

Integrated Curriculum Development for Transdisciplinary Islamic Religious Education Subjects in the Society 5.0 Era

Atika Rofiqatul Maula

Islamic Education Department, Faculty of Tarbiyah and Education, UIN Sunan Kalijaga,
Jl. Marsda Adisucipto No 1 Yogyakarta 55281, Indonesia. Tel. +62-274-540971, Fax. +62-274-519739.

Corresponding author

atikarofiqoh@gmail.com

Abstract: A digital transformation has surprised many parties, where the use of the internet in various sectors has encouraged people's activities and become a new policy in the industry. One of the sectors that must be adapted to this transformation is education. So, this article discusses the integrated curriculum, especially Islamic religious education subjects (PAI) in the Society 5.0 era. The method of this article is a literature research that the data sources are obtained from relevant journal articles, books, and news. The integrated curriculum is a learning approach that is quite relevant to the rapid development of technology. Improvement in curriculum design is a constructive attitude so that students get comprehensive, meaningful, active, authentic, and simple learning. The development of an integrated curriculum is relevant with the current conditions of scientific transdisciplinary, such as in Islamic Religious Education subjects. From that concept, the students can solve various life problems with new discoveries obtained from a combination of scientific fields. Integrated curriculum development can be actualized in learning materials, strategies and learning methods.

Keywords: Integrated Curriculum, PAI, Transdisciplinary, Society 5.0.

Abbreviations: PAI (Pendidikan Agama Islam)

Introduction

The industrial revolution 4.0 is considered to be growing quite rapidly, this is due to the increasing use of the internet every year, from small to large scale users (APJII, 2020; Dataeportal, 2021). But besides that, along with the very fast digital transformation, it is unavoidable to avoid social conflicts and various crimes that occur in the digital realm, such as pornographic content, HOAX, SARA, radicalism, and etc. (Fajrussalam *et al.*, 2020; KOMINFO, 2020). After the industrial revolution 4.0 was proclaimed that was not well developed, the leaders of the technology and industry world increasingly saw the future, that is surprising the world with the era of "Society 5.0" or known as "smart society" (Nahavandi, 2019; Umro, 2020). The existence of the Society 5.0 era is a solution offered to overcome the chaos caused by the 4.0 industrial revolution (Darmaji *et al.*, 2019).

Society 5.0 is a new breakthrough initiated by the Japanese government which is designed on the basic plan and 5.0 technology. This evolution is devoted to creating a human-centered society in order to achieve a more prosperous quality of life (Fukuyama, 2018; Slameto, 2019). The concept initiated by Society 5.0 is not only focusing on manufacturing development, but creating an integration between cyber space and physical space in solving social conflicts (Nastiti and Abdu, 2020; Piacentini *et al.*, 2021).

The Society 5.0 era began to develop rapidly in the 21st century in various sectors, such as the economy, industry, even in education. One of the application characteristics of Society 5.0 that occurs in the world of education is evidenced by the existence of online learning (Kurniawan and Aiman, 2020). This shows that digital transformation does not only apply to the industrial world, but the education sector must

also be able to adapt these changes (Darmaji *et al.*, 2019). Learning in the previous era of course had been introduced to the digital process, but it was only a knowledge transfer process that could be replaced by technology, without leading to soft skills and hard skills (Nastiti and Abdu, 2020; Risdianto, 2019). However, in the Society 5.0 era, learning can take place on the internet network, students and teachers can meet face to face remotely (Sudibjo *et al.*, 2019). So that educational institutions currently have to take some new policies to face the Society 5.0 era.

As the digital world continues to transform, education will certainly continue to have its own challenges every year. If in the previous era education was only carried out in a very traditional way, such as teachers teaching students in class, using blackboard media, students taking notes on material in books, and etc. In the current era, of course, this has begun to decrease and even is no longer used, due to changes and innovations in the world of technology which also have an impact on the educational paradigm (Laila and Hendriyanto, 2021). Based on this situation, various educational institutions have begun to take several steps to adapt, one of which is by making improvements to the curriculum.

Besides the digital transformation occurs, it certainly does not hinder the occurrence of problems in people's lives, even the problems that occur are increasingly complex in the economic, social, political, religious, cultural and etc.. Based on that, education is one of the sectors expected to become a problem solver for existing problems (Akib *et al.*, 2020). So, education requires a clearer technical, in order to overcome the various challenges and problems that exist. Therefore, this article aims to provide some explanations and opinions on how to develop an integrated curriculum for transdisciplinary PAI subjects in the Society 5.0 era?

Materials and Methods

This study uses a literature research method, the authors collect reference sources that are considered relevant to the topic of the case or

problem to be used as references and study materials. The adequacy of references in this method is very important in reviewing relevant theories to the problem of study (Darmaji *et al.*, 2019). The library research method is used in solving social problems to explore various information through studies, pictures, articles, and etc. (Sugiono, 2005). Then the data obtained by the author is described in the form of narratives and tables, so that this method can be strengthen conceptual problems and become a research design on integrated curriculum development in transdisciplinary PAI in the Society 5.0 era.

Results and Discussion

Integrated Curriculum

The integrated curriculum is the influence of constructivism groups, where students are directed to actualize themselves in living conditions. The concept of this curriculum is for students to be more active, able to explore and investigate with the aim of deep knowledge (M. Drake, 2013). The integrated curriculum is a change in the learning process, previously there was a very strict separation in the delivery of learning materials, then switched to the concept of integration, unity, and completeness of the learning material components. These changes are intended that students can understand learning comprehensively and direct to become more effective and efficient learning practices (Indana, 2018). Integrated curriculum is also referred to as interdisciplinary teaching, thematic or synergistic teaching, because it involves two or more disciplines to expand students' knowledge (Malik and Malik, 2011).

According to Drake and Burns in Anderson, most integrated curricula use one of three approaches as teaching techniques: 1) Multidisciplinary, teaching focuses on differences between interrelated subjects and common themes; 2) Interdisciplinary, the organization of the curriculum composes of various scientific disciplines in the general learning cluster; and 3) Transdisciplinary, the teacher as a facilitator, where the curriculum is prepared based on the topic of problems raised from the questions or

problems of students, this aims to develop students' interdisciplinary skills in seeing the real world (Anderson, 2013).

The integrated curriculum has three conceptual forms: *first*; The Child-Centered Curriculum, in planning the curriculum, the child factor becomes the most important concern, *secondly*; The Social Function Curriculum, this curriculum becomes the function of social life as a basic material in regulating the learning experience. *Third*; the Experience Curriculum, that children needs to lead the experience, it is the main concern in planning the curriculum (Budiyono, 2021; Soetopo and Sumanto, 1991).

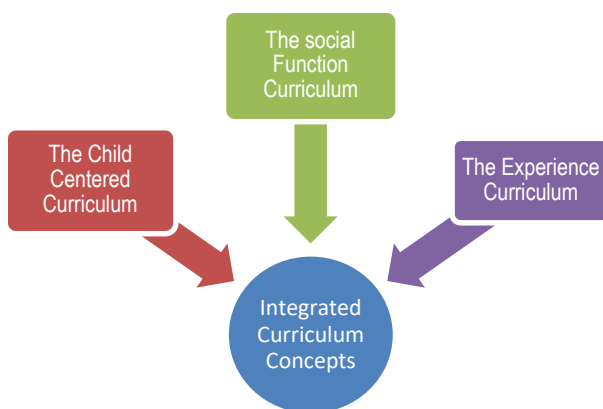


Figure 1. Integrated Curriculum Concepts.

There are six learning models that are characterizing the integrated learning, which can be summarized as follows: *Holistic*, phenomena in the surrounding environment are become the main focus, which are studied from various disciplines, so that students can practice understanding phenomena comprehensively from various perspectives. *Meaningful*, the correlation between the material being studied and the knowledge that students have, so the learning process becomes more meaningful for students. *Authentic*, through learning outcomes from interacting with facts and activities, students can understand the concepts and principles they want to learn, then all information and knowledge gained becomes more authentic. *Active*, students can be actively involved in the learning process based on their interests, desires, and knowledge, in order to increase a motivation in finding information related to the concept being studied. *Simplicity*, the material is

presented in a form simply, more flexible, easy to understand, integrated and in a reasonable context. *Natural*, teacher provides a natural student learning environment, following student growth and development and no isolation from the natural environment (Akib *et al.*, 2020).

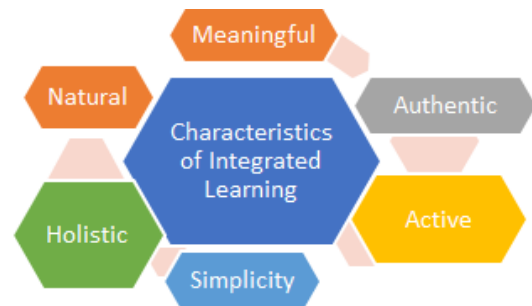


Figure 2. Characteristics of Integrated Learning.

Integrated learning becomes a whole of the student learning process, by looking at students based on their abilities, so it becomes an important point for a teacher to move one step forward, such as formulate the conditions that students can see the integrity of the learning materials content based on their own processes. (Helmane and Briska, 2017). Therefore, the ability of teachers must be improved by using learning strategies that are in accordance with the integrated curriculum, where the concept of learning is more directed at the learning by doing model (Indana, 2018). In addition, the integrity of the student's personality is also important, how they gain knowledge, skills in mastering the material, and how they respond and develop it in the form of attitudes (Helmane and Briska, 2017).

Transdisciplinary Islamic Religious Education

Transdisciplinary is a scientific approach through a multi-perspective view, meaning that a problem context can be explored and reviewed from various perspectives from scientific disciplines (Sahaludin and Kurniawan, 2020). The explanation of Hadorn *et al.* in Nurhidin and Habibah, mentions that there are social changes that result in very complex and diverse problems, so this transdisciplinary approach is one way to solve problems in order to find unity in knowledge (Hadorn *et al.*, 2008; Nurhidin and Habibah, 2021). The transdisciplinary approach usually leads to the

discovery of a new innovation, where there is a discussion outside the discipline, then it is reviewed through other disciplines, resulting in new knowledge (Klaassen, 2018). Transdisciplinarity cannot erase the two previous approaches, namely multidisciplinary and interdisciplinary, because it only complements non-disciplinary problem solving, so the approach refers to a self-transformation process that is oriented towards knowledge and a new art of life (Nicolescu, 2018).

The transdisciplinary approach in education is very relevant to one of the pillars of education initiated by UNESCO, namely learning to know, learning to do, learning to live together with, and learning to be, where the transdisciplinary concept becomes one component that can encourage the realization of these four pillars. in the field of education (Nicolescu, 2018). Transdisciplinary education is very important in the process of human formation that provides facilities to participate in socio-cultural and spiritual life (Fiorini, 2018). Transdisciplinary education can be an alternative for developing knowledge that is oriented towards empowering human resources, so that through this approach it can solve dead-end science by developing cross-disciplinary science (Putra, 2017).

Transdisciplinary education can also be applied in Islamic religious education, where previously there was a dichotomy between religious science and general science. The occurrence of this dichotomy is due to the influence of Western culture that has spread, then affairs outside of religion are not included in the realm of religious knowledge (Fahmi and Rohman, 2021). In fact, Islamic religious education does not only play a role in instilling spiritual values, but moreover it can provide meaning in various activities of human life according to the conditions of the times (Sahaludin and Kurniawan, 2020). Transdisciplinary Islamic education is a concept formulated from several complex scientific fields. This concept is used to achieve integration and interconnection between Islamic science and other sciences. So the terms used in this concept are integration, synergy, synthesis, transformation and collaboration (Fahmi and Rohman, 2021).

Transdisciplinary Islamic education has 2 functions: 1) transfer of value, contributing to the development of culture and individual families and communities based on religious values; 2) social ethics, to direct a person in interacting with the social environment through cultural reconstruction as the main target of worship and piety values (Mawardi, 2011; Sahaludin and Kurniawan, 2020).

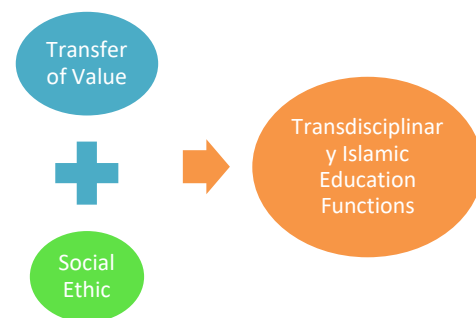


Figure 3. Transdisciplinary Islamic Education Function.

Integrated Curriculum for Transdisciplinary Islamic Religious Education in Society 5.0

Transdisciplinary Islamic education in educational institution can be supported and developed through an integrated curriculum. Where the scientific fields taught will be combined with other scientific fields to answer certain issues or cases. For example, the discussion of fasting can be discussed by multiperspective, is like health, history, social science, and culture perspective. That the Islamic topic can discuss and solve by other discipline for finding the new innovation of knowledge in this society.

The strategy of integrated curriculums are problem solving, project methods, unit teaching, inquiry, discovery, and thematic approaches carried out in group and individual learning. In Society 5.0 Era, an educator is required to have several skills including leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, teamwork and problem solving (Nastiti and Abdu, 2020). Therefore, the implementation of the development of integrated curriculum of transdisciplinary-based PAI in the society 5.0 era cannot be separated from the optimization of learning strategies and adequate learning media. So, the students are

expected to have a meaningful learning experience by solving problems based on the development of the world that they are experiencing, without losing religious values.

Adapting to the society 5.0 era, Islamic education is certainly still in the developing stage, this can certainly be an important opportunity to eliminate the dichotomy concept of religious science. so it is hoped that the Islamic education in the future can become a topic that is not rigid and exclusive, because the purpose of Islamic religious education itself is to be able to solve various life problems that will remain relevant to the times. So that it is expected for stakeholders of educational institutions, to be able to develop in terms of curriculum and even learning strategies in the classroom based on a multi-perspective paradigm.

Conclusions

The integrated curriculum is a solution that can be implemented in the current era, due to the complexity of technological developments and various problems. So, we need a concept that can integrate scientific fields. In the subject of transdisciplinary Islamic religious education, it is very appropriate with the concept of integrated curriculum, that there is a combination, harmonization between religious knowledge and other sciences. Therefore, the implications of these concepts can make learning more effective and help students have a wide understanding of various real problems.

Acknowledgements

The author would like to give the big thanks to the Lecturers of UIN Sunan Kalijaga Yogyakarta, Department of Islamic Education, who have supported and motivated the author to complete this research.

Conflict of Interest

The authors declare that there are no conflicts of interest concerning the publication of this article and this manuscript will not send to elsewhere.

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