# Interdisciplinary learning of Islamic religious education in vocational high school

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## ARTICLE INFO

## ABSTRACT

In this globalization era, the challenge for Islamic religious education in vocational schools is not only the delivery of religious material, but also how to integrate religious values into students' daily lives. The purpose of this paper is to discuss 1) Interdisciplinary of Islamic Religious Education in Schools, 2) The Implementation of Interdisciplinary Islamic Education in Schools. The method used is a qualitative approach. Data collection was done through observation and interviews. The results of this study include: 1) The Interdisciplinary approach is a research approach in which there is a transfer of a discipline into other disciplines in solving certain problems so that it can give birth to a new discipline or new methods, 2) The interdisciplinary approach in Islamic religious education learning is believed to make it "alive" and meaningful for students.

## 1. Introduction

Currently, the development of education in the 21st century era has been able to create a big leap in the history of education, where the source of knowledge is no longer limited to space and territory (Faruq, 2020). Islamic Religious Education (PAI) has a central role in shaping the character and morality of students, especially Muslim students in non-madrasah schools (Djollong & Akbar, 2019). Traditional approaches to teaching PAI are often limited to presenting religious material without clear connections to real life or other scientific disciplines (Zaki, 2015).

In facing the era of globalization and the complexity of the challenges of modern life, an interdisciplinary approach in PAI learning is becoming increasingly relevant and important (Rusmawati et al., 2022). Rapid social, economic and technological changes have also influenced the educational paradigm (Rosyad & Maarif, 2020). Vocational High Schools as educational institutions must be able to produce graduates who are ready to compete in the global job market (Suparyati & Habsya, 2024). In this context, interdisciplinary-based PAI learning can help students develop a holistic understanding of the Islamic religion as well as skills that are relevant to the demands of the world of work (Irawan, 2023).

In this globalization era, the challenge for Islamic religious education in vocational schools is not only the delivery of religious material, but also how to integrate religious values into students' daily lives (Damanik, 2023). This is necessary to form strong characters and integrity and prepare them to become responsible citizens.

The interdisciplinary-based PAI learning method has been proven effective in increasing students' understanding of a concept and relating it to real life contexts (Nurhidayati, 2016). By combining PAI

with other disciplines such as social sciences, languages, or science, students can make connections between religion and other fields, thereby deepening their understanding of the Islamic religion in a holistic way. (Ghozil Aulia et al., 2022).

Vocational Schools focus on developing practical skills needed in the work. However, it should not be overlooked that 21st century skills such as critical thinking, teamwork, effective communication, and problem solving are also important for students' success in the workplace and personal life (Safitri, 2022). Integrating PAI with other subjects can help students develop these skills better.

In an increasingly multicultural school environment, it is important for students to understand and appreciate religious and cultural differences (Sipuan et al., 2022). Islamic religious education in vocational schools is not only about understanding religious teachings, but also about developing critical thinking skills on complex religious and moral issues (Awwaliyah & Baharun, 2018). Through interdisciplinary-based learning, students can learn about cultural and religious diversity, as well as the values that underlie them, thereby forming an attitude of tolerance and mutual respect (Awaru, 2023).

Interdisciplinary learning of Islamic Religious Education in Vocational High Schools involves integrating Islamic values into various subjects and activities to improve student character development (Fakhrurrozi et al., 2023; Mulyana et al., 2023; Suryana & Hilmi, 2023). This approach aims to instill religious moderation, social values, and character traits such as respect, tolerance, and concern for others (Destriani et al., 2023; Sabila & Fauzi, 2022).

## 2. Method

This research uses qualitative methods, namely exploring and understanding the meaning of a number of individuals or groups of people originating from social problems. The type of qualitative research used is a case study, namely exploring a case in depth, collecting complete information using various data collection procedures based on a predetermined time (Creswell, 2013). The research location is at state vocational high school 2 of Pacitan.

To explore the data, researchers conducted observations and interviews with PAI teacher Mrs. Endang Sumiati, M.Pd. To present the data in an easy to understand manner, the data analysis steps use the Interaction Analysis Model by Miles and Huberman, which divides the steps of data analysis activities into several parts, namely data collection, data reduction, data display as well as drawing conclusions or verification (conclusion) (Sugiyono, 2015). In this case the author collected data through observation and interviews with PAI teachers. Next, narrate the results of the interview without reducing the essence of the interview results and present them in narrative form. The data that has been presented is then concluded.

## 3. Findings and Discussion

### 3.1. Interdisciplinary of Islamic Religious Education in Schools

Religious education is an important thing to teach in schools. Its main mission is to shape the personality of students as a whole with the hope that students become human beings who believe in God and who are able to devote their knowledge to the welfare of humanity. Islamic education materials are part of the school system and a subsystem of the school education system, which is required to develop and manage itself according to the characteristics of Islamic education. That is why the issue of Islamic Religious Education (PAI) in schools is different from Islamic education in general (Nasution & Rosyada, 2022).

In the age of scientific and technological development, curriculum integration aspects are needed to be a solution in responding to the challenges of the times. The concept of curriculum integration in Islamic education arises from the dichotomy that appears in Islamic education. Three aspects of the cause include: historical factors of the development of Muslims since medieval times, internal factors of Islamic educational institutions that have not been able to make renewal and development efforts, and the factor of field classification in a study of science that inspires new scientific findings in various disciplines. The concept of science integration produces a combination of the nature of knowledge, the unity of the material-physical dimension, and the spiritual dimension (Hidayat & Stiawan, 2021).

The Interdisciplinary approach is a research approach in which there is a transfer of a discipline into other disciplines in solving certain problems so that it can give birth to a new discipline or new methods (Rahman & Ma'ruf, 2022). Another opinion says that the interdisciplinary approach is an approach that integrates subdisciplines into a subject or course. For example, integrating reading, writing, and speaking material in language or literature lessons, or another example of integrating history, geography, and economics into one subject, namely general science. (Hakim et al., 2020).

In terms of epistemology, this interdisciplinary approach is implemented by adjusting to the 21st century - as described by Drake - which is characterized by characteristics: Requiring advanced 21st century skills; Having a global perspective; Including character education and leadership in performance; Including collaborative learning, and concept-based learning (Drake & Reid, 2020).

Social problems in real life cannot be viewed from only one aspect. An event in society that will affect aspects of life must be reviewed from various aspects. Through the subject approach, school students do not have the opportunity to discuss social problems in their environment. Therefore, the school curriculum should not be organized based on separate subjects. Still, a number of subjects that have the same characteristics are combined into a field of study (boardfield) (Masykur, 2019).

The interdisciplinary curriculum approach consists of three types of approaches, namely the structural approach, the functional approach, and the regional approach (interfiled). The structural approach starts from a certain structure, which is a scientific discipline. The functional approach starts from a particular problem in the community or school environment. The problems chosen and will be studied are various problems that function and are meaningful to human life, from which aspects of various disciplines within the same field of study are then studied, which are considered relevant to the problem being studied. The regional approach (inter-field) starts from the selection of a particular area as a subject of study. Based on the region, aspects of biography, economics, anthropology, customs, language, and other aspects are studied. The aspects studied are relevant to the area and are in the same field of study (Chanifudin, 2016; Masykur, 2019).

In public schools, the emphasis on the development of Islamic Religious Education (PAI) materials lies in the development of PAI educators, considering that public schools basically do not prioritize and focus on religious education. PAI in public schools only serves as a subject, therefore exemplary, intelligent, creative PAI is needed so that PAI can be functioned properly as a value that is upheld by students. It is not just a science that is sufficiently studied and known without any implementation and appreciation (Amin, 2015).

Indriyanto defines the interdisciplinary approach in PAI as a solution to the birth of PAI learning objectives because the meaning of the interdisciplinary approach is a dialog and cooperation between religious disciplines and general disciplines so that it becomes a unity. So that Islamic education in general is no longer considered rigid and less responsive to the times (Rusmawati et al., 2022). Quoting from Abu Bakar Usman, the construction of Islamic Religious Education with an interdisciplinary approach can be formulated as follows:
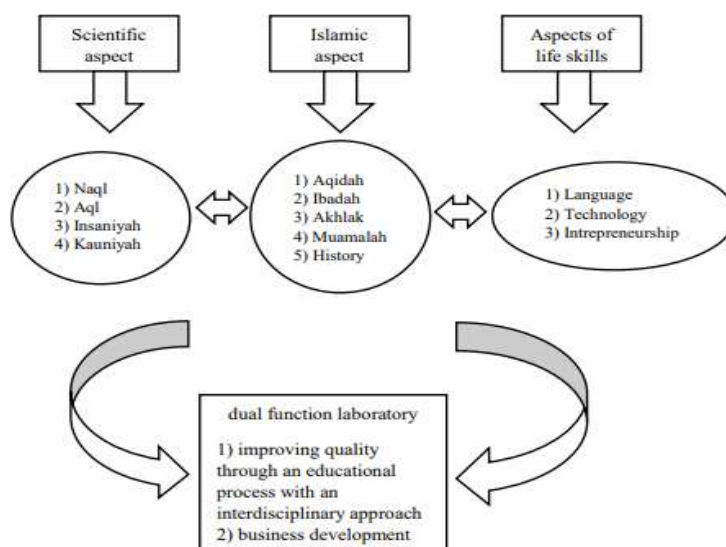


Fig. 1. construction of Islamic Religious Education with an interdisciplinary approach

Based on this figure, the three contents that build the Islamic education system according to Abu Bakar Usman are Islamic aspects, scientific aspects, and life skills aspects. The Islamic aspect is the main content of Islamic Religious Education in order to fulfill the needs of permanent and spiritual dimensions. In other words, as a basis for developing faith and piety. Islamic understanding contains two elements, namely (1) as content as Islamic education material, meaning that the content of the Islamic education system must contain the main Islamic teachings, and (2) as content in the form of Islamic education values, namely internalizing content through the creation of learning environment conditions in the classroom (Surohim, 2021).

Scientific aspects are important in educational content. In understanding science, it should not be understood dichotomously but comprehensively that knowledge comes from Allah. There are four types of knowledge classification, namely (1) Naql Science, which is based on the Qur'an and Sunnah, (2) Aql Science which includes philosophy, mathematics, and others (3) Kauniyah science, which is science related to nature such as physics, chemistry, geography, and others, and (4) Insaniyah science, which is science related to and sourced from humans, such as medicine, sociology, economics, politics, and others (Surohim, 2021).

The lifeskill aspect provides provisions to students on how to have life skills. This is intended in building a kaffah Islamic religious education system, especially with regard to the quality of education, and its relevance to the needs of students, society, and the world of work.

### 3.2. The Implementation of Interdisciplinary Islamic Education in Schools

Drake states that the development of Islamic Religious Education with an interdisciplinary approach, the curriculum is developed around a common issue, theme, or problem where the teaching emphasis is more focused on concepts or skills across subject areas and not located within them. In other words, this approach creates a connection to the theme by seeing things from more than one perspective. In its early days in the late 1980s and early 1990s, ontologically, the interdisciplinary approach was based on the philosophy of John Dewey (1972) who embraced the principles of constructivism. This approach is based on the theory of constructivism, which is based on the acquisition of knowledge based on facts. The curriculum must also be built in the real world so that it will eventually open up the possibility of applying popular learning theories such as multiple intelligences (Mardiana et al., 2020).

While in terms of epistemology, this interdisciplinary approach is applied by adjusting the 21st century, which has characteristics: Requires 21st century skills proficiency; Has a global perspective; Includes character education and leadership in performance; Includes collaborative learning, and concept-based learning (Drake & Reid, 2020).
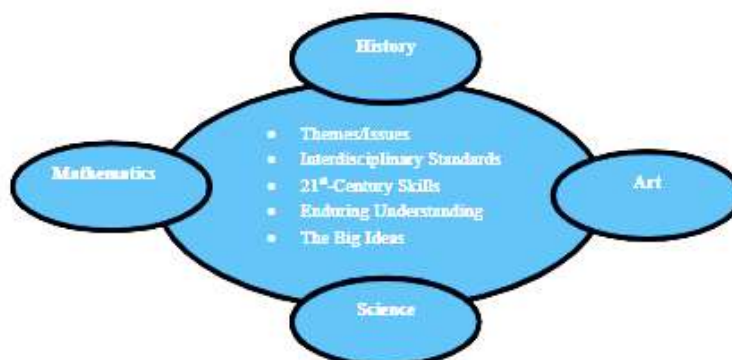
Fig. 2. Characteristics of implementing an interdisciplinary approach

The principle of learning Islamic Religious Education that is interesting and makes students able to draw meaning from learning for today's life needs to be developed learning models that make students able to learn, need to learn, be encouraged to learn, want to learn, and are interested in continuing to study Islam, but on the other hand does not cause teachers to worry about the scope of material that must be delivered. One of the developments is to utilize an interdisciplinary approach in learning Islamic Religious Education.

The transformation of Islamic values in Islamic education through learning materials is an important factor in instilling Islamic values. Considering that learning materials are messages conveyed to students. The message is the main substance of the material that can be transformed into the space of the student's consciousness so that it has an impact on the behaviour of students.
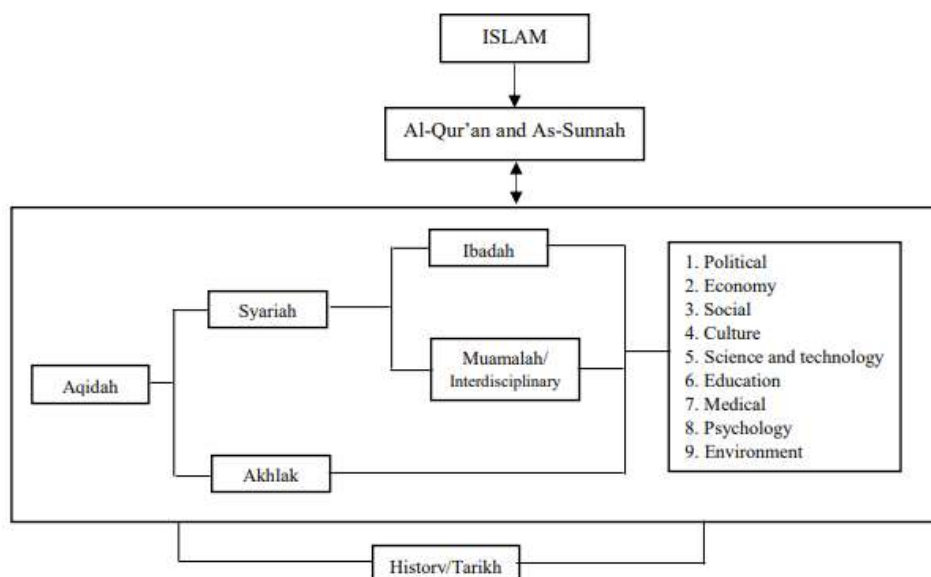


Fig. 3. Interdisciplinary appoarch in Islamic study

The utilization of interdisciplinary approach in Islamic religious education learning is believed to be able to make it "alive" and meaningful for students. Based on the above thoughts, an Islamic religious education learning model using an interdisciplinary approach was developed. To develop this learning model, the material taught by the teacher must be approached from various angles, such as economics, politics, social, culture, medicine, psychology and so on, so that it will bring up comprehensive material. In this learning development, the author tries to implement an Islamic religious education learning model using an interdisciplinary approach as stated above.

The development of learning materials for the time being still refers to the textbooks that have been used by students. The learning process is designed just like every day learning. Teachers start learning with apperception, then enter the delivery of material, and close the learning. The difference lies in preparing the learning context by using an interdisciplinary approach.

The discussion of Islamic religious education material is packaged through an interdisciplinary approach so that the material is more interesting. The development of material using an economic approach is carried out by looking at economic developments in Indonesia. With this development, it is very clear that the development of learning materials can be contextualized in everyday life. Meanwhile, from the social approach, several practices of mutual help or mutual respect are developed or the development of justice in its implementation in human life. This development attitude then builds mutual trust and no suspicion between people.

Learning material using a legal approach can be seen how the current legal conditions. This distrust of the law is due to the non-enforcement of the rule of law properly, so that this problem then causes the understanding of many people that man-made laws are only blunt upwards and sharp downwards. The development of PAI learning materials as revealed above can be selected and implemented variably according to the material to be delivered and the objectives to be achieved. Except that, boredom in learning PAI can be avoided or reduced. It will be more effective if each teacher pays full attention to each of his/her students.

Such attention does not mean spoiling students, but rather as an effort to create educational interaction. This can be done by mentioning the name of the student, giving turns objectively, praising the correct answer, not immediately blaming the student's answer that is not correct, not making sarcastic insinuations, and trying to create a close relationship between the teacher and the students.

The interdisciplinary approach is an approach to solving a problem by using a review of various viewpoints of relevant cognate sciences in an integrated manner. What is meant by cognate sciences

is the sciences that are in certain clumps of science, namely the clump of Natural Sciences (Ilmu Kauniyah), the clump of Social Sciences (Ilmu insaniyah), or the clump of Cultural Sciences as an alternative. Relevant sciences mean sciences that are suitable for use in solving a problem. As for the term integrated, what is meant is that the sciences used in solving a problem through an interdisciplinary approach intertwine with each other implicitly (implicit) is a roundness or unity of discussion or description, including in each sub-description if the discussion or description consists of sub-descriptions.

The principle of learning Islamic Religious Education that is interesting and makes students able to draw meaning from learning for today's life needs to be developed learning models that make students able to learn, need to learn, be encouraged to learn, want to learn, and are interested in continuing to study Islam, but on the other hand, does not cause teachers to worry about the scope of material that must be delivered. One of the developments is to utilize an interdisciplinary approach to learning Islamic Religious Education.

The interdisciplinary approach in Islamic religious education learning is believed to make it "alive" and meaningful for students. Based on the above thoughts, an interdisciplinary Islamic religious education learning model was developed using an interdisciplinary approach. To develop this learning model, the material taught by the teacher must be approached from various angles, such as economics, politics, society, culture, medicine, psychology, and so on, so that it will bring up comprehensive material.

Based on interviews with PAI teachers at state vocational high school 2 of Pacitan, the implementation of PAI subjects with an interdisciplinary approach at school is exemplified by linking Islamic Religious Education materials with the majors taken. For example, in the praiseworthy morals material taught in classes in the office department. The teacher teaches students how to behave well in the office, which includes welcoming customers in a friendly manner, dressing neatly, being patient in dealing with customers despite being tired, and so on.

Atiq's research also mentions several interdisciplinary approaches to PAI materials in schools, namely with psychological and sociological approaches. In the psychological approach, the teacher introduces four asmaul husna and integrates them in life, namely *Al-'Alim, Al-Khabir, As-Sami',* and *Al-Bashir.* In the sociology approach, the teacher explains the applicative PAI approach in sociology, such as *taharah* material in daily implementation; students must maintain environmental cleanliness; if they do not maintain cleanliness in the class, they will be fined 5000 for dirty classes. This is related to social science mutual cooperation in cleaning the environment; in natural science can maintain the balance of the ecosystem ('Ain, 2020).

## 4. Conclusion

In this globalization era, the challenge for Islamic religious education in vocational schools is not only the delivery of religious material, but also how to integrate religious values into students' daily lives. The interdisciplinary-based PAI learning method has been proven effective in increasing students' understanding of a concept and relating it to real life contexts. The principle of learning Islamic Religious Education that is interesting and makes students able to draw meaning from learning for today's life needs to be developed learning models that make students able to learn, need to learn, be encouraged to learn, want to learn, and are interested in continuing to study Islam, but on the other hand does not cause teachers to worry about the scope of material that must be delivered. One of the developments is to utilize an interdisciplinary approach in learning Islamic Religious Education. the implementation of PAI subjects with an interdisciplinary approach at school is exemplified by linking Islamic Religious Education materials with the majors taken. For example, in the praiseworthy morals material taught in classes in the office department. The teacher teaches students how to behave well in the office, which includes welcoming customers in a friendly manner, dressing neatly, being patient in dealing with customers despite being tired, and so on.

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