

THE PURPOSE OF ISLAMIC EDUCATION, MULTIDISCIPLINARY, INTERDISCIPLINARY, AND TRANSDISCIPLINARY (PHILOSOPHICAL, THEORETICAL, AND PRACTICAL REVIEW)

Atiyah Ulfah¹, Ridhahani Fidzi²

atiyahulfah@gmail.com¹, ridhahani.fidzi@gmail.com²

UIN Antasari Banjarmasin

ABSTRACT

Islamic education is one of the important pillars in the life of Muslims. Islamic education aims to form humans who are faithful, pious, knowledgeable, noble, and able to build civilization. The multi, inter, and transdisciplinary approach to Islamic education is an approach that integrates various disciplines to achieve the goals of Islamic education more comprehensively. This approach aims to produce graduates who have: 1. A comprehensive understanding of Islam 2. Critical and solution thinking skills 3. An attitude of tolerance and equality. A philosophical, theoretical, and practical review of the objectives of multi-, inter, and transdisciplinary Islamic education shows that this approach has high relevance and urgency. Philosophically, this approach is in line with Islamic principles, such as the principle of tawhid, the principle of rahmatan lil alamin, and the principle of social justice. Theoretically, this approach is in line with the increasingly complex and dynamic development of science and technology. Practically, this approach can produce graduates who have the competencies needed to face challenges and problems in society.

Keywords: Islamic Education, multidisciplinary, interdisciplinary, transdisciplinary, the purpose of Islamic education.

INTRODUCTION

Islamic education is one of the important pillars in the life of Muslims. Islamic education aims to form humans who are faithful, pious, knowledgeable, noble, and able to build civilization.

Multi, inter, and transdisciplinary Islamic education is an approach to Islamic education that integrates various disciplines to achieve the goals of Islamic education more comprehensively. This approach aims to produce graduates who have:

1. A comprehensive understanding of Islam
2. Critical and solution thinking skills
3. Attitude of tolerance and equality

RESEARCH METHOD

The methodology for writing this paper is based on generally accepted scientific writing rules. This paper consists of five chapters, namely:

1. Introduction
2. Definition of Islamic Education, Multidisciplinary, Interdisciplinary, and Transdisciplinary
3. Implications of the Concept of Multi, Inter, and Transdisciplinary Islamic Education
4. Philosophical, Theoretical, and Practical Review on the Objectives of Multi, Inter, and Transdisciplinary Islamic Education
5. Closing

Theoretical Basis:

The theoretical basis used in this paper is:

- ❖ Islamic Education;
- ❖ multidisciplinary;
- ❖ interdisciplinary;
- ❖ transdisciplinary;
- ❖ the purpose of Islamic education;

Data Collection Method:

The data used in this paper was collected through the library research method and this research focuses on qualitative research. The data collection process is carried out by exploring the literature that is relevant to the topic of this research. Data is obtained from various sources, such as books, journals, articles, and websites.

Data Analysis Method:

The data obtained were analyzed descriptively qualitatively. The analysis was carried out by describing and interpreting the data obtained.

DISCUSSION

A. Definition of Islamic, Multidisciplinary, Interdisciplinary, and Transdisciplinary Education

1. Islamic Education

Islamic education is a conscious and planned effort to prepare students to become human beings who believe and fear Allah SWT, have noble character, are knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

2. Multidisciplinary

Multidisciplinary is an approach that integrates two or more different disciplines, but still has a close relationship.

In Islamic education, a multidisciplinary approach can be done by integrating material from religious sciences with material from other disciplines, such as social sciences, natural sciences, and humanities. For example, in learning about the concept of divinity, material from kalam science can be integrated with material from philosophy and psychology.

3. Interdisciplinary

Interdisciplinary is an approach that integrates two or more different disciplines, but has a less close relationship.

In Islamic education, the interdisciplinary approach can be done by integrating material from religious science with material from other disciplines, such as economics, political science, and law. For example, in learning about the problem of poverty, material from economics can be integrated with material from religious and social sciences.

4. Transdisciplinary

Transdisciplinary is an approach that integrates all disciplines to achieve the same goal.

In Islamic education, the transdisciplinary approach can be done by integrating material from religious sciences with material from all disciplines to produce graduates who have a comprehensive understanding of Islam, the ability to think critically and solutively, as well as attitudes of tolerance and equality.

B. Implications of the Concept of Multi, Inter, and Transdisciplinary Islamic Education

The concept of multi, inter, and transdisciplinary Islamic education has broad implications for various aspects of Islamic education, both philosophically, theoretically, and practically.

Philosophically, the concept of multi, inter, and transdisciplinary Islamic education

emphasizes that Islamic education has a holistic goal, which includes the physical, psychological, and spiritual dimensions. Islamic education also has a role to change society for the better.

Theoretically, the concept of multi, inter, and transdisciplinary Islamic education is in line with relevant educational theories, namely holistic education theory, transformative education theory, and multidisciplinary, interdisciplinary, and transdisciplinary education theory.

Practically, the concept of multi, inter, and transdisciplinary Islamic education demands changes in the process of Islamic education. These changes include:

1). Curriculum changes

The Islamic education curriculum must be designed and developed in such a way as to achieve the goals of multi, inter, and transdisciplinary Islamic education. The curriculum must include various relevant disciplines, both religious and general sciences.

2). Changes in learning methods

Learning methods must be designed and implemented in such a way as to develop all dimensions of learners, namely the physical, psychological, and spiritual dimensions. Learning methods must be learner-centered and oriented towards Islamic values.

3). Changes in the role of educators

Educators must have competencies in accordance with the concept of multi, inter, and transdisciplinary Islamic education. Educators must have a deep understanding of Islamic values, and have the skills to develop all dimensions of learners.

Here are some examples of the implications of the concept of multi, inter and transdisciplinary Islamic education in the practice of Islamic education:

- Pembelajaran in the classroom does not only focus on subject matter, but also on developing noble morals and life skills of learners.
- Extracurricular activities are not only recreational, but also have educational value that can support the achievement of multi, inter, and transdisciplinary Islamic education goals.
- Pendidikan Islam does not only focus on learners, but also on the environment.

The concept of multi, inter, and transdisciplinary Islamic education is a progressive concept and relevant to the challenges of the times. This concept has the potential to produce Islamic education graduates who have broad and deep competencies, as well as having noble morals and high life skills.

C. Philosophical, Theoretical, and Practical Review of the Objectives of Multi, Inter, and Transdisciplinary Islamic Education

The objectives of multi, inter, and transdisciplinary Islamic education can be studied philosophically, theoretically, and practically.

1. Philosophical Review of Multi, Inter, and Transdisciplinary Islamic Education Objectives

Philosophically, the purpose of multi, inter, and transdisciplinary Islamic education refers to the nature of Islamic education itself. Islamic education is education based on universal Islamic values. These Islamic values include the value of tawhid, morals, and muamalah.

The purpose of multi, inter, and transdisciplinary Islamic education is to form students who have strong faith and piety in Allah SWT, have noble character, and have life skills. The three objectives are an interrelated unity.

Faith and piety are the foundation for the formation of noble character. Meanwhile, noble morals are the foundation for the development of life skills.

In more detail, the objectives of multi, inter, and transdisciplinary Islamic education can be described as follows:

1). Developing faith and piety to Allah SWT

to have the right orientation in life, which is to worship Allah SWT and strive to achieve His pleasure.

2). Developing noble character

Noble morals are the hallmark of a believer. Humans who believe will have noble morals, namely morals that are in accordance with Islamic values. Noble morals include morals to Allah SWT, morals to fellow humans, and morals to other living things.

3). Developing life skills

Life skills are the abilities possessed by a person to face the challenges and demands of life. Life skills include intellectual skills, emotional skills, social skills, and physical skills.

2. Theoretical Overview of Multi, Inter, and Transdisciplinary Islamic Education Objectives.

Theoretically, the objectives of multi-, inter-, and transdisciplinary Islamic education refer to relevant educational theories. One of the relevant educational theories is holistic education theory. Holistic education theory views that humans are whole and integral beings. Humans have physical, psychological, and spiritual dimensions.

The multi, inter, and transdisciplinary objectives of Islamic education are in line with holistic education theory. The objectives of multi, inter, and transdisciplinary Islamic education include all human dimensions, namely the physical, psychological, and spiritual dimensions.

In addition to holistic education theory, multi, inter, and transdisciplinary Islamic education goals are also in line with transformative education theory. Transformative education theory views that education has a role to change society for the better.

Multi, inter, and transdisciplinary Islamic education goals are also in line with multidisciplinary, interdisciplinary, and transdisciplinary education theories. These educational theories view that education must integrate various disciplines to produce graduates who have broad and deep competencies.

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3. Practical Overview of the Objectives of Multi, Inter, and Transdisciplinary Islamic Education

Practically, the objectives of multi, inter, and transdisciplinary Islamic education can be realized through various educational activities, both inside and outside the classroom. These educational activities include:

CONCLUSION

The goal of multi, inter, and transdisciplinary Islamic education is a broad and complex goal. These goals can be achieved through various educational activities that are integrated and planned systematically.

The goal of multi, inter, and transdisciplinary Islamic education is to produce graduates who have a comprehensive understanding of Islam, the ability to think critically and solutively, as well as an attitude of tolerance and equality.

This approach has significant implications for the implementation of Islamic education. This approach can help Islamic education to become more relevant to the needs of society and the challenges of the times.

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