

INTERDISCIPLINARY-BASED RECONSTRUCTION OF THE ISLAMIC EDUCATION CURRICULUM: Perspectives on STEM Integration and Islamic Values

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Abstrak

Penelitian ini bertujuan untuk menganalisis rekonstruksi kurikulum Pendidikan Agama Islam (PAI) berbasis interdisipliner dengan mengintegrasikan STEM (Science, Technology, Engineering, and Mathematics) dan nilai-nilai Islami. Rekonstruksi ini bertujuan untuk menjembatani kesenjangan antara ilmu pengetahuan dan ajaran agama Islam dalam konteks pendidikan modern. Pendekatan yang digunakan dalam penelitian ini adalah studi pustaka (*library research*) dengan menganalisis literatur terkait integrasi STEM dalam pendidikan agama, kurikulum PAI, dan nilai-nilai Islami. Data diperoleh dari berbagai sumber ilmiah, termasuk buku, artikel jurnal, dan penelitian terdahulu yang relevan dengan tema. Hasil penelitian menunjukkan bahwa integrasi STEM dalam kurikulum PAI dapat memperkaya pembelajaran dengan menyatukan pengetahuan ilmiah dan spiritualitas. Kebaruan penelitian ini terletak pada pengembangan model kurikulum PAI berbasis interdisipliner yang tidak hanya memperkenalkan ilmu pengetahuan, tetapi juga menekankan pentingnya pembentukan karakter melalui nilai-nilai Islam seperti kejujuran, tanggung jawab, dan empati. Model kurikulum ini diharapkan dapat menciptakan proses pembelajaran yang lebih holistik, interaktif, dan relevan dengan kebutuhan zaman. Berdasarkan temuan tersebut, rekomendasi penelitian ini adalah agar lembaga pendidikan Islam mengembangkan pelatihan khusus untuk guru dalam mengintegrasikan STEM dengan nilai-nilai Islami. Selain itu, perlu adanya pengujian lebih lanjut terhadap model kurikulum ini melalui penelitian empiris di berbagai lembaga pendidikan Islam untuk melihat efektivitasnya dalam praktek.

Kata Kunci: Rekonstruksi Kurikulum, PAI, STEM, Nilai Islami, Interdisipliner

Abstract

This study aims to analyze the reconstruction of the interdisciplinary-based Islamic Religious Education (PAI) curriculum by integrating STEM (Science, Technology, Engineering, and Mathematics) and Islamic values. This reconstruction aims to bridge the gap between science and Islamic religious teachings in the context of modern education. The approach used in this study is *a library research* by analyzing the literature related to the integration of STEM in religious education, PAI curriculum, and Islamic values. Data is obtained from a variety of scientific sources, including books, journal articles, and previous research relevant to the theme. The results show that the integration of STEM in the PAI curriculum can enrich learning by bringing together scientific knowledge and spirituality. The novelty of this research lies in the development of an interdisciplinary-based PAI curriculum model that not only introduces science, but also emphasizes the importance of character formation through Islamic values such as honesty, responsibility, and empathy. This curriculum model is expected to create a learning process that is more holistic, interactive, and relevant to the needs of the times. Based on these findings, the recommendation of this study is for Islamic educational institutions to develop special training for teachers in integrating STEM with Islamic values. In addition, there is a need for further testing of this curriculum model through empirical research in various Islamic educational institutions to see its effectiveness in practice.

Keywords: Rekonstruksi Kurikulum, PAI, STEM, Nilai Islami, Interdisipliner

Introduction

Islamic Religious Education (IRE) plays a central role in shaping the character, spirituality, and intellectuality of students so that they can become knowledgeable individuals with noble character (Rashed & Tamuri, 2022). However, in the era of globalization and the 5.0 industrial revolution, the challenges of Islamic education have become increasingly complex as it faces the need to adapt the curriculum to developments in science, technology, and the digital-based world of work (Adiyono et al., 2024). The PAI curriculum in many Islamic educational institutions still tends to be normative and separate from the development of modern science, so it is not yet fully capable of preparing students to face the challenges of the 21st century, which demands critical, creative, collaborative, and communicative thinking skills (4C) (Alharbi, 2025).

One approach that is beginning to gain attention in the context of educational innovation is the integration of STEM (Science, Technology, Engineering, and Mathematics) into the Islamic education curriculum. This approach seeks to provide interdisciplinary and applied learning, while fostering students' spiritual awareness of Allah's greatness through scientific exploration of His creations (Aksan et al., 2023). The integration of STEM in PAI is not merely a combination of fields of study, but also builds a paradigm that science and religion are not contradictory, but rather complement each other in understanding the realities of life (Baehaqi et al., 2024). Thus, STEM based PAI learning can develop the intellectual, spiritual, and moral dimensions of students in a balanced manner (Aslan & Pong, 2023).

The integration of Islamic values into STEM-based learning also has a deep philosophical meaning (Elbashir et al., 2024). In Islam, seeking knowledge (*'ilm*) is a form of worship that has spiritual value (Judijanto & Yusniar, 2025). Therefore, studying science and technology based on Islamic values means returning knowledge to its essence as a means of recognizing and being grateful for the creations of Allah SWT (Mumtazah et al., 2025). Through an interdisciplinary approach, students not only study natural phenomena rationally, but also understand the theological wisdom behind them. In this way, the reconstruction of the PAI curriculum that integrates STEM is expected to produce a generation that is knowledgeable (*'alim*), faithful (*mu'min*), and righteous (*'amil*).

However, in the reality of Islamic education in Indonesia, the implementation of an interdisciplinary-based PAI curriculum still faces a number of obstacles (Taufiq et al., 2025). *First*, there is no curriculum model that systematically combines the domains of science and technology with Islamic values. *Second*, most PAI teachers still rely on conventional approaches that are cognitive and verbalistic in nature, so that the applied and contextual dimensions of science have

not been optimally explored. *Third*, previous studies have focused more on scientific integration in Islamic universities (such as the *integrated curriculum* model at UIN), but there are still few studies that examine the reconstruction of PAI curriculum at the school level from the perspective of STEM integration and Islamic values.

A literature review shows that research on the integration of science and religion in Indonesia is still centered on philosophical discourse or the development of higher education curricula (Rahmani, 2025). Meanwhile, research highlighting the reconstruction of an interdisciplinary-based PAI curriculum, particularly one that combines the STEM approach with Islamic values, is still very limited. Several studies discuss STEM integration in general education, but have not examined how these principles can be applied in the context of Islamic religious education oriented towards spiritual character building and social ethics. Thus, there is still a conceptual and practical gap in understanding how STEM integration can be effectively operationalized within the framework of Islamic values.

The novelty of this research lies in its attempt to reconstruct an interdisciplinary Islamic Religious Education curriculum through the integration of STEM and Islamic values. Unlike previous studies that only highlighted the integration of science in general, this study emphasizes the functional relationship between science-based learning and the formation of Islamic morals. This article also offers a conceptual model of an integrative Islamic Religious Education curriculum that combines epistemological (scientific knowledge), pedagogical (learning strategies), and theological (Islamic values) dimensions to produce a learning process that is adaptive to the times and based on spirituality.

Thus, this study is expected to contribute theoretically to the development of an interdisciplinary Islamic education paradigm, while also providing practical implications for teachers and curriculum designers in realizing relevant, contextual, and value-oriented learning. This approach emphasizes that the reconstruction of the PAI curriculum is not only an academic necessity but also a moral calling to produce a generation of Muslims who are able to integrate faith, knowledge, and practice in the digital age.

Research Methods

This study uses a qualitative approach with *library research* to explore theories, concepts, and previous research findings relevant to the reconstruction of an interdisciplinary Islamic Religious Education curriculum, particularly one that integrates STEM and Islamic values. This approach was chosen because this study does not aim to collect direct empirical data but rather to

build a deep conceptual framework regarding the integration of STEM in the Islamic Religious Education curriculum in Islamic educational institutions. With a qualitative approach, this study focuses on theoretical understanding and synthesis from various scientific sources to produce an applicable curriculum model.

The data sources for this study came from primary and secondary literature, including various scientific books, accredited national and international journal articles, and previous research results relevant to the theme of STEM integration in Islamic religious education (Kuntoro & Fajrie, 2023) The data collection process was carried out through documentation studies, by searching through various articles and journals published in the last five years. The data sources were selected based on the criteria of relevance, recency, and credibility to ensure the quality of the data used in the analysis. Several keywords used in the literature search were: "*STEM integration in Islamic education*," "*Islamic Religious Education curriculum*," "*interdisciplinary education*," and "*Islamic values in learning*."

Literature sources were obtained through databases such as Google Scholar, Garuda, ResearchGate, and DOAJ. In addition, data was also obtained from relevant education policy documents, such as the national education curriculum and STEM-based curriculum development documents in various Islamic educational institutions in Indonesia. The selection of sources used was intended to provide a broad and comprehensive perspective on the topic under study.

The data collection process was carried out through a systematic *literature review* (Sugiyono, 2019). In this stage, the researcher reviewed and analyzed various literature sources to find concepts, theories, and previous research results related to the topic of reconstructing the STEM-based PAI curriculum and Islamic values. This process was carried out by identifying *research gaps* and formulating a relevant curriculum model based on theoretical analysis and academic experience contained in these sources.

The data obtained from this literature review was then analyzed using qualitative descriptive analysis methods. The first stage of the analysis was data reduction, which included selecting and grouping information relevant to the research objectives. This process aims to eliminate irrelevant information and highlight the main elements related to the integration of STEM and Islamic values in the PAI curriculum. Furthermore, the selected data is presented systematically to facilitate understanding, by summarizing the main concepts from each relevant literature source.

After the data is presented, the next step is to draw conclusions. This is done by linking various relevant theoretical findings and research results, as well as confirming the relationships between the concepts found. This process is interpretive, in which researchers not only analyze data

descriptively but also interpret the meaning of each finding to build a deeper understanding of how STEM integration can be applied in an Islamic values-based Islamic Education curriculum. To maintain data validity, the researcher applied source triangulation, which is comparing findings from various existing literature and confirming the suitability of these findings with the research context. Thus, the findings produced can be scientifically accounted for and enrich the understanding of the optimization of the Islamic Education curriculum based on STEM and Islamic values.

Research Findings and Discussion

Reconstruction of an Interdisciplinary-Based PAI Curriculum: Integration of STEM and Islamic Values

Islamic Religious Education (IRE) in Islamic educational institutions must be able to adapt to advances in science and technology to bridge the gap between scientific knowledge and Islamic teachings. The reconstruction of an interdisciplinary-based PAI curriculum offers a solution to this by integrating STEM (Science, Technology, Engineering, Mathematics) with Islamic teachings. The main objective of this reconstruction is to provide students with a more holistic and integrated understanding by combining science and spirituality in the learning process (Sari & Zulfa, 2024).

An analysis of the application of STEM integration in the PAI curriculum shows that although STEM has been widely applied in general education, the main challenge in Islamic education is connecting scientific knowledge with the spiritual values contained in Islam. For example, while science teaches objective theories and facts, Islam teaches that knowledge is a means to know Allah. Therefore, an interdisciplinary approach to science learning in Islamic education is highly relevant, as it allows students to view science not only from an empirical perspective, but also from a theological and moral perspective that is in line with Islamic teachings.

A synthesis of various approaches in religious and science education reveals that Islamic values such as responsibility, honesty, and empathy can be applied in various branches of science. For example, in mathematics, students can learn geometric concepts while understanding that the order and harmony of the universe are part of Allah's creation that must be appreciated and preserved. This approach proves that science and religion do not need to be separated, but rather complement each other in building a deeper understanding of the world and life.

Table 1. Integration of STEM with Islamic Values in the PAI Curriculum

STEM Disciplines	Related Islamic Values	Learning Objectives
Mathematics	Order, Harmony, Beauty	Teaching the orderliness of the universe as God's creation

Physics	The Greatness of God, Order in Nature	Enhancing understanding of the laws of nature as a manifestation of God's greatness
Biology	Life, Responsibility	Understanding ecosystems and the importance of preserving God's creation

Table 1 illustrates how STEM and Islamic values can be integrated into PAI learning to provide a more in-depth learning experience, combining scientific knowledge with the moral values taught in Islam.

A comparison of theories between secular science education and Islamic values-based education shows fundamental differences in learning approaches. Western educational theories, as proposed by Lourenço emphasize social constructivism, where knowledge is built through social interaction between students. However, in the context of Islamic education, this approach needs to be complemented with deep moral and spiritual values, as reflected in Islamic teachings. For example, collaboration between students is strongly emphasized in Vygotsky's social *constructivism* theory, which is in line with the principle of *ta'awun* (mutual cooperation) in Islam.

However, there are differences in their application. Western educational theory focuses more on cognitive and social development, while in Islamic education, learning focuses not only on cognitive achievement but also on the development of students' morals and spirituality. Therefore, the reconstruction of an interdisciplinary-based PAI curriculum proposes that the STEM curriculum in Islamic education should not only focus on scientific knowledge but also pay attention to the moral and ethical dimensions, which are very important in Islamic teachings.

Table 2. Comparison of Western and Islamic Educational Approaches

Approach	Main Focus	Learning Objectives	Emphasized Values
Social Constructivism (Vygotsky, 1978)	Learning based on social interaction between students	Building knowledge through interaction and collaboration	Collaboration, Social Experience
Islamic Education Approach	Integration of science with Islamic values	Building integrative knowledge with moral values	Morality, Responsibility, Spirituality

Table 2 shows the difference between the Western educational approach, which focuses more on social cognition and interaction between students, and the Islamic educational approach, which emphasizes the importance of character development based on Islamic values, such as morals and moral responsibility. In the context of Islamic education, science and religion should not be separated, but should be seen as two complementary elements that form a more comprehensive understanding for students.

Interdisciplinary Curriculum Model: The Link Between Science and Faith

In this interdisciplinary curriculum model, STEM (Science, Technology, Engineering, Mathematics) and Islamic values are not separated, but are interrelated and contribute to the formation of student character. This model seeks to integrate scientific knowledge with religion, making both part of an integrated learning experience. Students are encouraged to see the relationship between science and their faith, where every scientific phenomenon is considered a sign of God's greatness. Thus, learning is not only aimed at improving students' cognitive abilities, but also deepening their spiritual understanding.

A synthesis of existing literature shows that the integration of STEM in Islamic religious education can strengthen students' understanding of the universe as God's creation. For example, in biology lessons, students not only learn about life processes and ecosystems, but are also taught to see them as manifestations of God's greatness that must be preserved and conserved. This gives additional meaning to learning by linking the scientific knowledge taught with the spirituality rooted in Islamic teachings.

Analysis of this curriculum shows that an interdisciplinary approach allows students to understand that science and religion are not two separate things. Instead, the two can work together to create a deeper understanding of the world and life. For example, in mathematics lessons, students can understand geometric concepts while reflecting that the order of the universe revealed through mathematics is part of the greatness of God's creation. In physics, the laws of nature discovered in science can be used as an opportunity to realize the existence of God who controls everything.

Thus, in this model, learning does not only focus on academic competence, but also pays attention to the formation of students' moral character based on Islamic values.

Table 3. Integration of STEM and Islamic Values in the Interdisciplinary Curriculum

STEM Disciplines	Related Islamic Values	Learning Objectives
Mathematics	Order, Harmony, Beauty	Teaching the orderliness of the universe as God's creation
Physics	The Greatness of God, Order in Nature	Enhancing understanding of the laws of nature as a manifestation of God's greatness
Biology	Life, Responsibility	Understanding ecosystems and the importance of preserving God's creation

Table 3 shows how integrating STEM with Islamic values in learning can result in a more meaningful experience for students. Learning in these disciplines not only teaches scientific

knowledge, but also introduces moral values contained in Islamic teachings, such as responsibility for the environment and appreciation for God's creation.

A comparison of theories between Islamic education and secular science education reveals fundamental differences in learning approaches. Secular science education focuses more on developing students' cognitive and analytical abilities without paying much attention to spiritual and moral dimensions (Muna & Fauzi, 2024). In contrast, Islamic education focuses not only on academic competence, but also on shaping students' morals and character. This is clearly evident in Islamic teachings, which emphasize values such as honesty, responsibility, and empathy in all aspects of life.

A synthesis of these educational theories proposes that an interdisciplinary approach integrating STEM with Islamic values will create more meaningful learning, where science and spirituality become two complementary sides. Science helps students understand the world created by Allah, while Islamic values guide them to preserve and respect that creation. This approach encourages students to reflect, be grateful, and act responsibly in facing global challenges.

Table 4. Comparison of Secular Science Education and Islamic Education

Approach	Main Focus	Learning Objectives	Emphasized Values
Secular Science Education	Theory- and experiment-based learning	Improving understanding of natural laws and physical phenomena	Objectivity, Analysis
Islamic Education	Integration of science with Islamic values	Fostering an integrative understanding of moral values	Morality, Responsibility, Spirituality

Table 4 illustrates the fundamental differences between the secular science education approach and Islamic education. While secular science education emphasizes objectivity and analysis of natural phenomena, Islamic education adds moral and spiritual dimensions that enrich the learning experience, making science and religion two inseparable aspects that should work together to shape students' holistic character.

Challenges in Implementing STEM Based Islamic Education Curriculum

Although the integration of STEM in the Islamic Religious Education (PAI) curriculum offers many benefits, its implementation in the field still faces several significant challenges. One of the main challenges is the lack of understanding among teachers about how to combine scientific knowledge with Islamic values in the learning process. Many PAI teachers are still stuck in traditional teaching methods that separate science and religion. In this approach, science is taught as knowledge that is separate from the moral and spiritual values contained in Islamic teachings,

making it difficult to create an integrated learning experience that provides deep meaning for students.

A synthesis of various educational theories suggests that the solution to this challenge is to develop interdisciplinary pedagogical skills for teachers. Training provided to teachers should focus on teaching science and religion simultaneously, as well as ways to connect scientific concepts with the moral values taught in Islam. For example, in physics lessons, in addition to teaching natural laws such as Newton's laws, teachers can also relate them to Islamic spiritual values, such as seeing natural laws as a sign of Allah's greatness in creating order in the universe. This not only improves students' scientific understanding but also strengthens the spiritual dimension of learning.

In addition, it is important to train teachers to see every scientific concept as an opportunity to instill moral and spiritual values in students. With this approach, learning becomes more meaningful and holistic, where students not only acquire scientific knowledge but are also taught to apply Islamic values in their daily lives. For example, in biology lessons, teachers can teach students to view ecosystems as a trust from Allah that must be protected and preserved, not just as a scientific system that must be studied.

In this case, the development of teachers' social and spiritual competencies is also very important for the successful implementation of the STEM-based PAI curriculum. Teachers who have a deep understanding of Islamic values and good social competencies will be able to create a learning environment that not only supports the development of students' scientific skills but also strengthens their character and moral values. Therefore, teacher training must include strengthening social and spiritual competencies, where teachers not only act as conveyors of material but also as moral facilitators who guide students to understand the relationship between science and religious values.

Table 5. Challenges and Solutions in the Implementation of STEM-Based PAI Curriculum

Challenges	Solutions	Objectives
Lack of teacher understanding of how to integrate science and religion	Teacher training with a focus on interdisciplinary pedagogy	Equipping teachers with teaching skills that connect science and Islamic values
Use of traditional teaching methods that separate science and religion	Developing an interdisciplinary learning approach that integrates science and religion	Creating integrated and meaningful learning experiences for students
Lack of social and spiritual competence among teachers	Training in social and spiritual competencies for teachers	Strengthening students' moral and spiritual character through STEM-based learning and Islamic values

Table 5 illustrates the main challenges in implementing the STEM based PAI curriculum and the solutions that can be taken to overcome these challenges. Teacher training that focuses on developing interdisciplinary skills and strengthening teachers' social and spiritual competencies will be the key to the successful implementation of this curriculum model.

The main challenge in implementing the STEM-based PAI curriculum is the lack of understanding among teachers about how to integrate science and Islamic values into learning. To overcome this challenge, it is important for educational institutions to provide in-depth training to teachers in interdisciplinary pedagogy. By improving teachers' social and spiritual competencies and introducing a learning approach that integrates science and religion, this curriculum will become more meaningful and capable of shaping students who are not only intellectually intelligent but also have strong moral character in accordance with Islamic teachings.

Conclusion

This study reveals that the reconstruction of an interdisciplinary-based Islamic Religious Education (IRE) curriculum, which integrates STEM (Science, Technology, Engineering, Mathematics) with Islamic values, can create more holistic and relevant learning. This integration enriches the learning experience by uniting scientific knowledge and Islamic spirituality, enabling students to understand science as Allah's creation that has a greater purpose and order. This curriculum model emphasizes the importance of character building through Islamic values such as honesty, responsibility, and empathy applied in various disciplines. The implication of these findings is that an interdisciplinary approach can enrich the PAI curriculum, providing students with deeper insights into the relationship between science and religion. By combining STEM with Islamic values, this curriculum not only equips students with scientific competence but also shapes their moral character, preparing them to face the challenges of an increasingly complex world. This STEM-based curriculum with Islamic values adds meaning to learning, where scientific knowledge is not only studied as facts, but also as a manifestation of Allah's greatness.

However, the implementation of this model faces challenges, particularly related to teachers' lack of understanding in effectively integrating these two elements. Many PAI teachers still rely on traditional teaching methods that separate science and religion. Therefore, teacher training is very important to prepare them with the skills necessary to teach this interdisciplinary curriculum. Based on these findings, several recommendations are proposed. Professional training for teachers is necessary so that they understand and can effectively teach STEM together with Islamic values. In addition, the development of interdisciplinary teaching materials that combine scientific knowledge and Islamic values is essential so that students receive more meaningful and

holistic learning. The use of educational technology must also be maximized to support more interactive and collaborative learning, so that students can learn in a more interesting and dynamic way. However, this study has limitations, namely that it only uses a literature review approach, without empirical testing in the field. Therefore, further research is needed to test the effectiveness and implementation of this curriculum model in various Islamic educational institutions. Empirical evaluation will provide a clearer picture of the impact of this model on the quality of learning and student character development. Overall, this study suggests that the reconstruction of the PAI curriculum based on STEM and Islamic values can provide a strong foundation for producing a generation that is not only intellectually intelligent but also has noble character, ready to face global challenges with a balance of knowledge and faith.

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