INTERDISCIPLINARY EDUCATION WITH ISLAMIC PRINCIPLES: NURTURING SUSTAINABLE MINDS FOR ISLAMIC EDUCATIONAL EXCELLENCE

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Article Info

Abstract

Confronting the widespread issue of bullying in Indonesian schools necessitates a thorough understanding of its underlying causes. A recent study emphasizes the importance of tackling this issue, with statistics demonstrating greater incidences of bullying among male Indonesian students in elementary school. This article investigates the use of Islamic ethics in education, notably in Indonesia, to combat bullying through interdisciplinary approaches. It envisions a comprehensive educational system based on Islamic ideals, focusing on administrative assistance, evaluation and assessment, community involvement, and teacher collaboration. This qualitative research provides significant insights for educators and policymakers who want to increase educational quality while sticking to Islamic ideals. Key components such as administrative support, evaluation and assessment, community involvement, and teacher collaboration are examined through the prism of Islamic values. This qualitative research provides valuable insights for educators and policymakers trying to improve educational quality while adhering to Islamic beliefs.

INTRODUCTION

Confronting the pervasive issue of bullying in Indonesian schools necessitates a thorough understanding of its root causes. Interdisciplinary education, rooted in Islamic ethics, offers a compelling paradigm for addressing this critical issue. Recent evidence highlights the importance of combating bullying in Indonesian schools. In 2021, bullying was more common among male Indonesian children and adolescents in elementary school than at other educational levels. Approximately 31.6 percent of male fifth-grade students reported bullying, compared to 21.64 percent of female respondents (Statista Research Department, 2023).

As a diverse and populous country, Indonesia faces unique dynamics in its educational landscape. Understanding these processes is critical for addressing the challenges and opportunities that occur when Islamic teachings are integrated into educational settings (Sahin,

2018). The purpose of this study is to look into the incorporation of Islamic values into critical parts of education in the Indonesian environment, with a particular emphasis on transdisciplinary teaching and learning (Ali, 2020; Marjuni *et al.*, 2022). This study aims to provide significant insights and recommendations for educators and policymakers in Indonesia and abroad by investigating the interaction between Islamic principles and Indonesian educational dynamics.

The educational system in Indonesia is distinguished by its cultural, religious, and linguistic diversity (Susanto, 2017). As Abidin & Murtadlo (2020) stated that Indonesia with a diverse population of ethnicities and religious affiliations, including a sizable Muslim majority, the incorporation of Islamic values in education is critical. In addition to that, Syamsul (2018) stated that Pesantren, or Islamic education, plays an important part in the Indonesian educational landscape, providing religious instruction as well as a foundation in Islamic ideals. However, there is a rising awareness of the need for a more comprehensive integration of Islamic principles across several educational disciplines, including transdisciplinary teaching and learning.

This study is being carried out with three key goals in mind. To begin, it intends to investigate the specific dynamics within the Indonesian educational framework that influence the incorporation of Islamic principles within transdisciplinary education (Ilaina *et al.*, 2022). Curriculum frameworks, policy considerations, institutional structures, and community expectations are examples of these processes. Understanding these dynamics is critical for designing effective tactics and techniques that are in line with the educational landscape in Indonesia (Helda & Syahrani, 2022; Mukminin *et al.*, 2019).

Second, the study aims to explore the difficulties and opportunities that educators and policymakers have when implementing Islamic values into transdisciplinary teaching and learning. The diversified educational ecosystem of Indonesia poses both distinct obstacles, such as guaranteeing diversity and adapting various interpretations of Islamic principles, as well as opportunities, such as using Islamic teachings to enhance ethical awareness and social responsibility (Alhamuddin *et al.*, 2021; Rafikov *et al.*, 2021).

Finally, the purpose of this research is to provide practical advice and guidance for educators and policymakers in Indonesia in order to improve the integration of Islamic principles within transdisciplinary education. This project aims to contribute to continuing efforts in Indonesia to develop a holistic and values-driven educational system by providing insights into successful practices, effective pedagogical techniques, and strategies for collaboration and community participation (Rusli, 2023; Syihab & Hasbi, 2023).

This study seeks to shed light on the subtle dynamics of Indonesian education and its interaction with Islamic beliefs by applying qualitative research methodologies and drawing on the experiences and viewpoints of educators, administrators, and stakeholders. The research findings are intended to inform educational policies and practices, supporting the harmonious integration of Islamic principles with transdisciplinary teaching and learning for the benefit of Indonesian learners and beyond.

METHOD

This study used a qualitative inquiry approach to investigate the incorporation of Islamic values into crucial aspects for the sustainability of transdisciplinary teaching and learning (Hennink *et al.*, 2020). The study explores the experiences, attitudes, and practices of educators, administrators, and stakeholders using a phenomenological or ethnographic design; gathered through methods such as interviews and discussions and observations through the Master of Education classroom at the University of the People, literature review and online document analysis, allowing for a thorough examination of how Islamic principles influence the listed important key components. The findings will provide valuable insights and recommendations for the construction of a holistic and long-term educational framework that emphasizes ideation enhancement in transdisciplinary education while incorporating Islamic principles.

RESULT AND DICUSSION

Interdisciplinary education and sustainable learning have gained popularity among educators for their capacity to create a more comprehensive understanding of complicated real-world challenges (IBO, 2021). These techniques are consistent with the ideas of *Tawhid* (God's oneness) and the concept of stewardship, which highlight the interconnection of knowledge and the need to conserve and protect the environment (Maspul, 2022). As Quranic teachings emphasize, "Allah raises those who have believed among you and those who were given knowledge, by degrees" (Surah Al-Mujadila, 58:11), highlighting the importance of both faith and knowledge acquisition in Islam.

Constructivism, which believes that learners construct knowledge by actively engaging with their environment and integrating new information with their previous understanding, is one pertinent paradigm that supports multidisciplinary education (Brooks & Brooks, 1993). Interdisciplinary education allows students to discover connections and apply knowledge in meaningful ways by merging many disciplines, resulting in a more thorough understanding of sustainability challenges. As Islam teachings also resonance in the Quranic verse: "Indeed, in the creation of the heavens and the earth and the alternation of the night and the day are signs for those of understanding" (Surah Al Imran, 3:190).

The concept of *Mizaan* (balance and harmony) exemplifies the relevance of sustainable activities in Islamic ethics. This notion promotes sustainability by encouraging individuals to strike a balance between human demands and environmental protection. Educators can use approaches like project-based learning to create long-term interdisciplinary teaching and learning, in which students cooperate across disciplines to address real-world sustainability concerns (Sawyer, 2005; Maspul, 2022). This technique enables students to develop critical thinking abilities, problem solve, and analyze the ethical implications of their activities in accordance with Islamic values.

Deeper Understanding through Interdisciplinary Teaching and Sustainability Learning: Integration of Islamic Values

Incorporating Islamic values into multidisciplinary teaching and sustainable learning can improve both the process and outcomes of education. Islamic beliefs and theories emphasize the significance of holistic understanding, interconnectivity, and responsible conduct. Here is how Islamic values correlate with the aforementioned aspects:

1. Concept Connection: Islamic teachings highlight the natural world's interconnectivity and people' role as stewards (*khalifah*) to maintain balance and sustainability. Interdisciplinary education encourages students to investigate the interdependence of various fields, harmonizing with the Islamic notion of *Tawhid* (God's oneness) and recognizing the unity and interconnectedness of knowledge (Alkouatli, 2018).

2. Systems Thinking: *Mizaan* (balance and harmony) is emphasized in Islamic teachings. Interdisciplinary education fosters systems thinking by pushing students to examine the numerous relationships and feedback loops that exist within ecological, social, and economic systems. This is consistent with the Islamic worldview, which acknowledges the delicate balance and interconnectedness of all elements in creation (Saniotis, 2012).

3. Critical Thinking: To get a better understanding of the world, Islamic tradition emphasizes critical inquiry and contemplation (*tafakkur*). Interdisciplinary education promotes critical thinking by exposing learners to other points of view and questioning preconceived beliefs. It is consistent with the Islamic emphasis on acquiring knowledge (*ilm*) and examining diverse perspectives to reach a complete understanding (Coulson, 2004).

4. Empathy and Action: Islamic teachings value compassion (*rahmah*) and responsible action (*amal*). Interdisciplinary education, in conjunction with sustainability learning, can foster empathy for the environment and society. Students can apply their knowledge and build a better sense of social and environmental responsibility through project-based learning and community engagement, which aligns with Islamic ideals of stewardship (Saniotis, 2012).

Integrating Islamic values such as *Tawhid*, *Mizaan*, critical thinking, and compassionate action into interdisciplinary teaching and sustainability learning can help educators foster a deeper understanding of sustainability challenges while also cultivating an ethical and responsible approach to addressing them.

Sustaining Interdisciplinary Teaching and Learning: Integration of Islamic Values and Theories

Educators can embrace Islamic beliefs and theories that connect with sustainability themes and aims to ensure the long-term viability of multidisciplinary teaching and learning. Educators can build a sustainable educational approach based on ethical and holistic perspectives by incorporating Islamic concepts into these measures. Here is how Islamic principles and theories can be incorporated into the measures mentioned:

1. Collaborative Planning: Islamic teachings place a premium on consultation (*shura*) and group decision-making. These ideas can be used by educators to promote collaborative planning among teachers from various disciplines. Educators may guarantee that sustainability topics are tackled holistically, embracing the insights of many disciplines, by designing interdisciplinary units that combine Islamic ideals such as stewardship (*khalifah*) and balance (*Mizaan*).

2. Professional Development: The Islamic tradition places a high value on knowledge acquisition (*ilm*) and lifelong learning. Workshops and seminars on the integration of Islamic values and sustainability into interdisciplinary teaching can serve as professional development opportunities for educators. Educators can improve their awareness of

sustainability concerns and establish instructional practices that correspond with Islamic ideals by incorporating Islamic ethics and principles (Abuarqub, 2009).

3. Curriculum Flexibility: Islamic education encourages critical thinking and inquiry-based learning. Educators can encourage students to investigate sustainability concerns through open-ended projects and inquiry-based techniques by providing a flexible curriculum that allows for interdisciplinary connections. This is consistent with the Islamic emphasis on pursuing knowledge (*tafakkur*) and comprehending nature as evidence of God's creation (*ayat*) (Joshanloo, 2013; Maspul, 2020).

4. Community Partnerships: Islamic teachings place a premium on civic engagement and social responsibility. Educators can develop community partnerships that bring in local experts, organizations, and members of the community to promote interdisciplinary learning experiences. Students can build a deeper sense of community engagement and social consciousness in tackling sustainability concerns by combining Islamic ideals of compassion (*rahmah*) and accountability (*amal*) (Al-Damkhi, 2008).

Educators can create a sustainable interdisciplinary teaching and learning environment that aligns with Islamic principles and fosters a deeper understanding of sustainability challenges by incorporating Islamic values and theories into measures such as collaborative planning, professional development, flexible curriculum, and community partnerships.

Sustaining Interdisciplinary Teaching and Learning in Islamic Perspectives

As the foundation for interdisciplinary teaching, several educational philosophies emphasize active learning, knowledge creation, and systems thinking:

1. Constructivism: Constructivist theories provide a robust foundation for interdisciplinary teaching and learning, such as Jean Piaget's theory of cognitive development and Lev Vygotsky's sociocultural theory. Vygotsky (1978) emphasized active knowledge production through meaningful experiences, social involvement, and the integration of existing knowledge (Vygotsky & Cole, 2018). By incorporating Islamic beliefs, educators can inject the concept of *Tawhid* (God's oneness) into constructivist methodologies, emphasizing the interconnectivity of knowledge and humans' responsibilities as Earth stewards (Alkouatli, 2018). This incorporation encourages students to participate in authentic, hands-on activities that promote active learning and the ethical components of knowledge building.

2. Experiential Learning: According to David Kolb's experiential learning theory, learning takes place through a cycle of concrete encounters, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2014). Interdisciplinary teaching frequently combines real-world experiences, such as field trips, hands-on experiments, and project-based learning, which aligns with experiential learning principles. Educators can emphasize the Islamic concept of seeking knowledge by observation and discovery (*ilm*) and urge learners to ponder on the signs of God's creation (*ayat*) in the natural world by incorporating Islamic values. This integration promotes a stronger bond with the environment, fosters empathy, and instills a sense of responsibility for sustainable actions.

3. Systems Theory: Based on the work of Ludwig von Bertalanffy and others, systems theory provides a framework for understanding the interdependence and links within complex

systems (Bertalanffy *et al*., 1968). Interdisciplinary teaching enables students to address sustainability concerns from a systems thinking perspective, allowing them to appreciate the deep relationships between ecological, social, and economic factors for a more holistic knowledge of sustainability. Educators can promote the concept of *Mizaan* (balance and harmony) highlighted in Islamic teachings by incorporating Islamic values. This integration helps students to examine sustainability issues via a systems thinking lens, recognizing the interconnection of all components of creation and the importance of a balanced approach to sustainable development (Saniotis, 2012).

Educators can construct a comprehensive educational strategy that fosters ethical consciousness, holistic understanding, and responsible action by incorporating Islamic principles and theories into multidisciplinary teaching and learning. Relevant scholarly materials on constructivism, experiential learning, systems theory, and Islamic values in education can be used to support the theories and concepts indicated. Educators should further investigate the following issues to continue transdisciplinary teaching and learning while incorporating Islamic values and theories:

1. Administrative Assistance and Islamic Values

Incorporating Islamic values into administrative assistance can help to improve the foundation of transdisciplinary teaching and learning. Administrators should emphasize Islamic concepts such as "*amana*" (trustworthiness) and "*ikhlas*" (sincerity) in resource allocation, decision-making, and professional development opportunities. Educators can establish a supportive culture that encourages multidisciplinary viewpoints and collaboration by aligning administrative processes with Islamic values (Maspul, 2024; Shofiyyah *et al*., 2023). This approach urges administrators to regard their responsibilities as a trust and to promote students' overall development within an environment of honesty and integrity.

2. Evaluation and Assessment, as well as Islamic Values

Islamic values can inform the construction of evaluation and assessment systems that reflect the complex nature of transdisciplinary teaching and learning. Educators can incorporate concepts such as "*adl*" (justice) and "*ihsan*" (excellence) by creating assessments that go beyond typical measurements. Exams that are authentic and multidisciplinary should assess students' capacity to apply information from many disciplines, think critically, solve complicated issues, and display ethical awareness. By embracing Islamic ideals, the evaluation process provides an opportunity to develop justice, excellence, and ethical behavior among learners.

3. Islamic Values and Community Engagement

Involving the broader community while incorporating Islamic beliefs can improve the authenticity and relevance of transdisciplinary teaching and learning. In community partnerships, educators might highlight Islamic ideals such as "*ukhuwah*" (brotherhood/sisterhood) and "*khidmah*" (service). Collaborating with local organizations, businesses, and professionals can give students authentic learning experiences and application opportunities. This participation not only enriches multidisciplinary learning but also reinforces Islamic principles like as unity, social responsibility, and the significance of community service.

4.   Teacher Collaboration and Islamic principles

Islamic principles can lead efforts to preserve multidisciplinary education through teacher collaboration. By building professional learning communities, multidisciplinary planning teams, and collaborative curriculum development frameworks, educators can combine principles such as "*ijtihad*" (independent reasoning) and "*ta'awun*" (cooperation). Teachers can use these platforms to share best practices, resources, and ideas, establishing a culture of continuous improvement and cross-disciplinary coherence. Educators can promote autonomous thinking, teamwork, and collaborative efforts to improve educational approaches by embracing Islamic ideals.

Educators can create a sustainable framework that conforms with Islamic education ideals by incorporating Islamic values and theories into the important criteria for sustaining transdisciplinary teaching and learning. This approach develops students' ethical awareness, holistic understanding, and ability to deal with complicated situations while being faithful to their Islamic identity and beliefs.

CONCLUSION

Navigating issues such as bullying while promoting transdisciplinary teaching and learning within an educational framework that incorporates Islamic beliefs offers a comprehensive answer. This strategy handles the complicated issue of bullying by establishing the qualities of compassion, justice, and respect that are inherent in Islamic teachings. Educators can establish a climate that fosters holistic development while addressing social concerns by infusing Islamic ideas into administrative support, evaluation and assessment, community participation, and teacher collaboration. However, applying this solution necessitates overcoming challenges such as opposition to change, a lack of resources, and cultural misconceptions. Despite these limitations, embracing transdisciplinary teaching based on Islamic values provides a holistic educational strategy that encourages academic success, ethical awareness, and social responsibility in students. Educators can build inclusive learning environments that support students' spiritual, intellectual, and emotional growth while eliminating bullying and promoting positive social change through collaborative efforts and adherence to Islamic beliefs.

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