an integrated manner (Anwar, 2022; Suyitno, 2021).

Furthermore, the essence of Islamic Religious Education materials reflects the universal nature of Islam as rahmatan lil 'alamin (a mercy to all creation), offering solutions to various human challenges. Therefore, instructional content should be contextualized to address contemporary issues such as religious moderation, tolerance, human rights, environmental sustainability, scientific and technological advancement, digital ethics, artificial intelligence, and other global challenges. Such contextualization does not alter the substance of Islamic teachings but rather reinforces their relevance in addressing the complexities of modern society. Through this approach, students understand that Islam governs not only the relationship between human beings and Allah (hablum minallah) but also relationships

among people (*hablum minannas*) and with the natural environment (Arifin, 2020; Fadli, 2023).

Moreover, Islamic Religious Education materials should serve as a medium for cultivating a scientific mindset within the Islamic intellectual tradition. Classical Islamic scholarship demonstrates that Muslim scholars did not separate religious sciences from secular sciences. Thinkers such as Al-Kindi, Al-Farabi, Ibn Sina, Al-Biruni, Ibn Rushd, and Ibn Khaldun integrated religious knowledge with philosophy, medicine, mathematics, astronomy, sociology, and numerous other scientific disciplines. This intellectual legacy provides a strong foundation for developing IRE materials through multidisciplinary approaches, enabling students to recognize the interconnectedness between Islamic teachings and contemporary scientific knowledge. Such an approach broadens students' intellectual horizons while simultaneously eliminating the dichotomy between religious and secular sciences (Abdullah, 2021; Nata, 2021).

Within the context of twenty-first-century education, the nature of Islamic Religious Education materials is increasingly expected to promote Higher Order Thinking Skills (HOTS), creativity, communication, collaboration, digital literacy, and ethical problem-solving based on Islamic values. IRE materials should move beyond simple content mastery by encouraging students to analyze, evaluate, reflect upon, and synthesize contemporary issues through the lens of Islamic teachings. Consequently, Islamic Religious Education becomes more meaningful because it develops learners who not only understand religious teachings textually but are also capable of applying them wisely and responsibly in real-life situations (Anwar, 2022; Mujib, 2021).

Based on the foregoing discussion, the essence of Islamic Religious Education materials from the perspective of Islamic education can be understood as a process of developing knowledge, values, attitudes, and skills grounded in the integration of revelation and reason to cultivate individuals who possess faith, piety, noble character, intellectual excellence, and the ability to fulfill their roles as servants of Allah (*'abdullah*) and vicegerents on earth (*khalifatullah fil ardh*). Therefore, the development of IRE materials should be holistic, integrative, multidisciplinary, and contextual in order to respond effectively to learners' needs and the challenges of scientific advancement and human civilization while preserving the fundamental values of Islamic teachings (Rahman & Wekke, 2022; Abdullah, 2021).

The Integration of Reason and Revelation as the Epistemological Foundation of Islamic Religious Education

The epistemology of Islamic education concerns the nature, sources, methods, and validity of knowledge that underpin the implementation of education. Unlike Western epistemological traditions, which are generally grounded in rationalism, empiricism, or constructivism, the epistemology of Islamic education is founded upon the synergy between revelation (*al-wahy*) and reason (*al-'aql*) as the two principal sources of knowledge acquisition and development. Revelation provides absolute and transcendent guidance, whereas reason functions as the instrument through which revelation is understood, interpreted, developed,

and applied in practical life. Consequently, the integration of reason and revelation constitutes the fundamental basis for the development of Islamic Religious Education (IRE), which emphasizes not only normative religious dimensions but also the cultivation of scientific, critical, reflective, and contextual thinking skills (Abdullah, 2021; Fadli, 2023).

From the Islamic perspective, revelation represents the highest source of knowledge because it originates from Allah through the Qur'an and is further explained by the Sunnah of the Prophet Muhammad (peace be upon him). Revelation contains principles of faith (aqidah), worship (ibadah), morality (akhlaq), Islamic law (sharia), and universal values that guide human life. The truth of revelation is absolute because it emanates from the All-Knowing Creator, thereby serving as the normative foundation for all aspects of life, including the educational system. Islamic Religious Education places revelation at the center of determining educational objectives, curriculum content, character formation, and the direction of knowledge development. Accordingly, the educational process seeks not only to produce intellectually competent individuals but also learners who possess faith, piety, and noble moral character (Mujib, 2021; Rahman & Wekke, 2022).

Although revelation occupies the highest epistemological position, Islam also accords a highly honorable status to human reason. The Qur'an repeatedly employs expressions such as *afalā ta'qilūn* ("Will you not reason?"), *afalā tatafakkarūn* ("Will you not reflect?"), and *ulū al-bāb* ("people of understanding"), indicating that the exercise of reason is itself a religious obligation. Reason enables human beings to comprehend the meanings of revelation, discover the wisdom underlying Islamic law, advance scientific knowledge, and formulate solutions to continually evolving human problems. Therefore, reason is not a competitor to revelation but rather a divine gift that enables humanity to understand and actualize Allah's guidance correctly and responsibly (Suyadi & Widodo, 2020; Abdullah, 2021).

The relationship between reason and revelation in Islam is complementary rather than dichotomous. Revelation provides direction, ethical values, and moral boundaries, while reason develops methods, analytical frameworks, and innovations that facilitate the realization of the objectives of Islamic law (*maqāṣid al-sharī'ah*) in human life. This integration establishes an epistemological paradigm that combines normative, rational, empirical, and ethical dimensions of knowledge. Within this framework, scientific knowledge is understood as a means of recognizing the greatness of Allah while simultaneously promoting the welfare (*maslahah*) of humanity. Islamic Religious Education grounded in the integration of reason and revelation therefore encourages learners not merely to accept religious teachings textually but also to understand their wisdom, objectives, and relevance to contemporary society and civilization (Anwar, 2022; Fadli, 2023).

The classical Islamic intellectual tradition clearly demonstrates that the integration of reason and revelation constituted the foundation of the flourishing Islamic civilization of knowledge. Scholars such as Al-Kindi, Al-Farabi, Ibn Sina, Al-Biruni, Ibn Rushd, and Ibn Khaldun successfully developed diverse scientific disciplines while positioning revelation as the source of values and reason as the principal scientific instrument. They perceived no

contradiction between religion and science; instead, they regarded both as complementary paths toward understanding reality. This intellectual outlook contributed significantly to advances in philosophy, medicine, mathematics, astronomy, education, economics, and the social sciences. Such achievements provide compelling evidence that the integration of reason and revelation represents an authentic characteristic of Islamic epistemology (Arifin, 2020; Nata, 2021).

In the contemporary era, the concept of knowledge integration has been revitalized by Muslim scholars such as Syed Muhammad Naquib al-Attas, Ismail Raji al-Faruqi, M. Amin Abdullah, and Kuntowijoyo. These scholars have criticized the dichotomy between religious and secular sciences that characterizes many modern educational systems. They argue that all knowledge ultimately originates from Allah and therefore should not be sharply divided into "religious" and "secular" categories. Consequently, Islamic Religious Education should adopt an integrative paradigm that connects revelation with scientific disciplines such as natural sciences, technology, psychology, sociology, economics, and environmental studies, enabling learners to understand Islamic teachings comprehensively and in accordance with contemporary societal needs (Abdullah, 2021; Muhaimin, 2022).

The integration of reason and revelation has profound implications for the development of Islamic Religious Education materials. Instructional content should no longer rely solely on normative approaches emphasizing the memorization of Qur'anic verses, Hadith, or jurisprudential rulings. Instead, it should incorporate analytical, contextual, and multidisciplinary perspectives. For example, discussions concerning the creation of the universe may be integrated with astronomy and biology, lessons on zakat may be connected to economics and social justice, while moral education may be enriched through insights from psychology, sociology, and contemporary ethics. Such an approach enables students to recognize that Islamic teachings are deeply interconnected with multiple dimensions of human life and scientific advancement (Anwar, 2022; Rahman & Wekke, 2022).

Beyond enriching instructional materials, the integration of reason and revelation also contributes significantly to the development of twenty-first-century competencies. Students are encouraged to cultivate critical thinking, creativity, communication, collaboration, and ethical problem-solving abilities grounded in Islamic values. Within Islamic Religious Education, learners are expected not only to understand religious texts but also to analyze social phenomena, technological developments, environmental issues, and humanitarian challenges through the perspectives of the Qur'an and the Sunnah. Consequently, Islamic Religious Education becomes an effective means of developing a generation that is both spiritually grounded and capable of adapting to global transformations (Suyitno, 2021; Mujib, 2021).

Furthermore, the integration of reason and revelation aligns closely with the deep learning paradigm in education, which emphasizes meaningful learning, mindful learning, and joyful learning. Through this approach, learners acquire knowledge not merely at a superficial level but develop profound understanding through reflection, dialogue, critical

inquiry, and authentic learning experiences. Within this framework, revelation provides the ethical and spiritual orientation, while reason functions as the instrument for constructing meaning and connecting Islamic concepts with contemporary realities. The result is an Islamic Religious Education that is transformative, contextual, and highly effective in shaping students' character and intellectual maturity (Anwar, 2022; Fadli, 2023).

Based on the foregoing discussion, the integration of reason and revelation constitutes a fundamental epistemological foundation of Islamic Religious Education. Together, they establish a comprehensive system of knowledge in which revelation serves as the source of values and absolute truth, while reason functions to interpret, develop, and implement those values across various dimensions of human life. This integrative paradigm provides the basis for developing Islamic Religious Education materials that are holistic, multidisciplinary, and contextual, thereby enabling them to address the challenges of twenty-first-century education without compromising their Islamic identity. Through the integration of reason and revelation, Islamic Religious Education is expected to nurture generations possessing profound spirituality, broad scientific knowledge, intellectual maturity, and strong moral commitment toward building a civilized and sustainable society (Rahman & Wekke, 2022; Abdullah, 2021)

Implementation of Multidisciplinary Islamic Religious Education Materials in Learning

The implementation of multidisciplinary Islamic Religious Education (IRE) materials in the learning process represents a strategic effort to transform the educational paradigm from one that is predominantly textual, normative, and teacher-centered into learning that is contextual, collaborative, and student-centered. This approach is founded on the understanding that Islamic teachings encompass all dimensions of human life and therefore cannot be adequately conveyed through a single disciplinary perspective. Consequently, the implementation of multidisciplinary IRE requires the integration of Islamic sciences with other fields of knowledge, including philosophy, psychology, sociology, anthropology, history, economics, natural sciences, technology, and environmental studies. Through such integration, students develop a more comprehensive understanding of Islamic teachings while simultaneously connecting them with real-life phenomena and contemporary societal challenges (Anwar, 2022; Rahman & Wekke, 2022).

The implementation of multidisciplinary learning begins with integrative instructional planning. Teachers are expected not only to formulate learning objectives based on the competencies prescribed in the Islamic Religious Education curriculum but also to identify concepts from other disciplines that are closely related to the instructional content. For example, when discussing the creation of the universe, teachers may integrate Qur'anic exegesis with concepts from astronomy, biology, and geography. Likewise, lessons on zakat, infaq, and sadaqah can be enriched through the perspectives of Islamic economics, sociology, and social development. Similarly, discussions concerning environmental ethics may be linked to ecology, climate change, and sustainable development. Such integrative planning makes

Islamic Religious Education more contextual, practical, and responsive to students' academic and social needs (Muhaimin, 2022; Suyitno, 2021).

During classroom implementation, teachers function primarily as facilitators who guide students in exploring multiple disciplinary perspectives to understand religious concepts. Rather than serving as the sole source of information, teachers create learning environments that encourage learners to actively seek information, engage in discussion, conduct observations, analyze data, and formulate conclusions through the integration of revealed knowledge and scientific inquiry. Such learning experiences provide opportunities for students to develop critical, analytical, creative, and reflective thinking skills, enabling them not only to comprehend religious texts but also to relate Islamic teachings to social realities, cultural diversity, and scientific advancement (Mujib, 2021; Anwar, 2022).

Several instructional models are particularly suitable for implementing multidisciplinary Islamic Religious Education, including Problem-Based Learning (PBL), Project-Based Learning (PjBL), Inquiry Learning, Case-Based Learning, and the deep learning approach. These instructional models enable students to investigate authentic problems from both Islamic and multidisciplinary perspectives. For instance, environmental pollution may be explored through a project integrating Qur'anic teachings concerning humanity's responsibility as stewards of the Earth with ecological principles, social analysis, and practical environmental conservation initiatives within the school community. Through such learning experiences, students acquire not only conceptual understanding but also social awareness, moral responsibility, collaboration skills, and problem-solving competencies (Suyitno, 2021; Fadli, 2023).

The implementation of multidisciplinary Islamic Religious Education is also highly compatible with the deep learning paradigm, which emphasizes mindful learning, meaningful learning, and joyful learning. Mindful learning encourages students to understand the reasons why specific concepts are studied and how these concepts relate to their personal and social lives. Meaningful learning enables learners to connect religious knowledge with personal experiences, contemporary social issues, and scientific developments, thereby fostering deeper conceptual understanding. Meanwhile, joyful learning is promoted through collaborative, exploratory, and creative learning activities that enhance students' motivation and engagement. Consequently, multidisciplinary IRE not only improves students' mastery of religious content but also strengthens their active participation throughout the learning process (Anwar, 2022; Suyadi & Widodo, 2020).

Rapid developments in digital technology provide significant opportunities for implementing multidisciplinary Islamic Religious Education. Teachers can utilize various digital learning platforms, Learning Management Systems (LMS), interactive multimedia, educational videos, virtual simulations, and Artificial Intelligence (AI) applications to enrich students' learning experiences. Artificial Intelligence can assist students in locating scholarly references, analyzing information, constructing concept maps, and developing project-based learning activities grounded in Islamic values. Nevertheless, the use of digital technology

should remain within the framework of Islamic ethics, ensuring that technology serves as a tool for strengthening literacy, character formation, and critical thinking rather than merely providing instant access to information (Mujib, 2021; Anwar, 2022).

Furthermore, the implementation of multidisciplinary IRE promotes collaboration among teachers from different subject areas in designing integrated learning experiences. Islamic Religious Education teachers may collaborate with teachers of science, social studies, mathematics, Indonesian language, computer science, and other disciplines to develop interdisciplinary themes that address shared educational objectives. Such collaboration enriches instructional content while helping students recognize the interconnectedness of different branches of knowledge in explaining complex phenomena. Moreover, this collaborative approach contributes to eliminating the longstanding dichotomy between religious and secular sciences that continues to challenge many educational systems (Rahman & Wekke, 2022; Muhaimin, 2022).

From the perspective of assessment, multidisciplinary Islamic Religious Education requires an authentic and comprehensive evaluation system. Assessment should extend beyond measuring students' ability to recall religious concepts and instead evaluate their capacity to analyze complex issues, integrate multiple disciplinary perspectives, formulate arguments supported by both Islamic evidence and scientific findings, and apply Islamic values in everyday life. Appropriate assessment methods include project-based assignments, portfolios, case studies, presentations, reflective journals, attitude observations, and performance-based assessments. Such authentic evaluation provides a more comprehensive picture of students' cognitive, affective, psychomotor, spiritual, and social development (Anwar, 2022; Fadli, 2023).

The successful implementation of multidisciplinary Islamic Religious Education depends largely on teachers' professional competencies as instructional designers and facilitators. Teachers are expected to possess a solid foundation in Islamic scholarship, interdisciplinary knowledge, the ability to design innovative learning experiences, and adequate digital literacy. In addition, teachers should continuously engage in reflective practice and professional development to ensure that instructional materials remain responsive to scientific progress and students' evolving needs. Support from school leaders, curriculum policies, the availability of learning resources, and a collaborative academic culture are equally essential for achieving the effective implementation of multidisciplinary Islamic Religious Education (Mujib, 2021; Suyitno, 2021).

Based on the foregoing discussion, the implementation of multidisciplinary Islamic Religious Education materials represents the practical realization of the paradigm integrating reason and revelation within educational practice. This implementation is reflected in integrative instructional planning, the application of innovative teaching models, the effective utilization of digital technologies, interdisciplinary collaboration, and the use of authentic assessment methods that promote students' comprehensive development. Through a multidisciplinary approach, Islamic Religious Education not only enables students to

understand Islamic teachings normatively but also equips them with critical thinking, creativity, collaboration, moderation, and the ability to apply Islamic values in addressing the diverse challenges of contemporary life. Ultimately, such implementation is expected to establish Islamic Religious Education as a transformative means of nurturing Muslim generations who possess strong faith, broad knowledge, exemplary character, and meaningful contributions toward building an advanced, inclusive, and sustainable civilization (Rahman & Wekke, 2022; Abdullah, 2021).

CONCLUSION

This study concludes that the development of multidisciplinary Islamic Religious Education (IRE) materials based on the integration of reason (*al-'aql*) and revelation (*al-wahy*) provides a comprehensive epistemological framework for strengthening the relevance and quality of Islamic education in the twenty-first century. The integration of revelation as the source of absolute truth and reason as the instrument for understanding, developing, and applying knowledge enables IRE materials to move beyond a purely normative and textual orientation toward a holistic, contextual, analytical, and transformative learning paradigm. Through the incorporation of insights from various disciplines—including philosophy, psychology, sociology, economics, science, technology, and environmental studies—IRE materials become more responsive to contemporary challenges while preserving the fundamental values of Islam. Furthermore, the implementation of multidisciplinary learning through innovative instructional models, digital technology, interdisciplinary collaboration, and authentic assessment fosters students' critical thinking, creativity, communication, collaboration, ethical reasoning, and problem-solving abilities alongside their spiritual and moral development. Therefore, multidisciplinary IRE grounded in the integration of reason and revelation offers a solid conceptual foundation for curriculum development, instructional material design, and learning innovation, ultimately contributing to the formation of Muslim generations who are intellectually competent, spiritually grounded, morally responsible, and capable of making meaningful contributions to an inclusive, progressive, and sustainable civilization.

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