Islamic Education as a Response to National and Global Social Issues: Disciplinary and Interdisciplinary Perspectives

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Article Info	Abstract
	This study explores the role of Islamic education in addressing pressing national and global social issues through disciplinary and interdisciplinary research approaches. Amid rising social inequality, radicalization, moral decline, and intercultural tensions, Islamic education offers transformative potential grounded in core values such as justice (*'adl*), compassion (*rahmah*), and public benefit (*maslahah*). The urgency of these challenges in today's interconnected and pluralistic society necessitates renewed efforts to integrate Islamic educational values with contemporary solutions. Using a qualitative library research method and content analysis of primary and secondary sources, the study reveals that a disciplinary approach rooted in Islamic sciences like *tafsir*, *hadith*, *fiqh*, and *'aqidah* preserves identity and offers normative responses to social issues. In contrast, an interdisciplinary approach enables the blending of Islamic thought with modern fields such as sociology, psychology, and economics, facilitating the creation of curricula responsive to current realities. Integrating these perspectives within a multidisciplinary framework enhances the practical relevance and holistic nature of Islamic education. The study concludes that combining both approaches strengthens Islamic education's role as a proactive force for social transformation. It recommends that policymakers and educational institutions implement integrative curricula that connect Islamic values with interdisciplinary insights to meet the complex demands of contemporary society.

INTRODUCTION

Islamic education, as an integral part of Muslim life, holds significant potential to contribute to solving various social problems at both national and global levels. Social issues such as economic injustice, poverty, radicalization, moral degradation, and intercultural tension are major challenges faced by modern society. Islamic education, grounded in principles of social justice, peace, compassion, and diversity, can play a significant role in addressing these challenges (Hadi, 2015).

According to Amali (2019), Islamic education has the potential to shape individuals into moderate, rational, and open-minded human beings. Values embedded in Islamic teachings such as justice (*'adl*), public welfare (*maslahah*), and compassion (*rahmah*) can serve as the foundation for designing an educational system that not only transfers knowledge but also cultivates a personality with social sensitivity and humanitarian

commitment. This requires a contextual approach in Islamic education to effectively respond to contemporary challenges and the needs of the ummah.

Islamic education also plays a crucial role in building a civil society based on the principles of deliberation (*shura*), justice, and respect for human rights. A study by Kurnia et al. (2022) asserts that social transformation can begin within Islamic educational institutions if the curriculum is able to integrate universal values with contemporary contexts, enabling students to become not only intellectually capable but also socially conscious.

Diverse research approaches allow Islamic education to develop in a more adaptive and contextual manner, in alignment with the ever-evolving social realities Chanifudin (2016). Islamic education teaches profound values related to justice, equality, compassion, and universal peace. In this perspective, education serves not only as a tool for instruction but also as a medium for character formation and social awareness. According to research by Amin Abdullah (2014), Islamic education can be an effective tool in countering extremist ideologies by instilling values of tolerance and appreciation for pluralism from an early age. Islamic education thus plays a strategic role in fostering social harmony and global justice.

The moral, social responsibility, and spiritual leadership orientation of Islamic educational values makes it highly relevant in building ethical and empowered societies. In this regard, Islamic education is not merely a medium for religious knowledge transmission but also acts as an agent of social change (Enoh et al., 2023). Such education is believed to produce individuals who are not only religiously observant but also actively engaged in resolving social and humanitarian problems around them.

Disciplinary research in Islamic education emphasizes the use of traditional Islamic sciences such as tafsir, hadith, fiqh, and *aqidah* to formulate solutions to social issues. This approach is rooted in authoritative Islamic texts that provide ethical and legal guidance for social interaction. As noted by Madjid (2002), this approach leads to a deep and contextual religious understanding that can address contemporary problems. Such research strengthens the identity and authenticity of Islamic education as part of the solution, not merely a reproduction of dogma. It also enhances the role of Islamic education in upholding the spiritual and moral integrity amidst rapid social change. Disciplinary research further reinforces Islamic educational institutions in generating policies based on *maqasid al-shari'ah* the protection of religion, life, intellect, progeny, and property as a foundation for social justice.

Conversely, interdisciplinary research in Islamic education integrates approaches from various scientific fields such as sociology, psychology, anthropology, economics, and political science to holistically understand and address the complexity of social issues. According to Lubis & Anggraeni (2019), this approach is crucial in a modern, interconnected world filled with multidimensional challenges.

The integration of religious and social sciences provides a more comprehensive understanding of social dynamics and enriches Islamic educational models to be more applicable and responsive to community needs. Febriyenti et al. (2023) also emphasize that synergy between disciplines fosters innovation in Islamic educational practices that are solution-oriented, relevant, and transformative. They advocate for a "*transdisciplinary Islamic reasoning*" that not only touches upon the normative aspects of religion but also examines the surrounding social, political, and cultural contexts. Through this approach, Islamic education can address

not only internal challenges within the Muslim community but also global issues such as climate change, humanitarian crises, and social conflicts.

Considering the increasingly complex social dynamics of the globalization era, it is time for Islamic education to move beyond mono-disciplinary and conventional approaches. In this regard, the future of Islamic educational approaches must go beyond diachronic methods. What is needed is a fresh and holistic methodological approach one that integrates disciplinary and interdisciplinary perspectives. The disciplinary approach involves an in-depth focus on a specific field of knowledge such as tafsir, fiqh, or hadith to understand educational and social issues. Meanwhile, the interdisciplinary approach combines various fields within related academic domains, such as Islamic educational studies, Islamic educational philosophy, Islamic educational history, educational psychology, and general educational sciences.

The integration of these two approaches becomes essential for addressing the complex challenges of Islamic education at both national and global levels. Research that merges disciplinary and interdisciplinary perspectives allows Islamic education to remain firmly rooted in its core values while being open to modern scientific insights. These approaches will serve as the foundation for analyzing Islamic educational research in response to national and global issues. Therefore, this article aims to highlight the importance of Islamic education through a combinative approach that integrates both disciplinary and interdisciplinary strategies. In conclusion, the author will also propose alternative and constructive solutions related to relevant approaches that should be further developed in future studies of Islamic education.

This study aims to analyze the strategic role of Islamic education in responding to and providing solutions for various social issues occurring at both national and global levels. Furthermore, this article specifically examines the contribution of disciplinary and interdisciplinary research approaches in understanding the dynamics of Islamic education and in developing implementable strategies that can be utilized to address and resolve these complex social problems.

RESEARCH METHODS

This study employs a library research method, chosen for its ability to gather data and information from various relevant literary sources related to the research topic. This method is considered the most appropriate choice as it allows the researcher to explore and analyze in-depth literature, which is crucial for understanding Islamic education issues and social problems comprehensively. Library research offers flexibility in accessing written sources such as books, academic journals, articles, and other scholarly documents that can provide broader insights into theories and practices in Islamic education and their connection to contemporary social issues. Additionally, this approach enables the researcher to compare different viewpoints and perspectives found in the literature, which is essential for obtaining a holistic view of the dynamics of Islamic education in both national and global social contexts. Therefore, library research is considered the most suitable method for this study, as it focuses on developing a strong theoretical framework and providing depth of analysis through a thorough literature review.

The data in this study were collected through various media, both print and digital, including books, journal articles, e-books, academic repositories, and

previous scholarly works relevant to the research topic. The selection of sources was based on several criteria, including publication year, with a preference for sources published within the last ten years, relevance to the theme of Islamic education and contemporary social issues, and academic validity as reflected in the credibility of the publishers or the scholarly journals in which the sources were published. The data collection techniques used involved in-depth reading, comprehension of the content, note-taking of important information, and selection of literature segments that are directly related to the issues being examined. This approach aims to build a strong theoretical framework and facilitate the analytical process in the writing of this study.

RESULTS AND DISCUSSION

Islamic Education as a Solution to Contemporary Social Issues

Islamic education, grounded in divine values and universal human principles, plays a strategic role in addressing the complexities of contemporary social problems. Issues such as economic injustice, structural poverty, radicalism, moral decline, intergroup conflict, and environmental degradation demand an educational approach that emphasizes not only the transmission of knowledge but also the formation of character and social awareness. In this regard, Islamic education offers an integral solution that highlights not only cognitive development but also affective and spiritual dimensions.

Core values such as justice (*'adl*), compassion (*rahmah*), and public benefit (*maslahah*) serve as the main pillars of Islamic education. These values function not only as normative foundations but also as practical guidelines in shaping students with strong character, social

responsibility, and readiness to become agents of change. Madjid (2002) argues that Islamic education should be directed towards shaping individuals who are moderate (*wasathiyah*), rational, and capable of living harmoniously in a pluralistic society. In today's multicultural and globalized world, the ability to coexist peacefully and productively is of paramount importance. This perspective is reinforced by Mardiana, (2019), who emphasizes that Islamic education plays a central role in promoting a harmonious and just social order both nationally and globally. This means that Islamic education not only addresses internal issues within the Muslim community but also contributes to global peacebuilding.

Islamic education is also highly relevant in confronting the rise of radical ideologies and religion-based violence that are increasingly prevalent in various parts of the world. A study by (Mukhlis & Syahrul Munir, 2023) shows that Islamic education, which emphasizes values such as tolerance, respect for pluralism, and a comprehensive understanding of Islamic teachings, can serve as an effective defense against the growth of radicalism. Thus, Islamic education not only protects students from harmful influences but also equips them to become promoters of peace.

Moreover, Islamic education holds great potential to contribute to the socio-economic development of society. Concepts such as mutual cooperation (*ta'āwun*), almsgiving (*zakat*), endowment (*waqf*), and value-based economics (*iqtiṣād*) are key instruments in promoting social justice and equitable distribution of prosperity. When these values are effectively integrated into the educational system, students not only understand Islamic theory but also acquire the capacity to implement it in real-life community contexts.

Islamic education can offer solutions to the problems of moral degradation and

identity crises among youth. In this highly open and distraction-laden digital era, Islamic education through its emphasis on spirituality and ethics can provide a strong moral foundation for students. For example, programs like "Character Building" in Islamic schools, which combine religious teachings with practical activities like community service and personal reflection, have been shown to help students strengthen their moral compass and develop a strong sense of self-awareness and social responsibility. Through Islamic character-based learning, students are guided to develop self-awareness, social responsibility, and personal integrity. Islamic education thus becomes not merely a symbolic remedy, but a substantive solution to various contemporary social challenges. One case study illustrating this is the "Santripreneur" initiative in Indonesia, where Islamic boarding schools integrate entrepreneurship education with spiritual teachings to empower youth, creating role models who contribute positively to society.

This, of course, requires an educational approach that is integrative, collaborative, and contextual. It is no longer sufficient to focus solely on teaching religious texts; Islamic education must aim to shape holistic individuals who are capable of responding to both social and global challenges through inclusive and transformative Islamic values.

Disciplinary Research in Islamic Education

Disciplinary research in Islamic education is a scholarly approach that focuses on the in-depth exploration and development of a specific field within Islamic knowledge. Foundational sciences such as tafsir (Qur'anic exegesis), hadith, fiqh (Islamic jurisprudence), theology (*'aqidah*), and *ushul fiqh* (principles of Islamic jurisprudence) serve as the primary basis for this approach. Through disciplinary inquiry, Islamic education seeks to formulate solutions to contemporary social issues using normative perspectives rooted in the Qur'an, Hadith, and the scholarly interpretations (*ijtihad*) of classical Islamic scholars.

According to Kurnia et al. (2022), a deep and contextual understanding of religion is essential so that Islamic texts are not perceived merely as ritualistic or normative, but as responsive tools for addressing complex social and cultural challenges. This approach demonstrates that the intellectual heritage of Islam, when critically and dynamically examined, possesses the vitality to meet the demands of the times. Suyadi & Widodo (2019) Disciplinary research in Islamic education plays a pivotal role in preserving and transmitting Islamic knowledge, ensuring that educational practices remain rooted in authentic sources and traditions. Disciplinary research reinforces the epistemological identity of Islamic education as a source of public ethics and values. Islamic education, through this approach, functions not only as the inheritor of classical scholarly traditions but also as a producer of ethical solutions to various social problems. Risnawati & Priyantoro (2021) emphasizes that disciplinary research provides resilience in maintaining the integrity of Islamic education, particularly in upholding the principles of *maqāṣid al-sharī'ah*: the protection of religion (*dīn*), life (*nafs*), intellect (*'aql*), lineage (*nasl*), and property (*māl*).

In addition, disciplinary research contributes to the development of value-oriented Islamic education policies. For instance, the social fiqh approach has been employed to articulate principles of distributive justice within Islamic economic systems and to strengthen the roles of *zakat* and *waqf* as instruments of community empowerment. Contemporary Qur'anic exegesis has also advanced

through thematic methods (*tafsīr maudhū'ī*), responding to modern issues such as environmental degradation, human rights, and information technology from an Islamic perspective.

Moreover, disciplinary research opens space for Islamic intellectual renewal (*tajdīd*) in the field of education. This approach enables the rediscovery and contextual application of Islam's universal principles such as justice, equality, and mercy within modern educational systems. As such, Islamic education becomes not merely a platform for rote memorization of texts but a medium for internalizing Islamic values into real-life experiences. In curricular development, the disciplinary approach serves as a reference for creating learning content rooted in classical Islamic texts (*turāth*), contextualized to address modern challenges. For example, integrating classical *fiqh* texts with contemporary national legal systems in Islamic Civics classes, or connecting thematic exegesis to media literacy and digital ethics. In this way, students are equipped with a robust Islamic intellectual framework while remaining sensitive to the social context in which they live.

Although disciplinary research has a specific focus, it remains highly relevant and essential for maintaining the continuity of Islamic scholarly identity. However, to remain contributive in contemporary contexts, this approach must be accompanied by openness to inter scientific dialogue and responsiveness to global societal developments. Therefore, the disciplinary approach cannot stand alone but must be complemented by interdisciplinary and multidisciplinary approaches as part of the epistemological synergy within Islamic knowledge in addressing complex social issues.

Interdisciplinary Research in Islamic Education

Interdisciplinary research in Islamic education is an approach that integrates various academic disciplines to address social issues in a more comprehensive and contextual manner. In this approach, Islamic sciences such as tafsir, hadith, fiqh, and theology (*aqidah*) are combined with other fields of study including sociology, anthropology, psychology, economics, education, and political science. The goal is to generate a broader understanding of social dynamics and formulate practical and sustainable solutions.

Nimawati et al. (2020) state that an interdisciplinary approach in Islamic education is crucial in the modern world, which is characterized by complex problems and interconnections across different sectors of life. Contemporary society faces not only spiritual crises but also structural challenges such as economic inequality, social disintegration, and cultural conflict. Therefore, a single-discipline approach is no longer sufficient. The integration of religious and social sciences becomes an urgent necessity for understanding root problems and developing more effective solutions.

Moreover, the interdisciplinary approach facilitates dialogue between Islamic scholarly traditions and the realities of global society. Enoh et al. (2023) emphasize that cross-disciplinary collaboration will foster innovation in Islamic educational practices that are both solution-oriented and relevant. For instance, the issue of radicalism cannot be adequately explained solely from a theological perspective; it also requires psychological, sociological, and digital literacy analyses to understand how extremist narratives spread through media platforms. Interdisciplinary research accommodates all these perspectives within a cohesive study framework.

The relevance of the interdisciplinary approach was clearly demonstrated during the COVID-19 pandemic. This global crisis required not only religious responses but also attention to public health issues, educational psychology, household economics, and social resilience. Islamic education that combines religious and secular scientific approaches has proven capable of offering positive contributions ranging from strengthening spirituality and value-based online learning to reinforcing social solidarity through initiatives such as zakat and charitable giving (*infaq*).

Interdisciplinary research is also highly beneficial in designing a contextual and responsive Islamic education curriculum. The curriculum is no longer constrained by a rigid separation between "religion" and "science" but integrates them as complementary domains. For example, the teaching of zakat can be linked not only to fiqh but also to modern economic theories and poverty alleviation strategies. Likewise, topics in ethics (*akhlaq*) can be enriched through developmental psychology and character-building approaches. In line with Roso (2017) with Interdisciplinary research is increasingly recognized as a crucial approach to addressing the complexity of religious and social issues in regional and global contexts.

One of the strengths of this approach is its ability to cultivate critical consciousness among students. Interdisciplinary Islamic education encourages learners not only to understand the texts but also to engage with the context the surrounding social realities. As a result, the learning process becomes more dynamic, relevant, and practically applicable to everyday life.

Nevertheless, interdisciplinary research also faces specific challenges. One major challenge is the need for educators and researchers to possess cross-disciplinary competencies. Solid teamwork and robust scholarly networks are required to ensure that integration is not merely rhetorical but realized in genuine research, teaching, and community engagement. In this regard, Islamic higher education institutions bear a significant responsibility to foster a collaborative and multidimensional research culture.

Thus, interdisciplinary research in Islamic education is not merely an alternative approach; it is a methodological necessity in an increasingly complex social reality. Through this approach, Islamic education can address national and global social issues more holistically, rationally, and grounded in the universal values of Islam. The comparison of disciplinary and interdisciplinary approaches from the perspective of islamic education is presented in Table 1.

Figure 2. Comparison of Disciplinary and Interdisciplinary Approaches from the Perspective of Islamic Education

Aspect	Disciplinary Approach	Interdisciplinary Approach
Focus	Focuses on Islamic sciences (tafsir, hadith, fiqh, aqidah).	Integrates Islamic sciences with social sciences (sociology, psychology, economics).
Purpose	Preserves Islamic educational identity while offering normative solutions.	Provides comprehensive, contextual understanding and practical solutions.
Scope	Limited to Islamic teachings and frameworks.	Broader, addressing contemporary global and social issues through diverse lenses.
Strengths	Maintains focus on religious and moral principles.	Enables holistic solutions by combining Islamic and secular perspectives.
Weaknesses	May lack relevance to modern socio-political challenges.	Requires cross-disciplinary expertise and collaboration.
Practical Application	Primarily within religious contexts (e.g., mosque, madrasah).	Applicable in various contexts (e.g., public health, education, social solidarity).
Example	Teaching zakat within fiqh.	Teaching zakat within fiqh and linking it to economic theories and poverty alleviation.
Challenges	May not fully address complex contemporary issues.	Demands strong collaboration and expertise across disciplines.

Critical Analysis of the Comparison Table Above Although the disciplinary approach has the strength of preserving the purity of Islamic values, in the context of contemporary social dynamics, it tends to be less responsive to current issues such as social change, environmental crises, and digital technology. This approach is ideal for strengthening Islamic scholarly identity, yet it often results in normative solutions that are confined to traditional settings (such as mosques, madrasahs, and pesantrens).

In contrast, the interdisciplinary approach offers greater adaptability, as it involves integration with modern social sciences. Its primary strength lies in its ability to respond contextually to complex issues such as social inequality, moral degradation, or radicalism. However, the challenge lies in implementation, as it requires educators who can think across disciplines and possess the skills to bridge Islamic scholarly paradigms with secular knowledge without compromising core Islamic values.

Integration of Islamic Values in Multidisciplinary Education

within a multidisciplinary approach is one of the key strategies for making Islamic education more responsive and relevant to the advancement of knowledge and the dynamics of modern society. This approach no longer draws a sharp distinction between religious and secular sciences; instead, it synergistically combines them within a comprehensive and contextual educational system. The aim is for Islamic values to be internalized not merely as doctrines but as principles embedded across various disciplines and everyday practices.

According to Kurnia et al. (2022), the multidisciplinary approach in Islamic education enables learners to understand that Islamic teachings are not separate from the realities of modern life. Rather, Islam serves as a guide that directs human beings in managing and advancing knowledge, technology, economy, culture, and society in a civilized manner. In this approach, subjects such as mathematics, biology, history, and sociology are taught not only within a secular framework but also integrated with spiritual and ethical Islamic values. One example of this

integration is value-based learning, where each academic discipline is designed to instill universal Islamic values such as honesty, responsibility, justice, and compassion. For instance, in science classes, students are not only taught the laws of nature but also encouraged to reflect on the greatness of Allah's creation (*ayat kauniyah*). In economics classes, students are introduced to principles of distributive justice, zakat, and the prohibition of usury (*riba*). This integration not only enriches curriculum content but also provides a more meaningful direction and purpose in the educational process.

The multidisciplinary approach is also highly relevant in fostering global awareness and a spirit of diversity. Islamic education that integrates Islamic studies with global issues such as climate change, humanitarian crises, gender justice, and digital technology will nurture a generation of Muslims who are not only knowledgeable but also socially sensitive and ecologically conscious. This is crucial for addressing the challenges of the 21st century, which demand not only intellectual intelligence but also high moral and ethical commitment.

Moreover, multidisciplinary integration supports the development of cross-disciplinary competencies required in the workforce and broader social life. Islamic education that embraces interdisciplinary collaboration can produce graduates who are not only experts in a specific field but also capable of understanding the complexity of problems and contributing across various sectors based on Islamic values. This vision aligns with the spirit of *ulul albab* described in the Qur'an individuals with deep knowledge, reflective thinking, and strong spiritual integrity.

Furthermore, the multidisciplinary model promotes the formation of holistic student character: individuals who are morally upright, critical thinkers, creative,

and communicative. This aligns with the goals of both national education and Islamic education, namely, the formation of the complete human being physically, spiritually, intellectually, and socially. In this context, Islamic values function as the axis guiding all fields of knowledge toward humanistic and divine objectives.

However, effectively realizing multidisciplinary integration requires strong commitment from educators, curriculum developers, and policymakers. Teacher training programs must equip educators not only with expertise in specific disciplines but also with a strong understanding of Islamic teachings and openness to cross disciplinary approaches. Here, Islamic higher education institutions play a strategic role in producing educators and researchers capable of developing an integrative and multidimensional model of Islamic education. Thus, the integration of Islamic values in multidisciplinary education not only makes Islamic education more comprehensive and applicable but also prepares students to become future leaders with profound knowledge, social sensitivity, and high moral and spiritual commitment. Islamic education structured in this way will be able to serve as a wise and civilized solution to various national and global social issues.

Implementation of the Interdisciplinary Approach in the Islamic Education Curriculum

The implementation of an interdisciplinary approach in the Islamic education curriculum is a strategic step toward making Islamic education more contextual, relevant, and adaptive to the dynamics of modern society. This approach integrates various disciplines both Islamic and general sciences within a unified learning structure to equip students with balanced intellectual, spiritual, social, and moral competencies.

Sari & Amin (2020) assert that the synergy between contemporary knowledge and Islamic values can produce a curriculum that is not only informative but also transformative. Such a curriculum is not simply a collection of fragmented scientific content but is built on the integration of religious sciences and the social humanities. This enables students to understand social issues more comprehensively with Islamic values serving as the foundation for attitudes and solutions.

In practice, the implementation of an interdisciplinary approach in the curriculum can be realized through theme-based and project-based learning models. For example, a theme such as "Social Justice" could simultaneously involve subjects like *fiqh*, ethics (*akhlaq*), sociology, and Islamic economics. Students are encouraged to research cases of social inequality in their surroundings, connect these to Islamic principles of justice, and propose actionable solutions. Consequently, the learning process becomes more meaningful and applicable.

This approach can also be applied through curriculum integration that connects contemporary issues such as environmental sustainability, digital technology, mental health, and Sharia-based economics into Islamic education. For instance, the issue of climate change can be discussed from the perspective of *ayat kauniyah* (signs of Allah in the universe) in the Qur'an, linked to the Islamic value of trusteeship (*amanah*) over the Earth, and related to subjects such as geography, natural sciences, and environmental fiqh. This method fosters ecological awareness and moral responsibility among students regarding sustainable living.

One of the strengths of this approach is its ability to prepare students to become problem solvers who not only understand religious laws but also think critically about social conditions. Students are encouraged to integrate Islamic insights with empirical data through small research projects, cross-disciplinary discussions, and active involvement in social action programs. The result is students who are able to translate Islamic values into the context of modern society in a relevant and tangible manner.

However, implementing an interdisciplinary approach also presents several challenges. These include the limited competencies of teachers to master multiple fields of knowledge, weak coordination across different subjects, and a lack of flexibility in existing curriculum structures. Therefore, strong institutional support is required through teacher training programs, the development of interdisciplinary modules, and the renewal of evaluation systems that support cross-disciplinary learning.

In the context of Islamic higher education, the interdisciplinary approach can be implemented through the development of integrative study programs, such as Islamic Religious Education combined with sociology, Islamic educational psychology, or Sharia economics integrated with community development. At the school or madrasah level, this approach could begin with curriculum revisions that unify cross-disciplinary scientific visions with Islamic values into a holistic learning system.

Thus, based on a review of the literature, the application of an interdisciplinary approach in the Islamic education curriculum can be understood not only as a methodological necessity but also as a pedagogical strategy with the potential to shape students who are intellectually competent, morally upright, and socially solution-oriented. This study indicates that Islamic education holds the potential to remain relevant, dynamic, and actively contribute to addressing social issues at both national and global levels.

CONCLUSIONS AND SUGGESTIONS

Islamic education strategically addresses national and global social issues such as poverty, radicalism, inequality, and moral degradation by emphasizing universal values like *'adl* (justice), *rahmah* (compassion), and *maslahah* (public benefit). This education not only transfers knowledge but also shapes strong character and social awareness. The disciplinary approach strengthens Islamic values through in-depth studies of tafsir, fiqh, hadith, and theology (*aqidah*). On the other hand, the interdisciplinary approach integrates Islamic sciences with social sciences to respond more comprehensively to modern challenges. These two approaches complement and enrich the practice of Islamic education. Through a multidisciplinary approach, Islamic values can be applied contextually across various fields of knowledge, making the curriculum more relevant and responsive to contemporary needs. An adaptive and collaborative interdisciplinary curriculum is key to shaping a generation that is not only knowledgeable but also ethical and ready to contribute to global social change.

To support this, future research is recommended to explore effective curriculum integration models, examine interdisciplinary educational practices in various socio-cultural contexts, and develop teaching methods that can combine Islamic values with collaborative and transformative solutions to contemporary issues.

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