M. Amin Abdullah's contribution: Toward an integrated and interconnected Islamic education

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Article Info	Abstract
  	Islamic education in Indonesia faces significant challenges in adapting to the rapid development of knowledge and globalization. Traditional approaches often need to be revised to prepare students to be competitive in the modern era. This study aimed to analyze the concept of integration and interconnection in M. Amin Abdullah's thoughts and his contribution to developing the Islamic education paradigm in Indonesia. The main focus was to explore how these two concepts could enhance the relevance of Islamic education in addressing the challenges of the globalization era. This study used a library research method by collecting and reviewing secondary literature, including M. Amin Abdullah's writings, journal articles, academic books, and other supporting documents related to the research topic. Data were analyzed through content analysis to identify key themes related to integration and interconnection and the challenges and opportunities in their application in Islamic education. The study's results indicate that integration and interconnection in M. Amin Abdullah's thinking significantly contribute to developing an adaptive, holistic, and relevant Islamic education paradigm in line with the progress of science and technology. However, the study also identifies challenges in implementing these concepts, particularly regarding policy support and curriculum adaptation in Islamic education. **Keywords:** integration, interconnection, islamic education, M. Amin Abdullah, paradigm

INTRODUCTION

Islamic education in Indonesia faces significant challenges due to knowledge development and globalization. Studies show fragmentation within the system, where religious knowledge and science are often separated, resulting in an education that needs a holistic approach and may need to address contemporary needs (Gusman, 2021). In its traditional form, the paradigm of Islamic education has often focused primarily on religious teachings, sometimes at the expense of integrating secular or scientific knowledge. This separation has led to a disjointed approach, where students may excel in religious studies but need more interdisciplinary skills to thrive in

a rapidly changing globalized world. A more integrated approach to education is necessary to ensure students are well-prepared spiritually, intellectually, and socially.

To address this, M. Amin Abdullah, a prominent thinker, proposed integrating and connecting disciplines to create a more unified Islamic education paradigm. Integration involves merging various branches of knowledge within an Islamic framework. At the same time, interconnection focuses on the dynamic relationship between religious knowledge and science, ensuring an education system responsive to modern needs (Tajuddin & Awwaliyah, 2021).

These topics are critical because holistic and integrated Islamic education is essential in the era of globalization, where critical thinking and interdisciplinary skills are increasingly needed (Mawardi, 2016). M. Amin Abdullah's ideas offer a progressive approach to Islamic education, enabling the Muslim generation to uphold Islamic values while adapting to evolving knowledge and technology. The study exploring the integration and interconnection in Abdullah's thought, contributes to the literature on Islamic education, particularly in developing strategies to address global challenges (Fandir, 2024).

This study is based on the observation of limitations faced by the Islamic education system in Indonesia, where the traditional approach often needs to be revised to prepare a competitive generation for the modern era. Numerous studies support the need for an integrative approach in Islamic education to produce graduates who are academically competent and strong in spirituality. Research shows that integrating Islamic education with general knowledge can enhance graduates' competitiveness and foster a character aligned with Islamic values (Parhan et al., 2022). Further research indicates that incorporating Islamic values into the curriculum can help bridge the gap between religious knowledge and science, improving the overall quality of education (Rusdiyanto, 2019). This approach is expected to address the dichotomy between religious and general education while meeting the challenges of globalization, which demands critical thinking and interdisciplinary skills.

However, although necessary, implementing integration and interconnection faces various challenges, such as resistance from conservative circles and limited policy support. This controversy highlights differing views on the potential of integration—some argue it may blur the essence of religious knowledge, while others see it as a solution to enhance Islamic education. Given this context, this research explored the application of integration and interconnection in Islamic education, the challenges and opportunities involved, and their contributions to the holistic development paradigm of Islamic education.

This study aimed to analyze the integration and interconnection in M. Amin Abdullah's thoughts, identify challenges and opportunities for implementation, and explore his contributions to improving the quality of Islamic education in Indonesia. This research provided insights for developing more adaptive and relevant Islamic education. Key findings show that integration and interconnection offer strategic solutions for creating Islamic education that is both relevant and capable of competing in the era of globalization. Thus, this study not only provides theoretical contributions but also offers recommendations for future Islamic education policies.

RESEARCH METHOD

This study used a library research method with a qualitative descriptive design aimed at analyzing the integration and interconnection in M. Amin Abdullah's thoughts and his contribution to the development paradigm of Islamic education. The primary focus of this study was on relevant literature, including works written by M. Amin Abdullah, as well as articles, journals, books, and other academic documents discussing integration and interconnection in Islamic education. Data were collected through a library study technique involving identifying, selecting, and classifying literature from various sources, such as scientific databases, libraries, and other digital resources. The main instrument of this study was an analytical guideline designed to categorize the data into key themes, including integration, interconnection, challenges, and opportunities in Islamic education.

Data analysis was conducted using content analysis to identify themes related to ethnographic research. The process involved deeply reading selected literature, categorizing the data into relevant themes, and interpreting the connections between integration and interconnection to understand their impact on the development of Islamic education. To ensure data validity, source triangulation was used, comparing sources discussing similar topics to verify consistency and accuracy. The researcher also played a key role as the main instrument, critically analyzing the data to extract relevant and objective insights from each source.

This study was wider than the location physique, considering that the data sources used were literature in digital and printed forms. The study was carried out in three months (June-August 2023) which covered collecting data, analyzing data, and compiling research results. This research is expected to be able to give an understanding of the contribution of M. Amin Abdullah's thoughts on Islamic education and offer practical recommendations for the development of more Islamic education adaptive in the modern era.

FINDINGS & DISCUSSION

This part elaborates on the findings and discussion of the study. This covers three main findings including the concept of integration and interconnection in M. Amin Abdullah's thoughts, the challenges and opportunities for the implementation, and the contributions to improve the quality of Islamic education in Indonesia. The findings are later discussed by comparing them to the results of related literature.

The Concept of Integration and Interconnection in the Thought of M. Amin Abdullah

Integration in this context means uniting various disciplines from religion and science to create a comprehensive understanding. Abdullah believes this approach will enrich the learning experience and provide students with the critical thinking skills needed globally (Akmal, 2024). This concept of integration is holistic, meaning that all fields of science must be seen as part of an interconnected whole. Abdullah uses the term thematic to describe a holistic approach to understanding phenomena (Yulanda, 2020). Research by Dewi et al. (2024) shows that integrating Islamic science with early childhood education can holistically improve education quality, which aligns with Abdullah's view.

Based on the literature review, the concept of integration in M. Amin Abdullah's thinking is an effort to connect and integrate religious knowledge and general knowledge in a holistic Islamic educational framework. Abdullah views that knowledge should not be

separated between religion and general knowledge because both complement each other in creating a complete and harmonious understanding (Hamzah et al., 2023).

In the epistemology of science, Abdullah tries to build a bridge between various disciplines so that they can help and support each other. He believes that through this integration, reality can be understood better (Waston, 2016). With this integration approach, Islamic education can produce graduates who have a deep understanding of Islam and are competent in contemporary sciences.

The concept of interconnection emphasizes the dynamic relationship between various disciplines, which allows religious science and general science to interact productively; interconnection is an approach that provides a place for several fields of science (religious science, general science, social science, and humanities) to be integrated into a whole. This interconnection approach combines several disciplines to become a whole and interconnected unity (Rosyada & Rodliyah, 2022).

This interconnection provides space for Islamic education to continue to be relevant to the development of the times, opening up opportunities for collaboration between Islamic values and the development of technology, science, and social sciences. Abdullah emphasizes that interconnection is needed so that Islamic education is not only a place for teaching religious values but also a space for developing applicable knowledge in the lives of society (Fahmi & Rohman, 2021).

M. Amin Abdullah's thoughts on integration-interconnection have significant practical implications in education and research. Abdullah offers theoretical concepts and practical directions that can be implemented in Islamic educational institutions, especially at the higher education level. One of the main practical implications is the importance of an interdisciplinary approach. Abdullah emphasizes that to answer the complex challenges in modern society, educational institutions must encourage using methods from various disciplines. Thus, understanding an issue can be more comprehensive and not limited to one perspective. This is especially relevant in higher education, where an interdisciplinary approach allows students to explore and integrate broader knowledge (Akmal, 2024).

In addition, Abdullah's thinking stresses the response to contemporary challenges by integrating religious knowledge and general knowledge. With this approach, Abdullah hopes that Islamic education can provide more effective solutions to various modern problems, such as social, economic, and environmental issues. This integration makes Islamic education relevant in answering societal problems, such as poverty, social injustice, and ecological crises. Abdullah views that collaboration between religious knowledge and general knowledge enriches students' understanding and prepares them to face real-world challenges with insights rooted in Islamic values while being open to the development of science.

The concept of integration and interconnection developed by M. Amin Abdullah offers a new perspective on understanding the relationship between religious knowledge and science. Abdullah seeks to create an epistemological bridge to overcome the dichotomy in today's academic world by emphasizing dialogues, collaboration, and a holistic approach. This approach is theoretically relevant and practical when facing the challenges of the modern era.

The discussion of the concept of integration and interconnection in the thoughts of M. Amin Abdullah shows that these two concepts play an essential role in building comprehensive

Islamic education relevant to the development of the times. According to Abdullah, integration aims to unite religious knowledge and general knowledge within the framework of comprehensive Islamic education. Thus, Islamic education can cover spiritual and intellectual aspects in a balanced way without being strictly separated. Abdullah argues that science, although modern, can be aligned with Islamic values to build an education that not only focuses on technical skills but also strengthens Islamic characters (Fian & Hidayat, 2023).

Meanwhile, interconnection in Abdullah's thinking highlights the importance of mutually supportive relationships between various disciplines. This concept allows Islamic education to continue to be relevant, where religious sciences are enriched by general sciences, such as science and technology, which can support the application of Islamic values in everyday life (El-Yunusi et al., 2023). Fahrezy (2023) notes that integration-interconnection seeks to create a dialogue between complementary sciences, thus producing synergy to help prevent radicalism. This approach is critical in the context of Islamic education, which faces the challenges of globalization and rapid social changes.

Furthermore, in the context of millennial education, El-Yunusi et al. (2023) claim that Islamic educational concepts such as *tarbiyah* and *ta'lim* must be adapted to meet the needs of the younger generation. This shows that integration and interconnection are relevant in an academic context and develop a student's character and moral values. Thus, Islamic education can function as a tool to shape individuals who understand religious teachings and can adapt to changing times and global challenges.

In practice, integration-interconnection in Islamic education can be realized by developing a curriculum that accommodates various disciplines and creating an inclusive and interdisciplinary learning environment. This aligns with Fahmi's & Rohman's view (2021), which states that efforts to develop Islamic science must minimize the dichotomous problem between religious and general knowledge. With this approach, Islamic education is expected to produce graduates with solid religious knowledge, skills, and knowledge relevant to modern society's needs (Fian & Hidayat, 2023).

Overall, the concept of integration and interconnection in M. Amin Abdullah's thinking provides a strong foundation for developing holistic and adaptive Islamic education. By combining religious knowledge and general knowledge and creating a mutually supportive relationship between various disciplines, Islamic education can remain relevant and positively contribute to society in this era of globalization.

Challenges and Opportunities in Implementing Integration and Interconnection
The study's results on the challenges and opportunities in applying integration and interconnection in Islamic education show that various factors influence the implementation of this concept. One of the main challenges is resistance from conservatives who argue that the integration of religious knowledge and general knowledge can reduce the spiritual essence of Islamic education.

The discussion of the challenges and opportunities in implementing integration and interconnection in Islamic education in the era of globalization shows that Islamic education faces complex dynamics. Pewangi (2017) states that the characteristics of the globalization era, such as the rapid flow of information and dynamic social change, present challenges for Islamic education to remain relevant and maintain traditional values. In addition, Miftachurrozaq &

Widodo (2023) pointed out that integrating Islamic religious education into the school curriculum must be carried out with an approach that prioritizes practice and experience, which is often hampered by a need for more understanding and support from certain parties.

On the other hand, there is an excellent opportunity to apply integration and interconnection. In the context of globalization, research by Selawati (2022) claims that Islamic education must be selective, critical, and open to globalization. She also added that Islamic education must take advantage of existing opportunities, such as information and communication technology advances, to strengthen its position. Similarly, Suyatno (2023) also points out the need for ideas of renewal in Islamic education, such as being responsive to developments in information technology and diversifying the curriculum so that Islamic education can compete at the global level. This is in line with the findings of Hasanah & Sukri (2023), who identified challenges in implementing digital literacy in Islamic education, which can be overcome with a more adaptive and innovative approach. Prasetia and Fahmi (2020) explain that Islamic education has adapted during the pandemic by using an online learning system, which opens more comprehensive access for students to learn. This shows that Islamic education can transform and utilize technology to improve the quality of learning. In addition, Missouri (2023) emphasizes the importance of a holistic and integrated approach in Islamic education management to address complex challenges, including innovation in curriculum and human resource development.

Research by Dalimunthe (2023) highlights the importance of promoting critical thinking skills and moral values relevant to the challenges of the modern era. This is in line with the findings of Nafsaka et al. (2023), which show that character education that integrates social and spiritual values can help students face the challenges of modern Islamic education. Thus, Islamic education can function as a tool to form individuals who understand religious teachings and can adapt to changing times. Besides, Yusutria (2020) underlines the importance of parents, including career women, in instilling religious values in children. However, this can be hampered by a lack of attention and environmental influence. This shows that the challenges in Islamic education are not only structural but also cultural and social.

Setyowati (2022) emphasized that an interconnected approach can integrate religion, society, and culture in Islamic education. This is important to create an inclusive learning environment relevant to today's society. Research by Mahmud (2022) also shows that Islamic education has a strategic role in national development, which can be strengthened through an integrative approach that combines religious values with a broader social and cultural context.

Furthermore, Zali and Hiryanto (2023) argue that Islamic education must be understood as a conscious effort to direct children's growth and development, which can be done by integrating various disciplines. With this approach, Islamic education not only focuses on the spiritual aspect but also the development of skills and knowledge relevant to modern society's needs. Therefore, although the challenges are pretty significant, the opportunities for integration and interconnection in Islamic education are auspicious and can positively contribute to future education development.

Contribution of the Concept of Integration and Interconnection to the Development of the Islamic Education Paradigm

The study's results on the contribution of the concept of integration and interconnection to the development of the Islamic education paradigm show that applying these two concepts has a significant impact in creating a more comprehensive and inclusive education. This finding aligns with the view of M. Amin Abdullah highlighting the importance of integrating religious knowledge and general knowledge in Islamic education. By adopting the concept of integration, Islamic education is expected to prepare a generation that can think critically and has cross-disciplinary insight and a deep understanding of Islamic values. In an increasingly complex world, thinking critically and analytically becomes very important. Islamic education that adopts an integrative approach can help students develop these skills by linking religious theories with relevant scientific and social practices (Mas'un & Saparudin, 2022).

Abdullah argues that integration-based Islamic education will maintain the essence of religion and open opportunities to interact productively with the development of science and technology. This is in line with research showing that inclusive education can improve the quality of education by creating a friendly learning environment for all students, including those with special needs (Mas'un & Saparudin, 2022). Thus, the application of the concept of integration and interconnection can offer a more effective strategy to improve the quality of Islamic education, therefore creating an educational paradigm that is not only religious but also progressive and by the demands of the times (Maa'ruf et al., 2023). By adopting these two concepts, Islamic education is expected to produce a generation with solid religious knowledge and broad skills and insights to face the challenges of the times (Mas'un & Saparudin, 2022; Yasin & Rahmadian, 2024).

Furthermore, research by Kusumawati (2024) shows that integrating the Islamic boarding school curriculum with the national curriculum can improve the quality of education and strengthen students' Islamic identity. It implies that by integrating various disciplines, Islamic education can significantly contribute to developing students' character and competence. In addition, research by Suryadi (2023) highlights that inclusive education positively impacts students' academic achievement and social and emotional development.

The implications of this study's results indicate that applying the concept of integration and interconnection in Islamic education can help create a more inclusive and diversity-supportive learning environment. This is important in a multicultural society, where Islamic education must address pluralism's challenges and build an inclusive and tolerant understanding (Yasin & Rahmadian, 2024). Thus, integration and interconnection contribute to the development of Islamic education and the formation of a more harmonious and just society.

Overall, this study's results confirm that integration and interconnection in Islamic education are strategic steps to create relevant, adaptive, and able-to-respond challenges. With this approach, Islamic education is expected to produce a generation with solid religious knowledge, broad skills, and insights to contribute positively to society. This study shows that integration and interconnection contribute significantly to developing a more adaptive and relevant Islamic education paradigm. With integration, Islamic education can be more inclusive and comprehensive in discussing science, bridging the gap between religious and general sciences. Meanwhile, interconnection helps broaden the horizon of Islamic education, enabling

collaboration with various applicable fields of science and building competitiveness at the global level. Implementing these two concepts is seen as strategic in producing holistic Islamic education, producing graduates who understand Islamic values and can apply science to contemporary challenges.

CONCLUSION

This study concludes that the concepts of integration and interconnection in M. Amin Abdullah's thought offer a new and vital approach to the development of Islamic education in the modern era. The integration allows for the combination of religious and general knowledge into a unified framework, balancing spiritual and intellectual aspects, while interconnection strengthens the relationship between disciplines, ensuring that Islamic education remains relevant amid global changes. This framework not only focuses on religious knowledge but also addresses the complex needs of society. While challenges such as resistance from conservatives and limited policy support highlight the need for inclusive approaches and supportive policies, the potential benefits are vast, enabling Islamic education to produce graduates with high intellectual capabilities without compromising their Islamic identity. Ultimately, this study affirms that integration and interconnection in M. Amin Abdullah's thinking can serve as a strategic foundation for enhancing the quality of Islamic education, making it more adaptive, progressive, and globally competitive. The findings are expected to contribute to more relevant and responsive Islamic education policies and support the development of holistic, contextual education. This study focuses on the theoretical framework of M. Amin Abdullah's integration and interconnection, which requires further empirical validation. Resistance from conservative groups and regional cultural contexts may hinder its widespread adoption. Additionally, the study is limited to Abdullah's ideas, and their applicability in different global Islamic educational systems needs further exploration. Policy support for such an approach also depends on regional political and infrastructural factors. Future research should examine the practical application of integration and interconnection in Islamic education, exploring its implementation in curricula and teaching methods. Comparative studies across different regions could provide deeper insights into the framework's adaptability and effectiveness in diverse contexts.

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