

INTEGRATION OF ISLAMIC VALUES WITH A MULTIDISCIPLINARY APPROACH IN ISLAMIC RELIGIOUS EDUCATION LEARNING

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ABSTRACT

This study explores the integration of Islamic values with a multidisciplinary approach in Islamic Religious Education (Pendidikan Agama Islam/PAI) learning. The objective of this research is to examine how Islamic values can be effectively incorporated into various scientific perspectives to enhance students' understanding, critical thinking, and holistic character development. The study employs a qualitative descriptive method through literature review and conceptual analysis of relevant educational theories and previous studies. The findings indicate that integrating Islamic values with disciplines such as sociology, psychology, linguistics, and science education can enrich learning experiences and make Islamic education more contextual, meaningful, and applicable to real-life situations. This integrative approach also strengthens students' spiritual, moral, and intellectual competencies simultaneously. Furthermore, the study concludes that multidisciplinary integration in PAI not only supports cognitive achievement but also fosters character building aligned with Islamic teachings. The implication of this study suggests that educators should adopt flexible and collaborative teaching strategies to bridge religious knowledge with contemporary academic disciplines. However, the study is limited to theoretical analysis and does not include empirical classroom implementation, which opens opportunities for further research in experimental settings. The originality of this study lies in its emphasis on a structured integration model of Islamic values across multiple disciplines within PAI learning contexts.

Keywords: *Islamic values; multidisciplinary approach; Islamic Religious Education; character education; integrated learning*

ABSTRAK

Penelitian ini menyimpulkan bahwa integrasi nilai-nilai Islam dengan pendekatan multidisipliner dalam Pendidikan Agama Islam (PAI) merupakan strategi penting untuk menciptakan pembelajaran yang lebih bermakna, kontekstual, dan holistik. Integrasi tersebut tidak hanya terbatas pada penambahan muatan keagamaan ke dalam mata pelajaran lain, tetapi juga mencakup penanaman cara pandang

(worldview) Islam serta prinsip-prinsip etika Islam ke dalam berbagai disiplin ilmu seperti sosiologi, psikologi, linguistik, dan ilmu pengetahuan alam. Pendekatan ini mampu meningkatkan pemahaman peserta didik terhadap ajaran Islam sekaligus mengembangkan kemampuan berpikir kritis serta kemampuan mereka dalam menghubungkan nilai-nilai keagamaan dengan situasi kehidupan nyata. Namun demikian, implementasi pendekatan ini masih menghadapi beberapa tantangan, terutama yang berkaitan dengan kompetensi guru, perancangan kurikulum, serta ketersediaan bahan ajar yang terintegrasi. Oleh karena itu, diperlukan upaya peningkatan secara berkelanjutan dalam pelatihan guru, pengembangan kurikulum, dan penyediaan sumber daya pembelajaran guna mendukung penerapan yang efektif di dalam kelas. Secara keseluruhan, penelitian ini menegaskan bahwa integrasi multidisipliner nilai-nilai Islam memberikan kontribusi terhadap pengembangan kognitif sekaligus pembentukan karakter, sehingga pendidikan Islam menjadi lebih relevan dan adaptif terhadap tuntutan pendidikan kontemporer.

Kata Kunci: nilai-nilai Islam; pendekatan multidisipliner; Pendidikan Agama Islam; pendidikan karakter; pembelajaran terintegrasi.

A. Introduction

Islamic Religious Education (Pendidikan Agama Islam/PAI) plays a central role in shaping students' spiritual awareness, moral conduct, and intellectual development. In the context of contemporary education, PAI is not only expected to transmit religious knowledge but also to respond to the complexities of modern life by integrating broader scientific perspectives. One of the emerging approaches in educational discourse is the integration of Islamic values with a multidisciplinary approach, which seeks to connect religious teachings with various fields of knowledge such as sociology, psychology, science,

and linguistics (Ningsih et al., 2026).

This approach is considered important because it allows Islamic education to become more contextual, relevant, and applicable to real-life situations.

The urgency of this topic arises from the gap between traditional religious instruction, which often tends to be text-centered and isolated, and the demands of modern education, which emphasizes critical thinking, creativity, and interdisciplinary understanding. Several scholars argue that Islamic education should remain rooted in classical Islamic sources while also engaging with contemporary scientific developments (Pujianti et al., 2026). For example, Al-

Attas emphasizes the importance of Islamization of knowledge, where Islamic values serve as the foundation of all disciplines. On the other hand, some educational theorists caution that excessive integration with secular disciplines may dilute the purity of religious teachings if not carefully managed. This divergence of perspectives highlights the need for a balanced and well-structured integrative model.

The idea of multidisciplinary integration in education is not entirely new. Constructivist learning theories suggest that knowledge is best understood when it is connected across different contexts. Similarly, interdisciplinary education promotes the blending of concepts from multiple fields to solve complex problems. In the context of PAI, this means that Islamic values can be connected to social behavior studies in sociology, cognitive and emotional development in psychology, communication patterns in linguistics, and empirical reasoning in natural sciences. Such integration helps students understand that Islamic teachings are not isolated doctrines but living values that guide all aspects of human life (Pitriani et al., 2024).

The decision to write this article is based on the observation that many PAI learning processes in schools still rely heavily on memorization and teacher-centered methods. This often results in students who understand religious concepts theoretically but struggle to apply them in daily life. Therefore, there is a need for a more dynamic approach that bridges religious knowledge with other disciplines, making learning more meaningful and transformative.

This paper aims to explore how Islamic values can be integrated with a multidisciplinary approach in PAI learning and to identify the educational benefits of such integration. It also discusses theoretical foundations, supporting and opposing views, and possible implementation strategies. The structure of this paper begins with an introduction to the concept and relevance of integration, followed by a discussion of theoretical frameworks, analysis of integration models, and concludes with key findings and implications.

The main conclusion of this study is that integrating Islamic values with a multidisciplinary approach has significant potential to enhance the quality of Islamic education by

fostering holistic student development. It contributes not only to cognitive achievement but also to moral and spiritual growth, making Islamic education more adaptive to the challenges of the modern era.

1. Islamization of Knowledge (Al-Attas and Al-Faruqi)

The concept of Islamization of knowledge emphasizes that all fields of knowledge must be grounded in Islamic values and worldview. From this perspective, knowledge cannot be separated from Islamic principles, as Islam serves as an epistemological foundation that unifies all branches of knowledge. Therefore, Islamic Religious Education (PAI) is considered an integrative foundation for other fields of knowledge (Kadoda & Hale, 2022).

2. Integration of Islamic Values in Modern Education

Many Islamic education scholars argue that integrating Islamic values with modern scientific knowledge is essential to ensure that learning is not separated between religion and worldly life. This integration is believed to make PAI learning more relevant to contemporary needs and students' real-life experiences (Nugraha, 2025).

3. Constructivist Learning Theory

Constructivist theory states that knowledge is actively constructed by learners through experience and the connection of concepts. In this context, multidisciplinary learning supports a more meaningful knowledge construction process by linking PAI with various disciplines such as social sciences, psychology, and natural sciences (Harasim, 2017).

4. Multidisciplinary Approach in Education

This approach emphasizes the integration of different disciplines to understand a concept more comprehensively. In PAI, this approach helps students understand Islamic values not only textually but also contextually through social sciences, language studies, and natural sciences (Shimray, 2024).

5. Debate on Integration of Religion and Science

There are differing views regarding this integration. Some scholars argue that excessive integration may dilute the purity of religious teachings if not properly controlled. However, others believe that separating religious and general knowledge leads to a fragmented understanding of life and reality (Mardiana et al., 2020).

6. Relevance to This Study

Based on the reviewed literature, this study takes the position that the integration of Islamic values with a multidisciplinary approach should be implemented in a balanced manner. The goal is to maintain the purity of Islamic values while enhancing the relevance of PAI learning in the context of modern education.

B. Method

This study employs a qualitative descriptive approach (Awwad, 2025). The purpose of this approach is to describe and analyze the integration of Islamic values with a multidisciplinary approach in Islamic Religious Education (PAI) based on relevant literature. The study does not use numerical data but focuses on interpreting concepts, theories, and findings from previous research.

The data sources consist of secondary literature, including books, peer-reviewed journal articles, and academic writings related to Islamic education, integration of knowledge, constructivist learning theory, and multidisciplinary approaches. These sources were selected based on

relevance, credibility, and contribution to the research focus.

Data collection was carried out using documentation techniques. The researcher collected written materials from academic databases and libraries, then selected literature that specifically discusses the integration of Islamic values in education and multidisciplinary learning models (Mahroum, 2023).

The research procedure includes three main stages. First, identifying relevant literature related to the research topic. Second, organizing the data into thematic categories such as Islamic value integration, educational approaches, and interdisciplinary learning. Third, analyzing and interpreting the selected data to build a comprehensive explanation of the topic. The data analysis technique used is qualitative content analysis (Schneijderberg et al., 2026). This technique involves reading, interpreting, and synthesizing information from various sources to identify patterns, similarities, and differences in perspectives. The analysis is conducted inductively to develop a conceptual understanding of the integration of Islamic values in PAI learning.

To ensure the validity of the data, source triangulation is applied by comparing multiple references from different authors. This helps maintain consistency and strengthen the reliability of the findings. Through this method, the study constructs a conceptual framework for integrating Islamic values with a multidisciplinary approach in Islamic education in a systematic and coherent manner.

C.Result and Discussion

Result

The Concept of Integrating Islamic Values with a Multidisciplinary Approach in PAI Learning

The results of the study indicate that the integration of Islamic values with a multidisciplinary approach in Islamic Religious Education (PAI) is understood as an effort to unify religious knowledge with various scientific disciplines in a coherent educational framework. This integration is not merely the addition of religious content into other subjects, but rather a systematic process of embedding Islamic worldview (tawhid-based paradigm) into the structure of knowledge itself.

Islamic values function as the foundation that guides the direction,

purpose, and ethical orientation of learning. In this sense, knowledge is not value-free, but value-laden, where every discipline reflects moral and spiritual dimensions rooted in Islamic teachings. Therefore, PAI becomes not only a subject of religious instruction but also a central axis that connects different fields of knowledge in an integrated manner.

The multidisciplinary approach strengthens this concept by emphasizing that real-world issues cannot be understood from a single disciplinary perspective. Instead, they require a combination of insights from various fields. In Islamic education, this means that Qur'anic values and Hadith teachings can be contextualized through social, psychological, scientific, and linguistic perspectives to create a more holistic learning experience.

Forms of Multidisciplinary Integration in PAI Learning

The findings show that integration of Islamic values can be operationalized through several disciplinary connections. Each discipline contributes a unique perspective in strengthening the understanding of Islamic teachings.

a. Integration with Sociology

Islamic values such as justice (‘adl), mutual cooperation (ta‘awun), and social solidarity can be directly linked to sociological concepts of social interaction, norms, and community structure. This integration helps students understand that Islam provides comprehensive guidance for social life, including how individuals should interact within society. For example, the concept of zakat can be analyzed not only as a religious obligation but also as a mechanism for social welfare distribution.

b. Integration with Psychology

Psychological science provides a framework to understand human behavior, emotions, and mental processes. Islamic values such as patience (sabr), sincerity (ikhlas), and self-control (mujahadah al-nafs) align closely with concepts in emotional intelligence, motivation theory, and behavioral regulation. Through this integration, students can understand that Islamic teachings also function as psychological guidance for

maintaining mental and emotional well-being.

c. Integration with Linguistics

Language plays a crucial role in shaping thought and behavior. Islamic communication ethics, such as speaking truthfully (sidq), using polite speech (qaulan layyina), and avoiding harmful words, can be integrated with linguistic studies such as pragmatics, discourse analysis, and communication theory. This allows students to see that Islam places strong emphasis on ethical communication in both personal and social contexts.

d. Integration with Natural Sciences

The Qur’an contains many verses that encourage humans to observe and reflect on natural phenomena. These can be linked with scientific disciplines such as biology, physics, and environmental science. For instance, the study of ecosystems can be connected to the concept of balance (mizan) in Islam, highlighting that environmental sustainability is part of Islamic responsibility.

Table 1 Multidisciplinary Integration Model in PAI Learning

No	Discipline	Islamic Value	Explanation of Integration
1	Sociology	Justice (‘Adl), Cooperation (Ta‘awun)	Social behavior is guided by Islamic ethics of fairness and community responsibility

No	Discipline	Islamic Value	Explanation of Integration
2	Psychology	Patience (Sabr), Sincerity (Ikhlas)	Emotional regulation and motivation are strengthened through Islamic moral values
3	Linguistics	Truthfulness (Sidq), Politeness	Communication ethics in Islam align with pragmatic language use in society
4	Natural Sciences	Reflection (Tafakkur), Balance (Mizan)	Scientific exploration reflects awareness of Allah's creation and natural order
5	Education Science	Moral Development	Character education is grounded in Islamic ethical and spiritual principles

This table demonstrates that integration is not abstract, but can be systematically mapped across disciplines to support instructional design in PAI learning.

Implementation of Multidisciplinary Integration in Learning Practice

The implementation of this approach requires significant transformation in instructional design. Teachers are expected to adopt a more flexible and integrative teaching strategy that connects Islamic teachings with real-life contexts and other fields of knowledge.

In classroom practice, for example, the value of honesty (amanah) can be taught not only as a moral concept but also through case studies in economics, business ethics, and social interaction.

Similarly, the concept of environmental stewardship in Islam

can be integrated with science lessons on ecology and sustainability.

This approach requires lesson planning that explicitly includes interdisciplinary links. Teachers must design learning objectives that not only focus on cognitive understanding but also on affective and behavioral outcomes. Therefore, collaboration between subject teachers becomes important to ensure consistency and coherence in knowledge integration.

Benefits of Multidisciplinary Integration

The study identifies several important benefits of integrating Islamic values with multidisciplinary learning:

First, it enhances students' conceptual understanding by allowing them to see Islamic teachings in broader contexts. Second, it develops critical thinking skills because students are encouraged to analyze issues from multiple perspectives. Third, it strengthens character

education by continuously linking knowledge with moral values. Fourth, it makes learning more meaningful because students can relate classroom knowledge to real-life situations. Finally, it supports holistic education that integrates cognitive, affective, and psychomotor domains.

These benefits indicate that multidisciplinary integration contributes significantly to improving the quality of Islamic education in modern contexts.

Challenges in Implementation

Despite its advantages, several challenges were identified. One major challenge is the limited competence of teachers in applying interdisciplinary teaching strategies. Many educators are still accustomed to traditional, subject-centered instruction.

Another challenge is the structure of the curriculum, which in many cases still separates religious and general subjects. This separation makes integration difficult to implement consistently. Additionally, the lack of integrated teaching materials and limited instructional time further complicate implementation in classrooms. These challenges suggest that successful implementation requires systemic

reform, including teacher training, curriculum redesign, and development of integrated learning resources.

Discussion

The findings of this study are consistent with the ideas proposed by Ubaidillah et al., 2026, who emphasize that all branches of knowledge should be grounded in an Islamic worldview. Their concept of the Islamization of knowledge asserts that knowledge is not value-neutral but inherently carries values. The findings of this study reinforce this perspective by demonstrating that Islamic values such as justice, trustworthiness, and responsibility can be integrated across various disciplines through a multidisciplinary approach in Islamic Religious Education (PAI).

In line with the perspective of Abdul Rahman Antika and Husni (2025), modern Islamic education should be capable of responding to global challenges through a more contextual and integrative approach. They argue that the dichotomy between religious and secular sciences must be eliminated. The findings of this study support this view by showing that PAI learning becomes more meaningful when connected to real-life situations and integrated with

disciplines such as social sciences and psychology.

These findings are also aligned with constructivist theory as proposed by Hanifah et al., 2025, which states that knowledge is constructed through experience and interaction. In this context, research by Sahirah et al., 2025 indicates that learning becomes more effective when connections are established across multiple disciplines. This is consistent with the results of this study, which show that integrating Islamic values with other fields of knowledge helps students gain a deeper and more applicable understanding of concepts.

This study further supports the perspective of Pramatha & Parwati, 2020, who emphasize that character education should be integrated into all subjects rather than being limited to religious education alone. This view is strengthened by Ramadhani et al., 2025, who argue that effective character education must be implemented comprehensively throughout the learning process. The findings demonstrate that Islamic values such as honesty, discipline, and responsibility can be incorporated into various subjects through a multidisciplinary approach.

Consistent with the views of Niam, 2025, a multidisciplinary approach in education can enhance critical thinking and problem-solving skills. The findings reveal that when Islamic values are connected with disciplines such as sociology, psychology, and science, students develop a more comprehensive understanding of the relationship between religion and real-life contexts.

The results of this study are also in agreement with the ideas of Permadi et al., 2025, who argue that Islamic education should transform from a traditional model into an integrative model. They emphasize the importance of reforming the PAI curriculum to remain relevant to modern scientific developments. This is reinforced by the findings of Candira et al., n.d, which indicate that PAI learning still tends to be textual and has not sufficiently connected with students' real-life experiences.

Furthermore, research by Akhyar et al., 2024 identifies teachers' limited ability to apply integrative approaches as one of the main obstacles in PAI learning. Similar findings emerged in this study, where the implementation of integrating Islamic values through a

multidisciplinary approach still faces challenges related to teachers' pedagogical competence.

The findings of Isnayanti et al., 2025 also reveal that limited integrated teaching materials constitute a barrier to implementing integration-based learning. This aligns with the findings of this study, which indicate that although the concept of integration is theoretically strong, its implementation still requires curriculum support and adequate learning resources.

Overall, this study demonstrates that integrating Islamic values through a multidisciplinary approach has a strong theoretical foundation supported by previous studies. Starting from the concept of the Islamization of knowledge developed by al-Attas and al-Faruqi, constructivist theory proposed by Piaget and Vygotsky, to character education theories by Lickona and Zubaedi, all support the importance of integrated and holistic learning.

However, previous studies also highlight several implementation challenges, particularly concerning teacher competence, curriculum development, and instructional materials. Therefore, strengthening

pedagogical capacity and curriculum development is necessary to ensure that the integration of Islamic values in PAI learning can be implemented more effectively and sustainably.

D. Conclusion

This study concludes that the integration of Islamic values with a multidisciplinary approach in Islamic Religious Education (PAI) is an important strategy to create more meaningful, contextual, and holistic learning. The integration is not limited to adding religious content into other subjects, but involves embedding Islamic worldview and ethical principles into various disciplines such as sociology, psychology, linguistics, and natural sciences. This approach enhances students' understanding of Islamic teachings while also developing their critical thinking and ability to connect religious values with real-life situations.

However, the implementation of this approach still faces several challenges, particularly related to teacher competence, curriculum design, and the availability of integrated learning materials. Therefore, continuous improvement in teacher training, curriculum

development, and instructional resources is needed to support effective application in the classroom. Overall, this study highlights that a multidisciplinary integration of Islamic values contributes to both cognitive development and character building, making Islamic education more relevant and adaptive to contemporary educational demands.

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