



ENHANCING HOLISTIC LEARNING IN JUNIOR HIGH SCHOOLS: THE ROLE OF IRE TEACHERS' INTERDISCIPLINARY SKILLS IN TAUHID INSTRUCTION

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ABSTRACT

This study aims to examine the role of interdisciplinary skills of Islamic Religious Education (PAI) teachers in monotheism learning to welcome holistic learning at SMP Budi Mulia. A holistic approach in education emphasizes the development of all aspects of human potential, including spiritual, emotional, social, and intellectual. In this context, interdisciplinary skills are an important key for PAI teachers to integrate monotheism with other disciplines, such as science and social sciences, in order to form a comprehensive and applicable understanding of students. This study uses a qualitative descriptive method with data collection techniques through observation, interviews and documentation of teachers and students in class VII-A. The results of the study indicate that the application of an interdisciplinary approach by PAI teachers not only broadens students' religious insights, but also increases learning motivation, forms religious character, and answers the increasingly complex challenges of the times. However, teachers also face challenges in the form of limited mastery of other disciplines, less varied learning methods and the use of technology, and suboptimal system support. In conclusion, the interdisciplinary skills of PAI teachers play a significant role in creating holistic monotheism learning that is relevant to the times, but requires policy support and continuous professional development. This research has a significant impact on improving the quality of Islamic education and tauhid learning in junior high schools. By enhancing the interdisciplinary skills of PAI teachers, this research can help create a more holistic, relevant, and effective tauhid learning that shapes students' religious character.

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1. INTRODUCTION

Many are encountered in the Islamic religious education subject matter, there are teachers who often only provide material to be memorized which are focused on the cognitive section of their students and less involving students in activities that practice critical, creative thinking skills, and processing spiritual emotional aspects. Although curriculum documents in Indonesia actually contain the principle of education that direct their students to get full rights to get thorough teaching or in this case is holistic learning (Widyastono, 2012).

This holistic education should also be applied to Islamic religious education lessons where in line with the concept Holistic who views humans in full, in the sense of human with cognitive, affection and behavioral elements. Humans also cannot stand alone, but are closely related to their environment. Humans cannot be separated from other humans, so is the physical environment or the surrounding nature. Humans also depend on the Almighty God as the Creator and Determinant of his life (Sudrajat, 2014).

But it is inversely proportional to the implementation of the field in the field of the teacher only focusing on memorizing learning, not developing his ability also does not achieve the final goal of education, namely people of Kamil, or Perfect Man Born and inner, science and deeds of shalih and function as a caliph on earth. In other words, the intelligent integration of reason, heart and physically (Syahid, 2024). Related to this in the learning of monotheism in PAI must also be achieved holistic learning.

So in conveying tauhid learning in school, the Islamic religious education teacher (PAI) must develop lessons in class into holistic learning. This can be done with the interdisciplinary ability that teachers can do to convey the learning of Tawheed to create holistic learning later. This interdisciplinary ability is an approach in research, education, or problem solving that integrates or integrates perspectives, concepts, theories, methods, and knowledge of various disciplines.

This approach is different from the monodisciplinary approach that only uses one discipline. In Islam is not known to the motto "science for science", or science is free of value, but the knowledge must be able to reveal the secrets of the truth of the creator through observation of the real nature, where this expression describes the interdisciplinary in Tauhid learning which then delivers the quality of quality and subtility (Hanafi, 2015).

One of the propositions that explain the learning of tauhid can be learned with interdisciplinary.

In the regulation of the term "interdisciplinary" is not explicitly mentioned but on Law No. 20 of 2003 concerning the National Education System lay a strong legal basis for integrative and diverse curriculum development, which supports learning approaches that combine various disciplines. This information is based on official documents of Law No. 20 of 2003, Chapter X Article 36 and 37.

Based on the initial observation at Budi Mulia Middle School Medan Researchers Fame the Islamic Religious Education Teacher there was an incorporation of science science and IPS in conveying the knowledge of Tawhid in the Islamic education lessons he taught to his students. So this is the uniqueness that I met at the school, where this was often done at an

Islamic-based school, but the teacher in the junior high school has used the interdisciplinary ability to learn the tauhid to IPA and IPS learning where the learning of Islamic religious education is very rare to collaborate with science But this I found in this school.

So it is expected that interdisciplinary abilities to PAI teachers can build holistic learning, which is comprehensively obtained by students. Where in the previous research from Tu'aini (2024) and Maswati (2024) still discussed the learning of pie by using interdisciplinary abilities for holistic and not referring to one aspects but taking in general and not specific to one direction Discussed, this research will discuss specifically regarding his tauhid learning in the subjects of Islamic religious education.

Starting from the background of the problem in relation to this title, then the formulation of the problem of the discussion and the guidelines of this research are: (1) What is the role of the interdisciplinary ability of Islamic religious education (PAI) in learning Tawhid to meet holistic learning is very important To be done (2) what are the challenges and solutions in implementing the interdisciplinary approach to TAUHID learning (3) how the impact of the interdisciplinary ability of PAI teachers to the achievement of holistic learning in Budi Mulia Middle School in Medan.

2. RESEARCH METHODS

This study uses a descriptive qualitative approach that aims to understand the thorough phenomenon through a description in the form of words and languages, not numbers. This research is a field research carried out directly in the social environment, using the method of field note that is objective without interpretation (Lexy, 2008). The research location is set at Budi Mulia Middle School in Medan because this school has the uniqueness of the application of interdisciplinary learning in the tauhid subjects.

The data source in this study consisted of primary data in the form of observation, interviews, and documentation, as well as secondary data obtained from the literature and other relevant media. Data collection techniques are carried out through passive participation observation, interviews with pie teachers and six students from class VII-A, as well as documentation in the form of photos and records of teaching and learning activities (Cresswell, 2009).

Data analysis was carried out with a Miles, Huberman, and Saldana approach, Through three main stages, namely data condensation, data presentation, and conclusion withdrawal. Data condensation includes selection, focusing, simplification, abstraction, and transformation of information. Condensed data is then presented in the form of narrative to facilitate the withdrawal of temporary conclusions, which will then be further verified (Miles, M.B, 2014).

The validity of the data is maintained through triangulation of sources and methods, by comparing the results of various informants and Data collection techniques. The research process is divided into three stages, namely pre-field (preparation), field implementation (data collection), and the final stage in the form of data analysis and preparation of research reports.

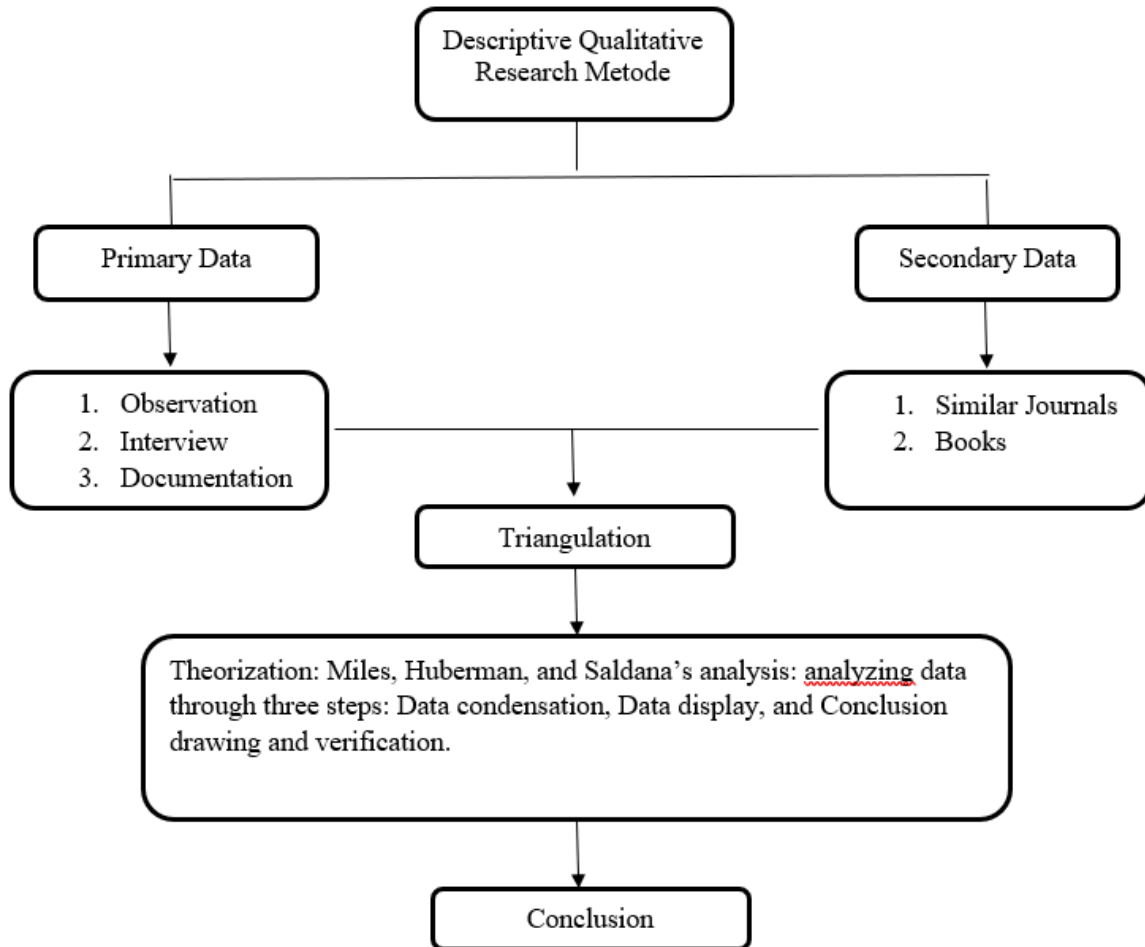


Diagram 1. Research Method Flowchart

3. RESULTS AND DISCUSSION

3.1 The role of interdisciplinary abilities of Islamic religious education (PAI) in learning Tauhid to meet the holistic learning

Interdisciplinary abilities has several useful benefits for PAI teachers in delivering monotheism in junior high school. First, this interdisciplinary ability if applied, it will develop a broad understanding of its students (Andriawan & Firdaus, 2023).

As with Aulia's response from the VII-A class 1 who group 1 states that: "When the Lesson was a tasty teacher While the story of the function of the human organs created by Allah there is its function, all of that because of the power of God and the lesson is more dalem so I think Mrs".

As with Delisa's response from the class VII-A who group 2 stated that: "I got a new science oh the eyebrow of the eye Allah Ciptain There are functions and the lesson is useful the same lesson becomes more profound".

As with Icha's response from class VII-A group 3 stated that: "Understanding Mrs, once also learned like in Kaitin with the universe so, Mrs happens to be more understanding, the same I understand the time of his Mrs to use the body's members".

Then most of it Narasumber said that they felt more understanding if the learning of the monuhid was discussed using the merger of other disciplines such as learning submitted

by his teacher “God is perfectly creating his creature by creating an eyebrow perfectly functioning, which is to avoid the number of acid substances from sweat into sweat eyes that cause blindness”. This confirms that pie teachers at Budi Mulia Middle School are combining the disciplines of PAI with Science.

Secondly, this interdisciplinary ability encourages student motivation and learning activities due to the uniqueness of this implementation of this ability that combines the arguments in the Qur’an with a simple understanding of other disciplines that can improve the material of tauhid Discussed (Asmiatin, 2024).

As with the response of the Maul of the Grade VII-A group 1 stated that: “Attracted Mom, because it can just be science just exciting, how come I think, you can learn religion and be mixed with other lessons like IPA”.

As with Ilham’s response from class VII-A who group 2 stated that: “More interesting because it is not difficult to understand, it will continue to be the main thing, then the job is interesting because there is a teamwork, and not work alone Mrs”.

As with Fardhan’s response from the Grade VII-A group 3 states that: “More interesting to learn, because it can be new science about limbs even though the religious learning is, Mrs”.

Then most of the resources said that they gained new experiences and information in the learning process, so they felt more interested and motivated to the material delivered by the Islamic religious education teacher (PAI). This is because of the ability of pie teachers in associating subject matter with various fields of other science, or known as an interdisciplinary approach. They recognize that with the relationship between religious material and other science, such as science, social, or citizenship education, learning becomes more relevant and fun and they get new knowledge. In addition, students also felt that PAI teachers were able to make them think critically and see the problems of various perspectives. Thus, the interdisciplinary approach carried out by PAI teachers not only enriches knowledge, but also increases the motivation of students to learn and understand the material in more depth.

The interdisciplinary approach also has a positive impact on the understanding of students to religious values in everyday life. For example, when the Pai teacher discusses honesty, the teacher does not only limit the discussion on the religious arguments, but also associates it with case studies in the school environment, the world of work, to social phenomena in the community. Students are invited to analyze the impact of honesty in various aspects of life, so they are able to understand the importance of the value thoroughly. In addition, teachers also often use discussion methods or case studies involving other science, such as psychology or economy, to strengthen arguments and expand the viewpoint of students.

The implementation of the interdisciplinary approach by PAI teachers also encourages students to be more active in the learning process. They are not only recipients of information, but also invited to participate, ask, and build knowledge together. Activities such as group discussions, presentations, or collaborative projects are becoming more interesting because students can associate pie material with other fields they like. Finally, in

addition to increasing learning motivation, this approach also helps students develop critical thinking skills, creativity, and communication skills that are very important to deal with challenges in the future.

Third, build character and religious values in students in their daily life. Tu'aini et al., 2024 as with Aulia's response from class VII-A who group 1 states that: "Hmm ... there is a lot, so it can't lie, keep going well".

As with Delisa's from a class VII-A group 2 states that: "There is a Mrs, I think it's more careful if you want to talk because Allah is aware of our words and it is good or bad".

As with Icha's response from class VII-A The group 3 states that: "There is little Mom, for example we say it shouldn't lie to be honest, the same should not be rough, it can't be slanderously, it can't be arrogant too because Allah has heard every our words".

Then most of them say that with the help of understanding social education disciplines on learning Tauhid will collaborate in building characters and religious values of students in the practice of the traits of Allah SWT as-Sami', namely the Most Hearing, that students will take more oral with their friends and also the environment of the community because Allah Hearts all the words carried out by his servants Then the practice of Allah SWT Maha knows, then as His servant, students must be polite to friends, family, and also the community, because God knows all the actions taken by His servants. It instills the awareness that every action, both seen or not, is always supervised by Allah SWT. Thus, students are encouraged to maintain their attitudes and behavior in everyday life, not only when they are in the school environment, but also in the house and a wider community environment.

In addition, this understanding also fosters moral responsibility for students. They realize that politely behaves are not just to get praise from others, but as a form of obedience and resilience to Allah SWT. Students also learn that every kind of good is done, although it is not known by humans, it must be known and valued by Allah SWT. Therefore, the attitude of manners and good behavior is part of daily worship that can the faith and piety of students.

Fourth, answering the challenges and development of the times with increasingly complex questions so that they need a whole answer from the teacher to his students (Khakim Ashari et al., 2023), the interdisciplinary ability is very appropriate to be used by PAI teachers in order to answer the challenges of increasingly complex times change With contemporary questions from students who can access information easily through their gawai, then, the Islamic religious education teacher (PAI) must always try to expand and increase his knowledge of various other disciplines, not only limited to religious science, but also social science, science, Technology, Arts, and other fields that are relevant to everyday life. By having a broad understanding and Multidisciplinary, PI Teachers will be easier to answer the various questions that emerge from students, whether questions are directly related to religious subject matter and questions involving religious relations with the development of science and social phenomena in the community.

In addition, the mastery of other sciences also allows PAI teachers to provide a more profound and contextual explanation, so students feel that the religious lessons they receive

are truly relevant to real life. Teachers who are able to associate religious materials with actual issues and the times will be more efficient to motivate students to think critically, open, and have extensive insight. Thus, PAI teachers do not only act as educators, but also as supervisors who are able to open the horizons of thinking students and help them understand religion more broadly.

Fifth, seeking pie teachers to be able to develop their knowledge in delivering material about the learning of tauhid to his students. The teacher does not only act as a scolding, but also as a moral model that reflects Islamic values in their attitude and behavior. This demands the increase in teacher competencies, both in the mastery of science and in religious understanding (Mukarom et al., 2023) in this case, of course the intedisciplinary ability of PAI teachers is tested by other disciplines that he must learn and the pie teacher must also learn to learn a lot of knowledge other knowledge.

3.2 Challenges and solutions in implementing interdisciplinary approaches in Tauhid learning

In addition to the privilege of the implementation of the Interdisciplinary approach to Tawhid learning in the class, there is also a challenge that must be faced by PAI teachers in implementing it, including: First, namely: First, Limitations of mastery of competence in other disciplines in explaining their material to students. PAI teachers are required to have extensive knowledge and insight into cross discipline, but on the other hand there are many teachers who do not have competence or readiness to interate monothe material with science, social, or education Citizenship (Yusuf et al., 2024).

The Islamic Education Teacher (PAI) in the present was required to have extensive knowledge and insight, not only limited to the field of religion, but also cross-disciplinary other scientifics such as science, social science, education Citizenship, even technology. These demands emerge along with the times and needs of students who want to understand religion contextually and relevant to everyday life. Thus, pie teachers are expected to be able to associate religious materials, especially monotheism or faith, with actual issues, the development of science, and social phenomena that occur in the community.

However, on the other hand, there are still many PAI teachers who do not have sufficient competence or readiness to integrate monotheemed material with various disciplines. This can be caused by the limitations of the training, lack of access to relevant learning resources, or even because of self-distrust in the face of cross-disciplinary questions from students. As a result, the process of learning religion is still ongoing conventionally and inclined monotonous, so students are less encouraged to think critically and see the relationship between religious science and other fields. Therefore, it is important for PAI teachers to continue to develop themselves, attend training, and expand insights in order to provide more meaningful and in-depth learning for students.

Second, the learning method that is less varied and attractive where pie teachers often use methods that have not used technology media, such as ppt or educational videos so that students who have a hobby of seeing visual audio through educational videos have

not been fulfilled their rights in the interdisciplinary tauhid learning with Other disciplines and link it to real life. So the variative method such as Quiz and PPT that uses infocus is also suggested that one of the students during the interview session can be a reference material for the method of other material to be more attractive in supporting learning.

Third, lack of system support and policy, namely support from the school, education policy, and teacher training for the development of the interdisciplinary approach is still limited, so that the teacher has difficulty in implementing in the class so that PAI teachers are required to learn for themselves about the interdisciplinary of this science by utilizing existing technology. Fourth, Time Pressure and Teacher Workload, because PAI teachers are required to learn themselves in studying other disciplines, this is the pressure of its own for the teacher and requires a decent time and also increasing workload.

3.3 The Impact Of The Interdisciplinary Ability Of Pie Teachers On The Achievement Of Holistic Learning In Budi Mulia Middle School

In the implementation of an activity will have an impact that occurs, so in the implementation of the interdisciplinary ability of pie teachers there is also the impact of the achievement of holistic learning. These impacts include, first, students get intact learning and know who is God and not separate from the interdisciplinary disciplinary knowledge whose teacher conveyed to this tauhid learning (Tu'Aini et al., 2024).

Especially in the material "faith to God" Or it can be said that holistic learning will be achieved if the PAI teacher can implement the interdisciplinary abilities properly. There is a hadith about holistic learning, This hadith, as narrated by Ibnu Majah Abu Abdullah al-Qazwini, describes how the Prophet Muhammad (SAW) encountered two groups of companions in the mosque. One group was engaged in reciting the Quran and supplicating, while the other group was involved in discussing and sharing knowledge. The Prophet expressed his appreciation for both groups, but showed a greater inclination towards the group that was discussing and connecting knowledge, thus elevating their role as teachers and educators.

The prophet in this case can be used as Uswatun Hasanah in developing holistic learning in the perspective of the Qur'an and Hadith. Educational goals with holistic learning, based on the aqur'an and the above hadith, giving expansion that human beings are actually refined with sense by Allah SWT which is the basic potential of humans. With these basic potential, humans are required to learn to study through the educational process. Therefore, the purpose of pursuing the path of science is essentially so that humans can get to know themselves with Humanisme, so that he is truly able to become a caliph on earth (Humairah et al., 2023).

Second, encourage the critical mind of students through the incorporation of discipline other science. In the global context, the interdisciplinary approach made students to develop the 21st century skills, such as critical thinking, creativity, collaboration, and communication. By bringing together other scientific disciplines, students can see problems from various points of view and find an innovative and effective solution (Tobroni, 2024).

Third, take out the practice of life that is in accordance with the good properties of Allah, which is Almighty (as-Sami ‘), Maha Knowing (al-‘alim) and merciful (alkhabir) in the task of learning tauhid with the material “faith in God” given by the teacher of his pie. Through tasks regarding the practice of life, it is expected to be the final key in learning something, a science will be meaningful when applied in everyday life with a fullness. For example, if students believe that Allah SWT has a US-Sami nature ‘, which is the Most Hearing, then students will be wiser in issuing good greetings, because Allah SWT Like a good thing. Likewise, the practice of the nature of Allah SWT is Al-‘alim, if students believe that Allah SWT has the nature of the omniscient, then students can be wiser also in behaving in the scope of families, friends and also the community.

4. CONCLUSION

Interdisciplinary Ability of Islamic Religious Education Teachers (PAI) play a strategic role in realizing a holistic and relevant Tauhid learning with the development of the times. This approach not only expands the insights of students about the concept of divinity, but also increases learning motivation, forming religious characters, and equip them with critical and contextual thinking skills. Through the integration between materially monotheism and other scientific disciplines such as science, social, and technology, learning becomes more alive and meaningful. PAI teachers can answer the challenges of the times and guide students to internalize the divine values in everyday life. However, the implementation of the interdisciplinary approach cannot be separated from various challenges, such as the limitations of teacher competencies in other disciplines, monotonous learning methods, lack of policy support, and time pressure and workload. Therefore, efforts are needed to develop teacher competencies on an ongoing basis, increase institutional support, and innovation in learning strategies. Overall, the interdisciplinary ability of PAI teachers is very important in creating a whole, meaningful learning process, and has an impact on the formation of personality and understanding of the religious students in depth.

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6. APPENDIX



Figure 1. Teacher Explains Using Interdisciplinary Knowledge



Figure 2. Teacher Gives Assignment Guidance on the Lesson of Faith in Allah



Figure 3. Teacher Explains the Assignment



Figure 4. Teacher Guides the Assignment