



From Fragmentation to Integration: Educational Management Policy in Multidisciplinary Islamic Education

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ABSTRACT

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This study aims to analyze the educational management policy of multidisciplinary Islamic education, particularly the integration of religious and general knowledge within the Islamic Education (PAI) curriculum. A qualitative approach was employed using descriptive analysis to explore how curriculum policies are designed and implemented in response to contemporary educational demands. The findings indicate that the curriculum, as a key instrument in achieving educational goals, is dynamic and continuously evolving to meet 21st-century competencies, including communication, collaboration, critical thinking, and digital literacy. The implementation of a multidisciplinary curriculum reflects a strategic policy effort to integrate religious and general sciences, positioning them as complementary rather than separate domains. This integration supports the development of holistic learners who are both intellectually competent and spiritually grounded. From an educational management perspective, the study highlights the importance of policy planning, curriculum organization, and implementation strategies in ensuring effective integration. The findings imply that multidisciplinary curriculum policies can enhance the relevance and adaptability of Islamic education systems, enabling institutions to respond to modern challenges while maintaining their foundational values.

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INTRODUCTION

Islam is a multidimensional religion encompassing theology, law, social systems, economics, science, and culture, forming a comprehensive framework for human life (Houssaini, 2024). This study is important because contemporary society increasingly requires an integrated understanding of knowledge to address complex global challenges. In education, the separation between religious and scientific knowledge often leads to fragmented learning experiences that limit students' holistic development (Jenuri et al., 2025; Woolley

et al., 2024). A multidisciplinary Islamic education approach offers a solution by positioning religious and general sciences as complementary domains (Riwanda et al., 2025). Evidence from modern educational practices shows that integrated knowledge systems enhance critical thinking and problem-solving abilities. From an educational management perspective, designing such integrated systems requires effective policy planning and curriculum development (Díez, 2020). Therefore, this study contributes to understanding how multidisciplinary Islamic education can support the development of balanced individuals who are intellectually capable, spiritually grounded, and socially responsible in a rapidly changing world.

Despite its potential, multidisciplinary Islamic education faces significant challenges in implementation (Nor et al., 2024). The main problem lies in the persistent dichotomy between religious and secular knowledge within educational systems (Saada & Magadlah, 2021). Many institutions still treat Islamic Education (PAI) as a separate subject rather than integrating it with other disciplines. This separation limits students' ability to connect religious values with real-world contexts. Furthermore, educational management practices often lack clear strategies for integrating diverse knowledge domains into a cohesive curriculum. As a result, students may achieve academic competence without fully internalizing ethical and spiritual values. This issue highlights the need for comprehensive policy frameworks that address both curriculum design and implementation processes. Without effective management, efforts to integrate knowledge may remain conceptual rather than practical, thereby reducing the impact of Islamic education in shaping students' character and competencies.

In practice, educational institutions are increasingly attempting to bridge this gap through curriculum integration and interdisciplinary approaches. Many schools have introduced learning models that combine religious teachings with scientific and social knowledge to create more holistic educational experiences (Marshall, 2025). For example, the integration of Islamic values into science education allows students to understand the relationship between faith and empirical knowledge. Additionally, modern educational demands, such as digital literacy and critical thinking, require innovative teaching strategies that go beyond traditional methods (Falloon, 2020). However, the effectiveness of these initiatives varies across institutions, depending on leadership, resources, and institutional readiness. This phenomenon demonstrates that successful implementation of multidisciplinary education is not solely dependent on curriculum design but also on how it is managed, organized, and evaluated within educational systems (Mård, 2021).

Previous studies have highlighted the importance of integrating religious and general knowledge in Islamic education. Research indicates that multidisciplinary approaches can enhance students' intellectual and moral development by providing a more comprehensive understanding of knowledge

(Bassachs et al., 2020). Studies also emphasize that curriculum integration supports the development of critical thinking, collaboration, and problem-solving skills, which are essential in the 21st century. Furthermore, educational scholars argue that Islamic education should not be isolated from scientific disciplines but should function as a foundational framework that guides ethical and intellectual development (Lahmar, 2020). These findings demonstrate the growing recognition of multidisciplinary education as a necessary approach in modern educational systems.

However, existing literature often focuses on conceptual discussions of integration rather than examining how educational policies and management practices facilitate its implementation (Abedi, 2024). Many studies emphasize curriculum content and pedagogical approaches while neglecting the role of educational management in ensuring effective integration. This creates a significant research gap, as policy design, institutional governance, and leadership strategies are critical factors in successful curriculum implementation (Muthanna & Sang, 2023). Without addressing these management dimensions, multidisciplinary education may face challenges in consistency, sustainability, and scalability. Therefore, further research is needed to explore how educational management policies can support the integration of knowledge within Islamic education systems (Arar et al., 2022).

This study offers a novel contribution by examining multidisciplinary Islamic education from an educational management perspective (Badrun, 2024). Unlike previous studies that focus primarily on theoretical or pedagogical aspects, this research analyzes how policy frameworks, curriculum planning, and institutional strategies interact to support knowledge integration. The novelty lies in positioning multidisciplinary education as a managed process that requires coordination between policy, curriculum design, and implementation (Allinson & Mahon, 2022; Martins et al., 2022). By integrating these dimensions, this study provides a more comprehensive understanding of how Islamic education can adapt to contemporary demands while maintaining its foundational values. This approach is essential for developing sustainable educational systems that are both innovative and rooted in Islamic principles (Hajar, 2024).

Based on the discussion above, this study addresses the central research problem: how educational management policies can support the integration of multidisciplinary knowledge within the Islamic Education (PAI) curriculum. This study argues that effective integration requires a systematic approach involving planning, organizing, implementing, and evaluating curriculum policies. It is assumed that institutions with well-structured management systems are better able to integrate religious and general knowledge effectively. Through a qualitative approach, this research aims to analyze policy

implementation and identify strategies for successful curriculum integration. The findings are expected to contribute to both theoretical and practical perspectives, particularly in developing educational management strategies that support holistic and sustainable Islamic education.

RESEARCH METHODS

This study employed a qualitative approach using a case study design to analyze the policy of multidisciplinary Islamic education, particularly the integration of knowledge within the Islamic Education (PAI) curriculum. The qualitative case study design was selected because it enables an in-depth exploration of complex educational phenomena, especially the interaction between policy, curriculum, and knowledge integration (Cleland et al., 2021; Ramli et al., 2025). This approach is appropriate for examining how multidisciplinary education is conceptualized and managed within Islamic educational systems. From an educational management perspective, the study focuses on how policy planning, curriculum organization, implementation, and evaluation processes support the integration of religious and general knowledge. The case is positioned conceptually within the broader discourse of Islamic education reform, allowing for a comprehensive understanding of policy dynamics and institutional strategies.

The research context is derived from academic and policy literature related to multidisciplinary Islamic education, making the study non-site specific but conceptually grounded in educational discourse. The “location” of the study refers to the body of scholarly work addressing curriculum integration, Islamic education policy, and educational management practices. Data were collected through document analysis, involving the systematic review of academic journal articles, books, and relevant policy documents. The data collection process included reading, note-taking, and organizing materials based on thematic relevance, such as curriculum integration, knowledge synthesis, and institutional management. This method allows for the identification of patterns and trends in the development of multidisciplinary Islamic education while ensuring that the analysis is grounded in credible and relevant sources (Hussin et al., 2024).

Data analysis was conducted using qualitative descriptive analysis through an interactive process involving data condensation, data reduction, data display, and conclusion drawing or verification (Monaro et al., 2022). In the data condensation stage, relevant information was selected and simplified to focus on key concepts related to policy and curriculum integration. The data were then organized and presented in thematic categories to facilitate interpretation and identify relationships between variables. Finally, conclusions were drawn and continuously verified by cross-checking across multiple sources to ensure

consistency and validity. From an educational management perspective, this analytical framework highlights how systematic planning, organization, and evaluation contribute to effective policy implementation. Through this process, the study provides a comprehensive understanding of how multidisciplinary Islamic education policies are developed and managed to support holistic educational outcomes.

RESULTS AND DISCUSSION

The findings of this study indicate that Islamic Religious Education (PAI) plays a fundamental role in shaping students' intellectual, spiritual, and moral development through a multidimensional approach. As a systematic educational process, PAI is designed not only to transmit religious knowledge but also to internalize ethical values and social skills. In practice, the implementation of PAI reflects a comprehensive curriculum that includes theology, Qur'anic studies, Hadith, jurisprudence, Islamic history, and moral education. This multidimensional structure enables students to develop a holistic understanding of Islam as a way of life. However, the study also reveals that a mono-disciplinary approach limits students' perspectives, making learning less engaging and less relevant to contemporary challenges. Therefore, integrating PAI with other disciplines becomes essential to enhance students' understanding and applicability of knowledge in real-life contexts.

The results further show that multidisciplinary Islamic education represents a strategic response to the increasing complexity of modern educational demands. The integration of religious and general sciences allows students to develop both spiritual awareness and intellectual competence. In this context, curriculum development becomes a crucial element in achieving educational goals. A dynamic curriculum that incorporates communication, collaboration, critical thinking, and digital literacy reflects the needs of 21st-century education. From an educational management perspective, this requires effective planning and organization of curriculum structures to ensure that interdisciplinary learning is systematically implemented. Without proper management, curriculum integration may remain conceptual rather than practical, limiting its impact on student development (Walter, 2024).

The discussion highlights that the integration of science and religion within Islamic education provides a balanced framework for understanding knowledge. Science contributes to empirical understanding and technological advancement, while religion provides ethical guidance and spiritual direction. The findings demonstrate that integrating these two domains helps students develop a comprehensive worldview, where knowledge is not fragmented but interconnected. This integration aligns with the philosophical foundation of

Islamic education, which emphasizes that all knowledge originates from a unified source. From a management perspective, this requires coordination in curriculum design, instructional strategies, and evaluation systems to ensure that both domains are effectively aligned. Such integration also supports the development of students' character by linking intellectual growth with moral responsibility (Rojak et al.,2024).

Moreover, the study reveals that the success of multidisciplinary Islamic education depends on the effective implementation of educational management functions, including planning, organizing, leading, and controlling. Planning involves designing a curriculum that integrates religious and general knowledge, while organizing ensures the coordination of learning activities and resources. Leadership plays a critical role in guiding teachers and students toward achieving educational objectives, particularly in fostering an environment that supports interdisciplinary learning. Meanwhile, controlling and evaluation processes are necessary to assess the effectiveness of curriculum implementation and student outcomes. These management functions collectively ensure that the integration of knowledge is not only theoretical but also practical and sustainable within the educational system.

In addition, the findings emphasize that the integration of science and religion within the curriculum contributes to the formation of balanced individuals who possess both intellectual and spiritual competencies. The curriculum serves as a medium not only for knowledge transfer but also for character development. By embedding religious values within scientific learning, students are encouraged to view knowledge as a means of serving humanity and fulfilling their responsibilities as individuals. This approach reflects the importance of aligning educational objectives with broader societal needs, particularly in fostering ethical and responsible citizens. From an educational management perspective, this requires continuous innovation in curriculum design and teaching strategies to ensure relevance and effectiveness in a rapidly changing world (Andrin et al., 2024).

However, the study also identifies several challenges in implementing multidisciplinary Islamic education. These include difficulties in aligning different knowledge domains, variations in students' abilities, and the need for teachers who are capable of integrating interdisciplinary perspectives. Additionally, the lack of structured management strategies may hinder the effectiveness of curriculum implementation. These challenges highlight the importance of strengthening institutional capacity through professional development, policy support, and systematic evaluation mechanisms. Educational institutions must adopt adaptive management strategies to address these challenges and ensure that integration efforts are sustainable and impactful.

Overall, the findings and discussion demonstrate that multidisciplinary Islamic education, supported by effective educational management, provides a viable approach to addressing contemporary educational challenges. The integration of religious and scientific knowledge not only enhances students' intellectual capacity but also strengthens their moral and spiritual development. Through systematic planning, implementation, and evaluation, educational institutions can create a balanced curriculum that responds to modern demands while maintaining Islamic values. Therefore, multidisciplinary Islamic education should be viewed as a strategic framework for developing holistic learners who are capable of contributing positively to society while remaining grounded in their religious identity.

CONCLUSION

This study highlights that Islamic Religious Education (PAI) plays a crucial role in developing students' intellectual, moral, and social capacities through a comprehensive and value-based learning process. The most important insight is that effective education requires not only theoretical understanding but also the practical implementation of values in daily life. The dynamic nature of the curriculum, especially in the 21st century, demands the integration of communication, collaboration, critical thinking, and digital literacy skills. Furthermore, the integration of science and religion provides a holistic educational framework, enabling students to balance intellectual advancement with ethical and spiritual development. The strength of this study lies in its contribution to the academic discourse by emphasizing the importance of integrating multidisciplinary knowledge within Islamic education and highlighting the role of curriculum as a strategic tool in achieving holistic educational outcomes.

However, this study has several limitations. The discussion is primarily conceptual and lacks empirical validation in diverse educational settings. Additionally, the complexity of integrating science and religion in curriculum design requires further exploration, particularly in terms of practical implementation and institutional readiness. Future research is recommended to conduct empirical studies that examine how multidisciplinary curriculum integration is applied in different educational contexts. Longitudinal studies may also be useful to assess the long-term impact of such integration on students' intellectual and moral development. These efforts will contribute to the development of more effective and sustainable educational models that align with contemporary challenges.

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