



## Development of PAI Teaching Materials with an Interdisciplinary Approach

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### Abstract

*This research uses Qualitative research. Qualitative Research is research that produces analytical procedures that do not use analytical procedures or other quantification methods. Qualitative Research is based on the effort of building their researched views that are detailed, formed with words, holistic and complicated images. Research results Teaching materials are prepared with the aim of providing teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, namely teaching materials that are in accordance with the characteristics and settings or social environment of students. In addition, the development of teaching materials is expected to help students in obtaining alternative teaching materials in addition to textbooks that are sometimes difficult to obtain and facilitate teachers in carrying out their duties as an educator. Good teaching materials are teaching materials that really function optimally in the learning process so that the objectives of the learning itself can be achieved, therefore teaching materials must be as simple as possible to be understood and understood by students instead of making students more confused with existing teaching materials because teachers are less skilled in packaging them.*

## Introduction

Media and learning resources are an integral part of the entire learning process. One of the requirements to become a professional teacher is that teachers can develop learning resources or teaching materials so that learning does not become monotonous and boring. With good media or teaching materials, it is hoped that competency standards or basic competencies can be achieved (Puspitarini & Hanif., 2019).

Efforts to improve the quality of learning are basically an integral part of the learning process, not only in the selection and application of appropriate strategies, but there are things that need to be considered, including the selection of teaching materials in presenting the learning process so that the results obtained are optimal and achieve learning targets (Charbuty & Abdulazeez., 2021). In accordance with the learning objectives that have been set. In this regard, teaching materials are an important component in learning, especially as teaching materials are a means of supporting the learning process.

One of the components in the teaching planning made by the teacher is learning resources which include teaching materials which are often filled with books or other written sources (Clark et al., 2021). Innovation and development of teaching materials in the learning process is very necessary, this is the responsibility of an educator in developing them, because the person who knows directly the condition of the students or the surrounding environment is a

teacher regarding the availability of materials or facilities and infrastructure in the school environment (Bariu, 2020).

The development of teaching materials cannot be separated from the curriculum because one of the main elements or urgent parts of the curriculum is: teaching materials. As a teacher, as someone who leads students to achieve goals or competencies, the teacher is obliged to prepare everything, including compiling teaching materials (Nurtanto et al., 2021). In terms of compiling teaching materials, teachers must know the principles in developing teaching materials, so that existing teaching materials can facilitate the learning process so that the teaching materials created can function optimally.

A conducive situation for PAI learning is very important, because a good atmosphere and facilities can support educational interactions to achieve educational goals. This is very dominant in the skills of educators in managing the class to create meaningful learning situations, so that students truly understand and appreciate the teachings of the Islamic religion which then becomes an inseparable part of their personality (Jeong & So., 2020).

Talking about an interdisciplinary approach or integration of two scientific disciplines, Casey Jones said: "The interdisciplinary approach provides many benefits that develop into much needed lifelong learning skills that are essential to a student's future learning. The interdisciplinary approach has been defined by Executive Director of the Association for Integrated Studies as "inquiries which critically draw upon two or more disciplines and which lead to an integration of disciplinary insights". The interdisciplinary approach is uniquely different from a multidisciplinary approach, which is the teaching of topics from more than one discipline in parallel to the other, nor is it a crossdisciplinary approach, where one discipline is crossed with the subject matter of another. Interdisciplinary techniques go beyond these two techniques by allowing students to see different perspectives, work in groups, and make the synthesizing of disciplines the ultimate goal (Casey, 2009).

That is, the Interdisciplinary Approach provides many benefits that develop into much needed lifelong learning skills that are essential for students' future learning. An interdisciplinary approach has been defined by the Executive Director of the Association for Integrated Studies as "inquiry that critically engages two or more disciplines and that leads to the integration of disciplinary insights". An interdisciplinary approach is uniquely different from a multidisciplinary approach, which is the teaching of topics from more than one discipline in parallel with others, nor is it a cross-disciplinary approach, where one discipline is crossed with another subject. Interdisciplinary techniques go beyond these two techniques by allowing students to see different perspectives, work in groups, and make the synthesis of scientific disciplines the ultimate goal.

Regarding this interdisciplinary approach, there are two schools of thought in defining the interdisciplinary approach (Moirano et al., 2020). First, an approach using a review of various allied scientific viewpoints that are relevant or appropriate in an integrated manner in solving a problem. There are also many versions of allied sciences. For example, the Religious Sciences cluster, the Social Sciences, Humanities, and the Exact Sciences cluster. This group can also be more detailed into the Legal Sciences group, the Social Sciences group, the Mental Sciences group and so on. Second, interdisciplinarity means collaboration between one science and another science so that it forms a single unit with its own methods. It can also be said to be integration of one science with another science, thus forming a new science, with new methods. For example, the combination of psychology and social science becomes social psychology, the combination of sociology and religion becomes sociology of religion, and so on.

This second school of interdisciplinary study is in line with the fact that science develops into a synthesis of two different fields of science, and develops into a separate scientific discipline. For example, social science requires psychology, so social psychology emerges. With this definition it can be concluded that in principle interdisciplinarity is also a science, a new science as a result of development ( Khoiruddin, 2017).

The Islamic education process must take place contextually with values, because Islam as a revealed religion contains systems from all fields, including the field of education. In human life, both individually and socially, it is always influenced by value systems, both cultural and religious. Thus, the main task of Islamic education is to form an Islamic personality in individual and social humans. For this purpose, the Islamic religious education process requires a strategic approach system. Islamic education requires a variety of relevant knowledge in its duties.

## **Methods**

Research methods discuss how to search for data and collect data. The part about:

### **Type of Research**

This type of research uses qualitative research. Qualitative research is research that produces analytical procedures that do not use analytical procedures or other methods of quantification. Qualitative Research is based on efforts to build a detailed view of those being studied, formed in words, a holistic and complex picture. According to Jane Richia, Qualitative research is an attempt to present the social world, and its perspective within the world, in terms of concepts, behavior, perceptions and issues about the humans being studied. ,

### **Research Object**

In this research, the research objects consist of 2 (two), namely formal objects and material objects. The formal object in this research is Development of PAI Teaching Materials. Meanwhile, the material object is an interdisciplinary approach.

### **Data Collection Techniques**

Data is the result of research recording, either in the form of facts or in the form of documentation. Meanwhile, primary data collection in this research is as follows

#### **Observation (Observation)**

All participants were thoroughly introduced to the research and informed that it investigated their perceptions of M-Reader. Participants were informed that they would be involved in an extensive reading program. All participants were asked to choose at least ten readings they enjoyed from the available materials in M-Reader of University T. Students outside of regular class hours would conduct this extensive reading program. Participants were also given a series of questionnaires to assess their opinions regarding the reading program. The online questionnaires were sent to the students via email. On the first page of the questionnaire, participants were asked to consent to participate. They were asked to agree to participate in the survey and allow their data to be used for research purposes. They were informed that their names and other personal information would be confidential. Their data was anonymized through the allocation of M-Reader usernames for each student.

Observation is a very effective way to find out what people do in certain contexts, routine patterns and interaction patterns from their daily lives. In collecting qualitative research data, observation is preferred as a tool because researchers can see, hear, or feel the information directly. When researchers go directly into the field, the information that emerges can be very

valuable. As stated by Stake (2010) in Anggito; many qualitative researchers prefer observation data information that can be seen directly by the researcher or heard or felt. Therefore, with observation researchers can more easily process existing information or even information that appears suddenly without being predicted in advance.

### **Interview**

Interviewing is a method that is carried out by communicating with data sources through dialogue (question and answer) verbally, either directly or indirectly. Moleong defines an interview as a conversation with a specific purpose. Interviews will be conducted with teachers and students. This interview was conducted to obtain further information regarding the problems studied by the researcher.

### **Documentation**

Written documents, using documentation methods, researchers investigate written objects such as books, magazines, documents, regulations, and so on. In a broader sense, documents are not only verbal, but can take the form of heritage objects such as inscriptions and symbols. such as school profile, school vision and mission, regulations for educators and education staff, and so on.

### **Data analysis techniques**

After all the data has been collected, a data selection process is required and then analyzed and interpreted carefully, tenaciously and skillfully so that an objective conclusion is obtained. Data analysis is an activity to explain data, so as to obtain a truth or untruth from a reference. Another limitation reveals that data analysis is a process that details formal efforts to find themes and formulate ideas as suggested by the data and thus attempts to provide assistance on themes and ideas.

## **Results and Discussion**

### **The Nature of Teaching Material Development**

#### ***Understanding Teaching Materials***

According to the National Center for Competency Based Training (2007), teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. The material in question can be written or unwritten material. The views of other experts say that teaching materials are a set of materials that are arranged systematically, both written and unwritten, so as to create an environment or atmosphere that allows students to learn.

Then, there are also those who argue that teaching materials are information, tools and texts that teachers or instructors need for planning and reviewing learning implementation. These views are also complemented by Pannen (2001) who stated that teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process. So it can be concluded that learning is all materials (both information, tools and texts) that are arranged systematically, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing learning implementation.

One form of teaching material in the form of written material is a book. The book is a guide for students in learning activities which contains lesson material, research activities based on concepts, information and so on. Books are also reading materials for students when studying at school or studying independently at home.

Teaching materials have an important role in classroom learning. In one learning topic, a number of learning resources are required that correspond to the number of Competency Standards which are the number of study areas covered in it. The main learning resources that can be used in learning can be in the form of written texts such as books, magazines, brochures, newspapers, posters and loose information, or in the form of the surrounding environment.

### *Interdisciplinary Approach in Learning Islamic Religious Education*

Interdisciplinarity according to Frank J. Van Rijnsoever and Laurens K. Hessels refers to the integration or synthesis of two or more different scientific disciplines, bodies of knowledge, or ways of thinking to produce meaning, explanations, or products that are broader and stronger than only the sections or disciplines involved. (Peter & Gaston., 2001) explain that interdisciplinary study is the process of answering questions, solving problems, or dealing with topics that are too broad or complex to be handled adequately by a single discipline and drawing on disciplinary perspectives, and integrating their insights to produce a greater understanding, comprehensive or cognitive progress. Meanwhile, according to Defila and Di Giulio as quoted by Pohl et.al, interdisciplinarity shows the collaboration of scientists with an orientation towards integrating at least two scientific disciplines with the aim of answering joint questions and achieving joint results.

From the explanation above, it can be concluded that an interdisciplinary approach is a way of understanding something or solving a particular problem by including and linking two or more scientific disciplines in depth.

Ghazali said that approach is a scientific attitude (a person's perception of finding scientific truth). In other words, approach means a perspective or paradigm in a field of science, which is then used to interpret religion. Thus, in simple terms, this approach can be interpreted as a person's perspective in interpreting something. If the object is a person's perspective in understanding Islam itself. Approach is also called point of view, also called formal object of research. Therefore, it must be clear the point of view used to explain the problem formulation, the point of view used to solve (formulation) the problem, and the point of view used to answer (formulation) the problem (Khoiruddin, 2017).

An interdisciplinary approach is an approach that uses a review of various viewpoints from allied sciences that are relevant or appropriate in an integrated manner in solving a problem. So the key word is that there are also many versions of allied sciences. For example, the Religion group, the Social Sciences-Humanities group, the exact sciences group.

In line with this in the book entitled *Undisciplining knowledge interdisciplinarity in the Twentieth century* written by Harvey says: "Interdisciplinarity is defined and constructed by questions and problems of theory or practice, knowledge or conditions of living, and the means developed to answer those questions in new and different ways. Interdisciplines are fashioned from elements of different disciplines to form distinct approaches, understandings, or contexts. Interdisciplines are themselves historical constructs. By that, interdisciplinarity is defined and constructed by questions and problems of theory or practice, knowledge or conditions of life, and the means developed to answer those questions in new and different ways. Interdisciplinarity is formed from elements of different disciplines to form different approaches, understandings, or contexts. Interdisciplinarity itself is a historical construction.

Klein argues that interdisciplinary projects are defined as projects that emphasize the integration of more than one discrete study discipline or a discipline that has its own identity. As a result, communication and coordination between scientific disciplines occurs more in interdisciplinary studies than in multidisciplinary.

There are two forms of interdisciplinary approaches, namely instrumental interdisciplinarity and conceptual interdisciplinarity. Lattuca quotes Salter and Hearn who define instrumental interdisciplinarity as a pragmatic approach that focuses on problem-solving activities and does not seek synthesis or fusion of different perspectives. While conceptual interdisciplinarity emphasizes the synthesis of knowledge, which tends to be theoretical, the main epistemological one involves internal coherence, the development of new conceptual categories, the unification of methodologies, and long-term research and exploration.

In this case (Lyall et.al., 2011) argues that there are two types of interdisciplinary studies, namely academically oriented studies and problem-focused studies. These two types of studies have very different aims, methods and results, but in general many other previous explanations pay less attention to this. Academically oriented interdisciplinary studies are targeted at finding solutions to academic questions, that is, when scientific disciplines have reached the limits of their methodological capacity and need to bring in insights from other disciplines to overcome limitations in disciplinary studies. This mode is actually one of the driving factors for the evolution of scientific disciplines, which sometimes even encourages the emergence and development of new scientific disciplines. Meanwhile, problem focused types of interdisciplinary research discuss relevant social, technical and/or policy issues where the related disciplines pay attention to these problems. An example of an academically oriented interdisciplinary study is the theme of "Islamic Education and Islamic Economics". Meanwhile, problem-oriented interdisciplinary studies include the theme "Islamic Education Efforts in Empowering Superior Humans".

An interdisciplinary approach can create its own (new) theoretical, conceptual and methodological identity. In this way, the results of interdisciplinary studies on a particular problem can become more coherent and integrated. In an effort to understand Islam comprehensively, it is very important to use an interdisciplinary approach, namely by using several viewpoints. The more approaches used, the more comprehensive the understanding of Islam compared to using just one approach. Apart from that, this interdisciplinary approach is important because it can develop and even give rise to new knowledge.

The existence of Islamic Religious Education should not only discuss halal and haram but should be able to play an important role in social problems, such as increasing social issues, related to gender knowledge, the environment, diversity and the existence of several societal issues that require solutions. To answer various existing problems through science as a network of interrelated knowledge, it is therefore a necessity that Islamic Religious Education be approached with an interdisciplinary approach.

## **Conclusion**

From the discussion above, teaching materials are prepared with the aim of providing teaching materials that are in accordance with curriculum demands by considering the needs of students, namely teaching materials that suit the characteristics and setting or social environment of students. In addition, the development of teaching materials is expected to help students obtain alternative teaching materials besides textbooks which are sometimes difficult to obtain and make it easier for teachers to carry out their duties as educators. In developing teaching materials, it must refer to the principles in its development. The development of teaching materials must start from the easy to understand the difficult, from the concrete to understand the abstract, must be able to motivate students in the learning process, and can provide positive feedback that will strengthen students' understanding.

When developing teaching materials, it is necessary to pay attention to the existing situation in the learning process, both the school environment and student development. Regarding the school environment, adapting existing facilities and infrastructure so that teaching materials are not hampered by technical problems. Meanwhile, in terms of student development, what needs to be taken into account are students' psychological factors and aspects related to student development in the learning process.

Good teaching materials are teaching materials that really function optimally in the learning process so that the objectives of the learning itself can be achieved, therefore teaching materials must be as simple as possible so that they can be understood and comprehended by students, not on the contrary, making students even more confused with the material. existing teaching because the teacher is not skilled enough in packaging it.

### **Suggestion**

Based on the conclusions outlined above, the researcher provides the following suggestions: (1) As an educator, you must be able to understand and apply the development of PAI teaching materials with an interdisciplinary approach. (2) For future researchers, in order to select data using a longer time period, take more references.

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