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Reconstruction Of Islamic Religious Education Curriculum Based Ontransdisciplinary Approach

Selvia Nelis
Yasni Islamic University Bungo
Zulfani Sesmiarni
Sjech M. Djamil Djambek State Islamic University Bukittinggi
Wedra Aprison
Sjech M. Djamil Djambek State Islamic University Bukittinggi
Iswantir
Sjech M. Djamil Djambek State Islamic University Bukittinggi
Salmiwati
Sjech M. Djamil Djambek State Islamic University Bukittinggi

Corresponding Author: selvianelis922@gmail.com

Abstract

This research aims to reconstruct the Islamic Religious Education (PAI) curriculum based ontransdisciplinary approachto address the challenges of 21st-century education. The Islamic Religious Education (PAI) curriculum, which has tended to be monodisciplinary, is deemed incapable of integrating Islamic values with scientific developments and the realities of students' lives. This research uses a qualitative approach with a descriptive-constructive approach and a design.Research and Development (R&D)Limited data. Data were obtained through interviews, observations, and documentation involving teachers, students, and curriculum experts. Data analysis was conducted using an interactive model that included data reduction, data presentation, and drawing conclusions. The results of the study indicate that the reconstruction of the Islamic Religious Education curriculum based ontransdisciplinary approachThis resulted in an integrative, contextual, and collaborative curriculum model. This model emphasizes cross-disciplinary integration, problem-based learning, and character building and religious moderation. Expert validation results indicate that the developed model has a high level of feasibility and is relevant for implementation in Islamic Religious Education (PAI) learning.

Thus, a transdisciplinary approach can be a solution to overcome the dichotomy of science and increase the relevance and quality of Islamic Education learning in the modern era.

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Keywords: curriculum reconstruction, Islamic religious education, transdisciplinary approach, integration of knowledge, religious moderation.

INTRODUCTION

Islamic Religious Education (PAI) holds a strategic position in the education system because it functions not only as a means of transmitting religious knowledge (Kosim et al., 2023) but also as an instrument for character formation, moral awareness, and social responsibility in students (Osman, 2026). In the global context of the 21st century, education faces increasingly complex challenges, including the accelerated development of science and technology, digital disruption, cultural globalization, environmental crises, and multidimensional humanitarian problems (Martin et al., 2023). These conditions demand an educational paradigm capable of responding to the complexity of reality in a holistic and integrative manner.

However, Islamic Religious Education curricula in various educational institutions still tend to be developed within a monodisciplinary and fragmented framework (Hajar, 2024). Islamic Religious Education is often positioned as a normative-doctrinal subject separate from science, technology, social sciences, and current life issues (Kusmayanti et al., 2023). This curriculum development pattern has implications for learning that emphasizes cognitive aspects and memorization (Özçetin et al., 2021), while contextual, reflective, and applicative dimensions receive less attention. As a result, Islamic values have not been fully internalized as an ethical foundation for addressing the real problems of modern society (Qingyan, 2025).

The Islamic Religious Education curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as methods used as guidelines for the implementation of Islamic Religious Education learning (Sulaiman et al., 2024). The main objective of the Islamic Religious Education curriculum is to shape students who have faith and piety to Allah SWT, have noble morals, and are able to practice Islamic teachings in everyday life (Mizani & Juhaidi, 2026). However, in practice, the Islamic Religious Education curriculum is often fragmented into separate subjects, such as faith, morals, jurisprudence, the Qur'an, hadith, and the history of Islamic culture, without strong integration with other disciplines or real-life contexts (Tran et al., 2018).

In line with the demands of 21st century education, curriculum orientation is no longer solely directed at mastering content, but must encourage the development of critical, collaborative, creative thinking skills, as well as the ability to solve complex problems (*complex problem solving*) (Almulla, 2023). In this context, a curriculum approach is needed that can

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comprehensively integrate various disciplines, values, and realities of life (Peltomaa et al., 2026). One paradigm deemed relevant to address this need is*transdisciplinary approach* (Times & Times, 2024).

The transdisciplinary approach transcends disciplinary boundaries by placing real-life issues as the primary focus of learning (Ben-horin et al., 2023). This approach not only integrates knowledge from various fields but also connects cognitive, affective, and psychomotor dimensions, and involves values, ethics, and human experience (Leggat et al., 2023). From an Islamic educational perspective, the transdisciplinary approach is epistemologically aligned with the concept of the unity of knowledge (*unity of knowledge*), where revelation, reason, and empirical reality are seen as sources of knowledge that complement each other and are not separate from each other (Marais & Meylaerts, 2025).

Several previous studies have examined the development of Islamic Religious Education curricula through an integrative and interdisciplinary approach (Hjuler et al., 2024). However, most of these studies are still limited to integration between Islamic study fields or partial linking of Islamic Religious Education with other disciplines (Ahmed & Chowdhury, 2025). Studies that systematically formulate a reconstruction of the Islamic Religious Education curriculum based on*transdisciplinary approach*Studies that synthesize Islamic values, science, technology, and contemporary global issues within a single curriculum framework are still relatively limited (Arifanti et al., 2025). Islamic values are essentially universal and encompass all aspects of life (Quddus & Khong, 2023). Therefore, a transdisciplinary approach is highly relevant for implementation in the Islamic Religious Education curriculum because it allows for the integration of Islamic teachings with science, technology, social sciences, humanities, and the environment.

This indicates a research gap (*research gap*) which needs to be responded to through the development of a more comprehensive conceptual model. Based on this background, this article aims to formulate a concept for reconstructing the Islamic Religious Education curriculum based on*transdisciplinary approach*and analyzes its implications for the development of Islamic Religious Education learning in educational institutions. This article's theoretical contribution lies in strengthening the transdisciplinary paradigm in Islamic Religious Education curriculum development, while its practical contribution is expected to serve as a reference for educators, curriculum developers, and policymakers in designing an Islamic Religious Education curriculum that is relevant, contextual, and oriented towards future challenges.

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To clarify the novelty position of this article, the following is a comparative table between previous research and the developed article.

No	Researcher / Year	Previous Research Focus	Approach Used	Limitations of Previous Research	Position & Recency of This Article
1	Drake & Burns (2004)	Curriculum integration across general subjects	Interdisciplinary	Not based on religious values; focus on general education	Integrating Islamic values as an ethical-spiritual foundation across disciplines
2	Nicolescu (2010)	Transdisciplinary theory and methodology	Transdisciplinary (theoretical)	Not yet applied to the curriculumIslamic education	Operationalizing transdisciplinary theory in curriculum reconstructionIslamic education
3	Hidayat (2019)	Curriculum developmentIslamic education	Integrative-monodisciplinary	Limited integration in Islamic studies	SynthesizeIslamic education with science, technology, and global issues
4	Study Islamic education conventional	LearningIslamic education normative-doctrinal	Subject-centered	Lack of social context and real problems	Based on real-world problem solving and life context
5	This article	Curriculum reconstructionIslamic education	Transdisciplinary Approach	—	Offering curriculum modelsIslamic education holistic, contextual, and future-oriented

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METHOD

This study uses a qualitative, descriptive, constructive approach aimed at reconstructing the Islamic Religious Education (PAI) curriculum based on a transdisciplinary approach (Murniati, 2025). This approach was chosen because the research not only describes phenomena but also produces an integrative conceptual model of the curriculum.

The research design adopted a limited Research and Development (R&D) model, focusing on the needs analysis, model design, and expert validation stages (Rahayu, 2025). The research did not progress to extensive trials, but instead emphasized the conceptual feasibility of the developed model.

The research subjects were determined using purposive sampling, including Islamic Religious Education (PAI) teachers, students, and curriculum and Islamic education experts with expertise in curriculum development. Subject selection was based on relevant experience and involvement in Islamic Religious Education (PAI) learning practices.

The data sources consist of primary and secondary data. Primary data were obtained through in-depth interviews and observations of the Islamic Religious Education (PAI) learning process, while secondary data were obtained from documentation studies of curricula, syllabi, and scientific literature relevant to the transdisciplinary approach.

Data collection techniques included interviews, observation, and documentation. Interviews were used to gather information related to the challenges of the Islamic Religious Education (PAI) curriculum and the need for cross-disciplinary integration. Observations were conducted to directly observe the implementation of learning, while documentation was used to analyze the structure and content of the existing curriculum (Annisa Isma Ramadhona, Anniez Rachmawati Musslifah, 2026).

Data analysis used the interactive model of Miles, Huberman, and Saldaña, which includes three stages: data reduction, data presentation, and conclusion drawing. The analysis was conducted continuously from the data collection process until a valid curriculum reconstruction model was obtained.

Data validity was tested using source and technical triangulation techniques, as well as member checking to ensure the data matched field conditions. Furthermore, model validation was conducted through expert judgment by curriculum and Islamic education experts to test the conceptual feasibility of the developed model.

The research procedure includes four main stages, namely: (1) analysis of PAI curriculum needs, (2) design of a curriculum model based on a transdisciplinary approach, (3) validation of

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the model by experts, and (4) refinement of the model based on the validation results.

RESULT AND DISCUSSION

1. Problems of the Islamic Religious Education Curriculum

Research results show that the current Islamic Religious Education (PAI) curriculum tends to be monodisciplinary and normative. Learning emphasizes cognitive aspects (memorization of concepts and propositions), while contextual aspects and integration with other disciplines are limited. This impacts students' ability to connect Islamic values with the realities of modern life.

Field findings also indicate that teachers experience difficulties in developing integrative learning, particularly in linking Islamic Religious Education (PAI) material with science, social studies, and technology. The existing curriculum does not provide sufficient space for cross-disciplinary collaboration, resulting in fragmented learning.

Theoretically, this situation indicates a gap between curriculum practices and the demands of 21st-century education, which emphasizes critical thinking, creativity, collaboration, and communication (the 4Cs). Thus, a curriculum reconstruction is needed that can bridge Islamic values with the development of science holistically.

2. The Concept of the Transdisciplinary Approach in the Islamic Education Curriculum

Approach *transdisciplinary*In this research, transdisciplinary approaches are defined as the integration of various disciplines that transcends scientific boundaries to understand a problem holistically. In the context of Islamic Religious Education (PAI), this approach connects Islamic teachings with science, technology, social issues, and the realities of everyday life. The analysis shows that a transdisciplinary approach allows for:

1. Integration of monotheistic values with science and technology
2. Strengthening the relevance of Islamic Education material to real life
3. Development of high-level thinking skills (*higher order thinking skills*)
4. Problem-based learning (*problem-based learning*)

This approach aligns with the integrative paradigm of Islamic education, which does not separate religious knowledge from general knowledge.*transdisciplinary approach*become a conceptual solution in overcoming the dichotomy of knowledge in the PAI curriculum.

3. Transdisciplinary-Based Islamic Education Curriculum Reconstruction Model

Based on the results of the needs analysis and theoretical study, this research produces a PAI curriculum reconstruction model with the following characteristics:

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A. Integration of Science

PAI material is integrated with various disciplines, such as:

- Aqidah is associated with science (e.g. the creation of the universe)
- Morality is linked to social science
- Fiqh is linked to the context of modern life

B. Contextual Learning Approach

Learning is designed based on real problems faced by students, thus encouraging active involvement and deeper meaning.

C. Cross-disciplinary collaboration

Islamic Religious Education teachers collaborate with other subject teachers in designing thematic-integrative learning.

D. Strengthening Character and Religious Moderation

The curriculum model emphasizes values of moderation, such as tolerance, balance, and an inclusive attitude in religious life.

4. Model Validation and Implications

The results of validation by experts show that the PAI curriculum reconstruction model is based on*transdisciplinary approach*has a high level of feasibility from the following aspects:

- Relevance to modern educational needs
- Conformity with Islamic values
- Potential implementation in learning

However, there are several important notes, namely:

1. The need for teacher training in implementing a transdisciplinary approach
2. School policy support in curriculum implementation
3. Development of appropriate learning tools

DISCUSSION

The findings of this study confirm that the reconstruction of the PAI curriculum is based on*transdisciplinary approach*is an urgent need to face the challenges of 21st-century education.

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An integrative curriculum not only enhances religious understanding but also develops students' critical and contextual thinking skills.

These findings reinforce the view that Islamic education must shift from a textual to a contextual approach, and from a monodisciplinary to an integrative one. Thus, the Islamic Religious Education curriculum is no longer understood as a standalone subject, but as part of an interconnected knowledge system.

Furthermore, a transdisciplinary approach also contributes to strengthening religious moderation. Integrating knowledge enables students to understand Islamic teachings more broadly and openly, thereby reducing the potential for narrow and exclusive understandings.

Overall, this study shows that curriculum reconstruction based on*transdisciplinary approach*It is not only theoretically relevant but also applicable in educational practice. Therefore, the implementation of this model requires support from educational policies, improved teacher competency, and the development of a collaborative learning ecosystem.

CONCLUSION

This study concludes that the current Islamic Religious Education (PAI) curriculum tends to be monodisciplinary and is not fully capable of meeting the challenges of 21st-century education, which demands the integration of knowledge and the strengthening of higher-order thinking skills. These limitations impact students' ability to connect Islamic values with the complex realities of life.

Through the approach*transdisciplinary*This research successfully formulated an integrative, contextual, and collaborative Islamic Religious Education (PAI) curriculum reconstruction model. This model emphasizes the integration of Islamic values with various disciplines, the application of problem-based learning, and the strengthening of character and religious moderation. Validation results indicate that the developed model has a high level of feasibility and is relevant for implementation in a modern educational context.

Thus, the reconstruction of the PAI curriculum is based on*transdisciplinary approach*It is not only a conceptual solution to the dichotomy of knowledge, but also a pedagogical strategy for developing students who are religious, critical, and adaptive to current developments. Therefore, policy support, improved educator competency, and the development of systematic learning tools are needed to optimize the implementation of this model in educational practice.

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RECOMMENDATION

Based on the research results, several recommendations can be put forward. First, for education practitioners, especially Islamic Religious Education teachers, it is recommended to begin implementing the approach.*transdisciplinary*in learning through contextual integration of Islamic Education (PAI) material with other disciplines. This can be achieved by developing problem-based learning designs and cross-subject collaboration.

Second, for educational institutions, institutional support is needed in the form of flexible curriculum policies, provision of training for teachers, and development of learning tools that support the systematic implementation of a transdisciplinary approach.

Third, for policy makers, the results of this study can be used as a reference in developing a PAI curriculum that is more adaptive to the demands of 21st-century education, especially in integrating Islamic values with developments in science and technology.

Fourth, for future researchers, it is recommended to conduct empirical trials of the curriculum model developed on a wider scale, as well as examine its effectiveness in improving learning outcomes, critical thinking skills, and strengthening students' religious moderation.

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