

## Development Of Multidisciplinary-Based Islamic Education Teaching Materials To Support Contextual Learning: A Theoretical Review

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### ARTICLE INFO

#### Article history

Received April 12, 2026

Revised May 30, 2026

Accepted June 5, 2026

**Keywords:** Islamic Education  
Teaching Materials,  
Multidisciplinary, Teaching  
Materials Development

#### ABSTRACT

Islamic Religious Education (IRE) plays an important role in shaping students' character, spirituality, and moral values. However, many IRE teaching materials remain conventional, text-based, and insufficiently connected to students' real-life contexts. This article aims to analyze the concept of IRE teaching materials, multidisciplinary approaches in education, principles of multidisciplinary-based teaching material development, and development models used in IRE learning. This study employed a literature review method by examining approximately 15 relevant scientific sources, including journal articles, books, and previous research studies published between 2020–2026. The review findings reveal three major themes: (1) the need for integrating Islamic values with science, social studies, and humanities; (2) the importance of contextual and student-centered teaching materials; and (3) the use of systematic development models such as ADDIE and Research and Development (R&D). The synthesis of the literature indicates that multidisciplinary-based IRE teaching materials contribute to creating more contextual, meaningful, innovative, and 21st-century-oriented learning. In addition, this approach supports the development of critical, creative, collaborative, and communicative thinking skills while strengthening the integration of religious and scientific knowledge. Therefore, the development of multidisciplinary-based IRE teaching materials is considered an essential strategy for improving the quality and relevance of Islamic education in contemporary learning contexts.

### 1. INTRODUCTION

Islamic Religious Education (IRE) is a subject that plays a vital role in shaping students' character, spirituality, and moral values. IRE is not only focused on cognitive aspects but also addresses the affective and psychomotor domains related to the development of noble character. In the context of modern education, IRE is expected to produce individuals who not only understand religious teachings but are also able to implement them in their daily lives (Nurhalipah et al. 2020). However, Islamic Education instruction still faces various challenges, particularly regarding the teaching materials used in the learning process. Many IRE teaching materials remain conventional, text-based, and less innovative, making them less capable of attracting students' interest and connecting learning with real-life contexts. In addition, teaching materials are often presented separately from other fields of knowledge, causing students to perceive Islamic education as isolated from scientific, social, economic, and technological developments (Paputungan, Ondeng, and Arif 2024). The limitations in developing innovative teaching materials are also influenced by teachers' insufficient competence in designing contextual and integrative learning resources. In practice, many teachers still rely heavily on textbooks without adapting them to students' characteristics and current educational needs. Meanwhile, the rapid advancement of science and

technology requires educational practices that integrate multiple disciplines to create meaningful and holistic learning experiences (Maulidiyah and Faridi 2024). Several previous studies have discussed the development of IRE teaching materials, contextual learning approaches, and multidisciplinary learning in education. However, most studies tend to focus only on one aspect, such as instructional material design, curriculum development, or learning methods separately. Previous research has not comprehensively synthesized how multidisciplinary approaches can be systematically integrated into the development of Islamic Education teaching materials. Furthermore, there is still limited discussion regarding the principles, characteristics, and development models of multidisciplinary-based IRE teaching materials within the framework of 21st-century learning (Miftakhul Azizah et al. 2025). This gap indicates that further theoretical studies are needed to provide a more comprehensive understanding of multidisciplinary-based Islamic Education teaching material development. Such studies are important because multidisciplinary approaches enable the integration of Islamic values with science, social studies, humanities, and technology, thereby making learning more contextual, relevant, and applicable to students' daily lives. Therefore, this article is important because it offers a synthesized theoretical framework regarding the concept of Islamic Education teaching materials, multidisciplinary approaches in education, the principles of multidisciplinary-based material development, and relevant development models. This study is expected to contribute academically to the enrichment of Islamic education literature and practically to provide references for educators in developing innovative, integrative, and adaptive teaching materials in accordance with contemporary educational demands.

## 2. METHODS

This study employed a literature review method with a theoretical approach to analyze the development of Islamic Religious Education (IRE) teaching materials using a multidisciplinary approach. The literature review method was chosen because it allows researchers to synthesize various scientific findings and theoretical perspectives related to multidisciplinary-based IRE teaching material development. The data sources in this study were obtained from scientific publications indexed in several academic databases, including Google Scholar, SINTA, DOAJ, and Scopus. The literature search was conducted using several keywords, such as "Islamic Education teaching materials," "multidisciplinary approach in education," "development of IRE teaching materials," "contextual Islamic learning," and "integrative learning in Islamic education." The articles analyzed were publications from 2020–2026 to ensure the relevance and novelty of the discussion. A total of 15 scientific references consisting of journal articles, books, and research reports were selected as the primary sources for this study. The inclusion criteria in this study were : Scientific publications discussing Islamic Religious Education teaching materials, Studies related to multidisciplinary, interdisciplinary, or integrative learning approaches, Articles published between 2020–2026, Publications available in full text and accessible online. Meanwhile, the exclusion in full text and accessible online: Articles unrelated to Islamic education or teaching material development, Publications lacking clear scientific methodology, Duplicate articles from different databases, Non-academic opinion articles or unverified web sources. The selected literature was then analyzed using qualitative descriptive analysis techniques through the stages of data reduction, data presentation, synthesis, and conclusion drawing. The analysis focused on identifying major themes, similarities, differences, and contributions of previous studies regarding multidisciplinary-based IRE teaching material development.

**Table 1. Main Literature Sources Used in The Study**

| No | Author(s) | Year | Main Topic | Contribution to Study |
|----|-----------|------|------------|-----------------------|
|----|-----------|------|------------|-----------------------|

|   |                              |      |                                                 |                                                                  |
|---|------------------------------|------|-------------------------------------------------|------------------------------------------------------------------|
| 1 | Nurhalipah et al.            | 2020 | Contextual IRE teaching materials               | Explains contextual learning in Islamic education                |
| 2 | Paputungan, Ondeng, and Arif | 2024 | Principles of IRE teaching material development | Identifies challenges in developing IRE materials                |
| 3 | Maulidiyah and Faridi        | 2024 | Development of IRE teaching materials           | Discusses teachers' competence in material development           |
| 4 | Miftakhul Azizah et al.      | 2025 | Interdisciplinary approach in IRE               | Explains integration of disciplines in Islamic learning          |
| 5 | Nazifa et al.                | 2024 | Integration of religion and science             | Strengthens theoretical foundation of multidisciplinary learning |
| 6 | Sukino                       | 2023 | Contextual Islamic learning                     | Explains contextual and integrative curriculum principles        |
| 7 | Husni and Azizah             | 2026 | ADDIE model in IRE                              | Describes systematic teaching material development               |
| 8 | Churiroh et al.              | 2025 | 21st-century learning                           | Supports critical and collaborative learning concepts            |

The research procedure in this literature review study was conducted through several stages: Identification of Research Problems : Determining the focus of the study related to the development of multidisciplinary-based Islamic Education teaching materials, Literature search : Searching scientific articles and references through Google Scholar, Scopus, DOAJ, and SINTA databases using predetermined keywords, Selection and screening of literature : Selecting articles based on inclusion and exclusion criteria to obtain relevant and credible references, Data Organization and Classification : Grouping literature according to themes such as multidisciplinary approaches, principles of teaching material development, and development models, Data Analysis and Synthesis : Analyzing findings from previous studies to identify patterns, similarities, differences, and research gaps, Drawing Conclusions : Formulating conclusions regarding the importance and contribution of multidisciplinary-based Islamic Education teaching material development in contemporary education.

### 3. RESULTS AND DISCUSSION

#### 3.1 Concept of Islamic Education Teaching Materials

The reviewed literature shows that Islamic Religious Education (IRE) teaching materials are not merely learning resources but also instruments for shaping students' character, spirituality, and moral values. Several studies agree that IRE teaching materials must integrate cognitive, affective, and psychomotor dimensions to support holistic learning (Abdurahman, Maslani, and Ismail 2024). In general, previous studies emphasize that effective teaching materials should be contextual, innovative, and aligned with students' needs and contemporary educational developments. Islamic Education teaching materials cover topics such as Islamic beliefs, worship, ethics, and the history and culture of Islam, organized in accordance with the curriculum. These materials include print, digital, and audiovisual resources. Print materials consist of textbooks, modules, and worksheets. Digital materials include e-books, digital modules, educational websites, and interactive multimedia. Meanwhile, audiovisual teaching materials include educational videos, animations, and educational films (Rafizal 2025). The characteristics of Islamic Education teaching materials differ from those of general teaching materials because they incorporate religious values and are focused on shaping students' moral character. Therefore, Islamic Education teaching materials must adhere to the principles of relevance, consistency, and adequacy to ensure that

learning is effective and meaningful (Srihartini, Mulyana, and Purwaningsih 2025). However, several differences can also be identified among previous studies. Some studies focus primarily on the technical development of teaching materials, such as digital modules and printed media, while others emphasize philosophical and curriculum aspects of Islamic education integration. Rafizal (2025), for example, focuses on innovation in printed teaching materials, whereas Nazifa et al. (2024) discuss the integration of religion and science from a broader epistemological perspective. This indicates that research on IRE teaching materials is still fragmented and often examines only one aspect separately. The tendency of recent studies shows increasing attention toward integrative and multidisciplinary learning approaches. Nevertheless, most previous studies still emphasize conceptual explanations rather than practical implementation frameworks. In addition, there remains limited discussion regarding how multidisciplinary teaching materials can systematically support 21st-century competencies such as critical thinking, collaboration, creativity, and communication. This becomes an important gap addressed in the present study.

### **3.2 A Multidisciplinary Approach to Education**

The literature review demonstrates that multidisciplinary approaches are increasingly viewed as relevant in Islamic education because they enable the integration of religious values with science, social studies, economics, and humanities. Several researchers agree that multidisciplinary learning helps students understand Islamic teachings more contextually and holistically (Maunte, Yahiji, and Yasin 2025). In Islamic Education, a multidisciplinary approach facilitates the integration of religious studies with other disciplines such as sociology, psychology, economics, and the natural sciences. This approach helps students understand Islamic teachings in a more contextual and practical way (Indah Fadilah Pelupessy and Hindun Hindun 2023). A common finding among previous studies is that multidisciplinary learning encourages students to connect religious teachings with real social issues and scientific developments. This approach reduces the dichotomy between religious knowledge and secular sciences that has long existed in educational practices (Nazifa et al. 2024). Emphasize that all knowledge originates from Allah SWT; therefore, integrating religion and science is philosophically justified within Islamic education. Despite these similarities, differences appear in how researchers conceptualize integration. Some studies use multidisciplinary approaches merely as complementary perspectives among disciplines, while others promote interdisciplinary integration where disciplinary boundaries become more interconnected. This indicates that there is still no single dominant framework regarding the implementation of multidisciplinary approaches in Islamic education. A critical issue identified from the literature is that many studies discuss multidisciplinary learning theoretically without providing concrete instructional designs or development procedures. Moreover, teacher readiness and institutional support remain major challenges in implementing multidisciplinary learning effectively. Therefore, stronger practical frameworks and teacher training programs are necessary to ensure successful implementation.

### **3.3 Principles of Developing Islamic Education Teaching Materials**

The development of Islamic Education teaching materials must take into account several key principles, namely relevance, consistency, adequacy, contextuality, and the integration of values and knowledge (Sukino 2023). The reviewed studies consistently emphasize several important principles in developing Islamic Education teaching materials, namely relevance, consistency, adequacy, contextuality, and integration of values and knowledge. These principles are considered essential to ensure that teaching materials support meaningful learning and competency achievement (Messy, Hasdi, and Miboy 2023). The contextual principle requires that instructional materials be linked to students' real lives so that learning becomes more meaningful. Meanwhile, the principle of integrating values and knowledge aims to connect scientific concepts with Islamic

values so that students develop a holistic understanding (Febriani Paudi and Oktavia Ngaito 2026). The literature also reveals that contextuality has become a dominant trend in recent educational research. Researchers increasingly argue that teaching materials should not only transfer knowledge but also encourage students to solve real-life problems through Islamic perspectives. This tendency aligns with the demands of 21st-century education, which prioritizes problem-solving and critical thinking skills. However, previous studies rarely discuss evaluation mechanisms for measuring the effectiveness of multidisciplinary-based teaching materials. Most studies focus on development stages rather than long-term implementation outcomes. Consequently, future studies should explore the impact of multidisciplinary teaching materials on students' learning outcomes, attitudes, and character formation.

### **3.4 A Model for Developing Multidisciplinary-Based Islamic Education Teaching Materials**

The findings indicate that the ADDIE model and Research and Development (R&D) model are the most widely used approaches in developing Islamic Education teaching materials. Previous studies generally agree that these models provide systematic procedures through stages of analysis, design, development, implementation, and evaluation (Husni and Azizah 2026). The analysis phase is conducted to identify learning needs and learner characteristics. The design phase involves developing learning objectives, content, methods, and assessment strategies. The development phase involves creating instructional materials such as modules, worksheets, or interactive multimedia. The implementation phase involves applying the instructional materials in the classroom, while the evaluation phase is conducted to assess the effectiveness of the developed materials (Amin et al. 2022). In addition to the ADDIE model, the R&D model is also used in the development of instructional materials because it emphasizes a systematic process of research and development of educational products through validation and testing. A multidisciplinary approach to the development of Islamic Education teaching materials makes a significant contribution to improving the quality of learning. The integration of Islamic values with various academic disciplines makes learning more relevant to students' real lives. Students not only understand Islamic teachings in a normative sense but are also able to see their connection to various social, economic, and environmental issues, as well as technological developments (Sukino 2023). A significant similarity among the reviewed studies is the emphasis on learner needs analysis during the initial stage of development. Researchers agree that understanding students' characteristics and learning contexts is crucial for producing relevant instructional materials. Furthermore, the integration of project-based learning and problem-based learning is increasingly recommended because it supports collaborative and analytical skills (Churiroh et al. 2025). Nevertheless, differences emerge regarding the orientation of teaching material development. Some studies prioritize technological innovation through digital learning media, while others focus more on integrating Islamic values into curriculum content. This suggests that multidisciplinary teaching material development still lacks a unified practical framework. Critically, the literature reveals that most studies are still limited to small-scale conceptual or developmental discussions. Empirical studies examining large-scale implementation and effectiveness are still scarce. Therefore, future research should focus on testing multidisciplinary-based IRE teaching materials in broader educational settings. However, the implementation of a multidisciplinary approach still faces various challenges, particularly limitations in teachers' ability to integrate various disciplines and a lack of learning support facilities. Therefore, training and support from educational institutions are needed to ensure that the development of multidisciplinary teaching materials can be implemented effectively.

### **3.5 Conceptual Framework of Multidisciplinary-Based IRE Teaching Material Development**

The synthesis of the literature review results can be illustrated through the following concep

tual framework:

**Table 2. Input – Process – Output Framework**

| <b>Input</b>                           | <b>Process</b>                                         | <b>Output</b>                         |
|----------------------------------------|--------------------------------------------------------|---------------------------------------|
| Students' learning needs               | Integration of Islamic values and multiple disciplines | Contextual IRE teaching materials     |
| Curriculum and learning objectives     | ADDIE / R&D development model                          | Innovative learning resources         |
| Advances in science and technology     | Design of modules, multimedia, and projects            | Critical and creative thinking skills |
| Teachers' competencies                 | Validation and implementation process                  | Meaningful and holistic learning      |
| Islamic values and contemporary issues | Evaluation and revision                                | 21st-century competencies             |

The conceptual framework above demonstrates that multidisciplinary-based IRE teaching material development begins with educational needs, curriculum demands, teacher competencies, and contemporary challenges as the primary inputs. These inputs are processed through systematic development stages involving integration of disciplines, instructional design, implementation, and evaluation. The expected outputs include innovative and contextual teaching materials that support students' critical, creative, collaborative, and communicative skills while strengthening Islamic values in modern educational contexts.

#### 4. CONCLUSION

This literature review concludes that the development of multidisciplinary-based Islamic Religious Education (IRE) teaching materials is highly relevant to addressing contemporary educational challenges and supporting 21st-century learning. The synthesis of previous studies demonstrates that integrating Islamic values with various disciplines such as science, social studies, humanities, and technology can create learning experiences that are more contextual, meaningful, and applicable to students' daily lives. In addition, multidisciplinary approaches contribute to the development of students' critical thinking, creativity, collaboration, and communication skills while strengthening the integration between religious and scientific knowledge. Theoretically, this study contributes to the enrichment of Islamic education literature by providing a synthesized conceptual framework regarding multidisciplinary-based teaching material development. This study also highlights the importance of moving beyond fragmented approaches toward a more integrative framework that combines contextual learning, value integration, and systematic instructional design. Furthermore, the Input–Process–Output conceptual framework proposed in this study may serve as a reference for future theoretical and empirical studies related to Islamic education innovation. Practically, the findings of this study imply that teachers, curriculum developers, and educational institutions need to strengthen their competencies in designing innovative and multidisciplinary teaching materials. Educational institutions should also provide training, technological support, and curriculum policies that encourage the integration of Islamic values with various academic disciplines. Through such support, Islamic Education learning can become more adaptive, student-centered, and responsive to social and technological developments. Nevertheless, this study is limited to a theoretical literature review and has not yet examined the direct implementation and effectiveness of multidisciplinary-based IRE teaching materials in classroom settings. Therefore, future research is recommended to conduct empirical studies involving experimental designs, classroom implementation, and evaluation of students' learning outcomes. Further studies may also explore digital-based multidisciplinary teaching materials, teachers' readiness in implementing integrative learning, and the impact of multidisciplinary approaches on students' character development and higher-order thinking skills.

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