

Utilizing Class Points in Islamic Religious Education With A Multidisciplinary Approach

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Abstract

Islamic religious education is one of the disciplines that play a crucial role with significant impacts on human life, from birth in this world to one's existence in the afterlife. In its current context, especially with the rapid development of information and communication technology, the learning of Islamic religious education can be made more effective and efficient for educators, students, and educational institutions. One way to achieve this is by utilizing the *Classpoint* learning application software, integrated with Microsoft PowerPoint, which facilitates the delivery of instructional material through engaging presentations. This article aims to describe the utilization of the *Classpoint* application in Islamic religious education learning with a multidisciplinary approach. The research employs a literature review study method with data collection techniques involving literature review and the Systematic Literature Review method. Tools such as Watase Uake, EBSCO, Google Scholar, and the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) technique are used in the study. The research findings demonstrate that in Islamic religious education learning with a multidisciplinary approach, three perspectives - historical, anthropological, and sociological disciplines-can be effectively and efficiently conveyed through the *Classpoint* application.

Kata kunci:

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Abstrak

Pendidikan agama Islam merupakan salah satu disiplin ilmu memiliki peran dan dampak penting dalam kehidupan manusia mulai dari lahir di dunia hingga kehidupannya di akhirat. Dalam pembelajarannya terutama di zaman sekarang dengan adanya teknologi informasi komunikasi yang semakin berkembang pesat mampu menjadikan pembelajaran pendidikan agama Islam menjadi lebih efektif dan efisien bagi pendidik, peserta didik dan lembaga pendidikan. Salah satunya dengan memanfaatkan software aplikasi pembelajaran *Classpoint* yang terintegrasi dengan *Microsof Power Point* yang membuat presentasi dalam menyampaikan materi pembelajaran lebih mudah disampaikan serta menarik bagi peserta didik. Artikel ini bertujuan untuk mendeskripsikan pemanfaatan aplikasi *Classpoint* dalam pembelajaran pendidikan agama Islam dengan pendekatan multidisipliner. Penelitian ini menggunakan metode penelitian studi kajian literatur dengan teknik pengumpulan data kajian pustaka serta menggunakan metode *Systematic literature review*, menggunakan tool *Watase Uake*, *EBSCO*, *Google Scholar* dan Teknik *Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)*. Hasil penelitian membuktikan bahwa dalam pembelajaran pendidikan agama Islam dengan pendekatan multidisipliner dapat dilihat dari tiga sudut pandang; disiplin ilmu sejarah, antropologi, dan sosiologi. Ketiga disiplin ilmu tersebut dapat tersampaikan dengan efektif dan efisien melalui aplikasi *Classpoint*.

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INTRODUCTION

In the era of technological digitization, information systems have changed the perspective of educators, urging them to adapt to ongoing and dynamically evolving developments (Isa, Neliwati, & Hadijaya, 2024; Usman, Madania, Ratna, & Kholis, 2024). This transformation has shifted from conventional approaches to more practical and modern methods in the education process. Digitization itself is a logical consequence of the changing times, compelling society to adapt and master new knowledge that is crucial in the present (Isma, Rahmi, & Jamin, 2022). Therefore, to realize a quality educational environment for humanity, adequate and quality facilities, and infrastructure are required to produce a generation of high quality for the nation. The institution here plays a role as an educational institution within the country itself, bringing together educators, students, and knowledge. One innovative and sustainable educational approach is the use of learning applications that enable both offline and online learning to take place (Apriani, Wuryastuti, & Hanif, 2023). *Classpoint* is a learning platform integrated with one of Microsoft's applications, namely PowerPoint. This application offers various features that encourage students to actively participate in learning by utilizing information technology in both of these applications (Setiyanto & Setiawan, 2023).

One of the primary benefits of information system technology is the improvement of accessibility. With online learning platforms and e-learning, students and learners can access educational resources from anywhere, at any time. This addresses geographical limitations and provides opportunities for individuals who previously faced difficulties in accessing conventional education (Azizah, Muchtar, & Putra, 2023; Chen & Liu, 2021; Fauzi & Masrupah, 2024). This technology also helps overcome physical barriers, such as mobility limitations or long distances. Additionally, information system technology has improved the efficiency and effectiveness of school and educational institution management. From administrative management to monitoring student performance, information system technology helps reduce manual workload and enables educators and school staff to focus on more essential core tasks (Sari & Pratiwi, 2023). Not only that, information system technology also enables personalized learning. With algorithms and data analysis, educators can identify individual student needs and provide learning materials tailored to their levels. This creates a more responsive learning environment and helps students achieve their full potential (Waty, 2023). In this study, the research analyzes the benefits of the *Classpoint* application in Islamic Religious Education learning with a multidisciplinary approach. Islamic Religious Education focuses on the field of Islamic religion and is intended for Muslims. Generally, Islamic teachings can be practiced by non-Muslims as long as it does not involve worship or jurisprudence. In essence, Islamic Religious Education is the best knowledge to shape good human character (Wahdaniyah & Malli, 2021).

The multidisciplinary approach is one way to address these challenges. In the era of information and globalization, learning focused on a single discipline may not

be sufficient to equip students with the knowledge and skills needed in everyday life. By integrating Islamic Religious Education with various other disciplines, we can create a richer and more sustainable learning experience (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Nuphanudin et al., 2023). This research aims to explore the utilization of the multidisciplinary approach in Islamic Religious Education (Nurdiniawati & Nurdiniawati, 2022). We will understand how integrating religious teachings with other disciplines such as social sciences, arts, science, and technology can enrich the educational experience and help students connect religious values with the real world. Moreover, the multidisciplinary approach also opens up new opportunities for teaching critical thinking and analytical skills. Students not only comprehend religious teachings as dogma but also learn to relate them to contemporary, social, and ethical issues. They will understand that religious values can guide them in facing complex challenges in daily life (Rahman & Ma'ruf, 2022).

The essence of the presentation of previous research is that researchers have explored the utilization of *Classpoint* in various learning contexts that can enhance understanding and motivation. The findings include insights into the effective use of *Classpoint* in learning and its impact on academic achievement and skill development. Dr. Faisal Bin Shabib Mosleet Alsubaie on the Impact of Distance Learning on Education During the COVID-19 Pandemic: Student Interaction in the Education Process explains strategies for developing effective and efficient online teaching methods to address challenging situations or pandemics (Ali, Kundra, Alam, & Alam, 2021; Budiya, 2021). Nur Atikah Mazlan and Wahiza Wahid on the Application of *Classpoint* to Enhance Motivation in Communication Among Young ESL Learners. This research examines how the *Classpoint* application motivates English as a Second Language (ESL) students to learn English (Mazlan & wahid, 2023). Huma Akram and Abbas Hussein Abdelrady on the Implementation of *Classpoint* Tool in Reducing Exam Anxiety among EFL Students: Empirical Evidence from Saudi Arabia. This research is an experimental study designed to investigate the role of integrated activities with the *Classpoint* tool in reducing exam anxiety among female EFL undergraduate students in Saudi Arabia (Akram & Abdelrady, 2023). Abbas Hussein Abdelrady and Huma Akram on Empirical Study of the Implementation of *Classpoint* in Enhancing Online Learning Satisfaction for EFL Students. This article examines the integration of Information and Communication Technology (ICT) in the teaching and learning practices in Higher Education (Ansori, Rohmatulloh, Sudrajat, Am, & Utami, 2022; Karim, Kartiko, Daulay, & Kumalasari, 2021; Munawir, Alfiana, & Pambayun, 2024).

From previous research that has been explored by researchers, there is an interesting aspect that has not been examined regarding the utilization of *Classpoint* in Islamic religious education learning. Therefore, this research aims to provide highly specific pedagogical implications in the use of *Classpoint* technology in Islamic religious education learning with a multidisciplinary approach, which needs to be further investigated.

METHOD

This research employs a qualitative research design with a descriptive qualitative approach. The reason for choosing this type of research is the nature of the research object that cannot be measured and quantified, requiring an intuitive analysis with a review of relevant literature to generate accurate research outcomes (Pattaro, 2016). The data collection technique involves a literature review, examining several relevant studies and analyzing them more deeply to generate new ideas in line with the focus of this research object (Rodríguez-Dorans & Jacobs, 2020). Research with a multidisciplinary approach involves the integration of approaches, theories, and methods from various disciplines to understand and explore a phenomenon or issue. This approach allows researchers to examine a topic from various perspectives and leverage expertise from different fields of study (Nurdiniawati & Nurdiniawati, 2022).

The multidisciplinary approach offers the potential to generate more comprehensive and relevant knowledge, but it is also challenging because it requires strong collaboration among experts from various fields of study (Rahman & Ma’ruf, 2022). A multidisciplinary approach in research involves the application of techniques originating from various disciplines to investigate a phenomenon or problem (Fakhrudin et al., 2021). The research technique of the multidisciplinary approach is a set of methods, approaches, and research strategies that integrate concepts, theories, and methods from various disciplines to investigate a particular phenomenon or problem. This approach aims to understand the phenomenon from various perspectives and leverage expertise from different fields of study to provide a more comprehensive understanding (Bailey et al., 2022).

This research employs the data collection technique of literature review. Literature review research is a research method that uses literary sources as the primary data (Ambarwati, Wibowo, Arsiyadanti, & Susanti, 2021). The researcher seeks relevant information related to the research problem and reviews several fundamental theories relevant to the issue under investigation. The research method used is a qualitative research method, with secondary data sources obtained from various international journals, articles, and previous studies that have been analyzed by the author regarding the problem to be examined in this research. The researcher employs a descriptive-analytical method by collecting, identifying, organizing, and analyzing various data found (Brandt, 2020).

Table 1.

STAGES			DETAILS
1	Planning and Formulation	Objective	a. Establishing the framework b. Identifying the research object c. Developing criteria for the research object d. Formulating the research problem to become research questions
2	Data collection, evaluation, and previous analysis		a. Research and screening to determine quality literature studies as the

		fundamental reference for the research object
		b. Classifying references according to relevant research objects
3	Analysis and interpretation	<p>a. Determining keywords and defining and expanding meanings based on obtained references through paraphrasing and adding the author's perspective</p> <p>b. Describing answers to address research questions based on facts from cited references</p>
4	Presentation	Analyzing and interpreting the study to convey the results of the author's thoughts that have been summarized with additional facts based on relevant references to the readers

The table above provides a brief explanation of the phases in the literature review study based on the literature or references that have been reviewed according to Mercedes, et al (2016) in their research related to the literature review study.

This research also utilizes the *Systematic Literature Review (SLR)* method to analyze the utilization of *Classpoint* in Islamic religious education learning with a multidisciplinary approach. The first step involves identifying relevant articles related to the research topic. To ensure the systematic nature of this research, the study employs tools such as *Watase Uake*, *EBSCO*, *Google Scholar*, and the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)* technique. The research process involves several stages, namely *identification*, *screening*, *eligibility assessment*, and *inclusion* (Ma'arif et al., 2023; Purnama et al., 2023). Based on the data found in recent articles related to the predetermined topic.

Identification: In this stage, articles related to the utilization of *Classpoint* in Islamic religious education learning with a multidisciplinary approach are searched through *Google Scholar*, *EBSCO*, and with the assistance of the *Watase Uake* tool. *Watase Uake* is selected as the main tool because it provides features that can automatically identify articles indexed in *Scopus (Q1, Q2, Q3, Q4)*.

Out of the articles found, duplicate articles were removed. Then, the remaining articles underwent the inclusion and exclusion stages: first, the articles were published between 2015-2023; second, the articles fall into the categories of *Q1, Q2, Q3, and Q4*; third, the abstracts are accessible for the screening process; and fourth, the articles are related to the specified keywords.

Screening & Eligibility: After removing duplicate articles and those not meeting the first to third criteria, the articles are then screened based on titles and abstracts. Irrelevant articles not aligned with the keywords are filtered out. Subsequently, at this

stage, the remaining articles are re-examined to ensure they meet the inclusion criteria and are accessible in full text. Articles with restricted access are not included.

Inclusion: The articles that have passed the previous stages are then included in the systematic analysis to explain the research objectives. The details of these stages are summarized using the PRISMA flow diagram in Figure 1.

FINDINGS AND DISCUSSION

Findings

Classpoint Application Software

Classpoint is software that integrates with Microsoft PowerPoint, adding various additional features designed to enhance interaction between teachers and students. This application provides various features that make it easy for teachers to deliver learning materials interactively and enjoyably (*Classpoint* | The #1 Student Engagement Tool in PowerPoint.', n.d.). *Classpoint* is a teaching tool integrated with PowerPoint. With *Classpoint*, educators can create interactive quizzes, gamify learning, and much more, all in one place, namely PowerPoint (Sari & Pratiwi, 2023). In using the *Classpoint* presentation media in the learning process, the author designs the learning using *Classpoint* media as follows: First, preparation where the teacher creates a PowerPoint presentation that contains the teaching material. Of course, this PowerPoint is already connected to the *Classpoint* application, allowing the teacher to use the interactive features of *Classpoint*. *Classpoint* is a tool developed by the company Inknoe. This application will be integrated with PowerPoint. *Classpoint* provides several features to create engaging learning materials, enhancing engagement between students and the learning material. With *Classpoint*, teachers can also create interesting quizzes and make annotations as if writing on a whiteboard (Setiyanto & Setiawan, 2023).

Classpoint is an application that integrates with PowerPoint Presentation (PPT). This application is developed by INKOE, a technology provider (*Classpoint*, 2000). *Classpoint* is a powerful interactive classroom quiz tool that helps you build strong direct engagement with students and enhance their learning outcomes. This application can be obtained by downloading it for free through the Classpoint.io website. Once the application is downloaded, it will be directly installed on PowerPoint (Abdelrady & Akram, 2022). Its usage is done by registering on PowerPoint. Afterward, users can access various interesting features on *Classpoint*. These features build interaction between the teacher and students. Interaction between both parties can occur when students have connected to the teacher's *Classpoint* through the Classpoint. app website using the class code provided by the teacher in *Classpoint* (Apriani et al., 2023). Various interesting and interactive features found in *Classpoint* include multiple choice, word cloud, short answer, slide drawing, image upload, pen, whiteboard background, pointer, eraser, highlighter, quick poll, and pick a name. These features position *Classpoint* as an interactive learning tool, making it categorizable as an engaging learning medium. Through the conducted research, it is suggested that the role of interactive multimedia in the learning process can capture students' interest and

enhance their participation in the process of building and discovering knowledge (W, 2023).

Classpoint is a PowerPoint presentation tool. However, what makes it interesting is that with this *Classpoint* application, the presenter can turn their PowerPoint presentation into an interactive experience. The presenter can engage in real-time Q&A sessions and receive immediate responses, similar to activities conducted in physical classrooms (Sundari, Iskandar, & Muhlis, 2021). Learning that can make students more active is one of the supporting factors for the success of the learning process. Some characteristics of active learning include the following: Learning centers on learners, learning is related to real-life situations, and learning encourages interaction among students. Teachers monitor the learning process and provide feedback on students' work, and the learning environment is arranged to facilitate students in engaging in learning activities (Sundari et al., 2021).

This *Classpoint* application is integrated with Microsoft PowerPoint. Previously, Microsoft PowerPoint was only known as an educational presentation tool used by educators to display one-way (non-interactive) text, images, illustrations, videos, and animations. Therefore, the existence of the *Classpoint* application can be utilized as an interactive medium for delivering material and, at the same time, for learning assessment. This assessment can take the form of interactive quizzes or exercises that can be used to input formative and summative assessment scores. Thus, by utilizing Microsoft PowerPoint or exercises displayed in a varied manner in terms of color, background, images, animations, and even videos, the advantages of the *Classpoint* application lie in the assessment creation process. Educators can determine answer menu options, including multiple-choice, short-answer, word cloud, slide drawing, competition mode, and more. In addition to the feature selection advantages offered by the *Classpoint* application, there is an automatic correction feature aimed at facilitating educators in correcting the given exercises (Sari & Pratiwi, 2023).

Islamic Religious Education Multidisciplinary Approach

The quality indicators of a country are, in part, determined by educational factors. Education plays a crucial role in creating an intelligent, scholarly, and democratic society. The demand for educational quality is also a reason why a country needs to make changes in its education system that align with the advancements in science and technology. The national education system is required to make efforts towards competitiveness and innovation in reforming educational programs in this era. In the era of globalization, technological developments are progressing rapidly and cannot be avoided. The tremendous influence of technological advancements also requires the government's role in adapting the quality of education. Additionally, in the education sector, teachers play a crucial role in the learning process. During the learning process, teachers are the main actors in creating interactive situations with students and can leave a positive impression by using unique and enjoyable teaching media (W, 2023).

Jasser Auda employs a multidisciplinary approach in studying Maqasid al-Shariah, emphasizing the need to integrate various disciplines or concepts from other branches of knowledge to develop Maqasid al-Shariah as a discipline in Islamic legal theory. Without a multidisciplinary approach, Islamic legal theory would remain confined to traditional literature, resulting in decisions based on Islamic law being outdated. Auda's approach stands out as he expands the development of Maqasid al-Shariah beyond the realms of fiqh and *usul al-fiqh*, incorporating theories from hadith, tafsir, cognitive theory, classification theory, system theory, philosophy, and more. This distinguishes Jasser Auda from classical Islamic legal scholars who typically associate Islamic law and Maqasid al-Shariah solely with religious sciences. Auda, on the other hand, connects them with various academic disciplines, even if they are from the Western tradition, considering them relevant and non-conflicting with Islam, and thus essential for his analytical framework. (Mutholingah & Zamzami, 2018).

Therefore, instructional media will play a crucial role in achieving the success of educational goals through enjoyable learning activities. Islamic Religious Education is one of the educations that need to be instilled from an early age, as it is related to the beliefs and morals of students and involves education related to Islamic religious worship. Generally, Islamic religious education is taught and delivered through conventional and monotonous lecture methods. However, in reality, in Islamic religious education, students also require innovative and creative learning methods, not just the internalization of Islamic values. This is what causes students to become bored and passive in the learning process. Uninteresting Islamic religious education will have an impact on learning outcomes and the quality of education because it will affect the core goals of Islamic religious education. In addition to having good teaching technology and communication skills, teachers must also be able to apply effective teaching methods. The application of teaching methods will not be effective and efficient as a medium for delivering teaching materials if it is not based on adequate knowledge of that method. Therefore, in some cases, the method can be an obstacle to the teaching process, not a component that supports the achievement of goals if the application is not appropriate. Efforts to improve the quality of education can be made through the utilization of web-based learning technologies (e-learning) (Waty, 2023).

The pathways of implementing the concept of interdisciplinary integration outlined above make the refreshing or development of knowledge itself no longer an impossible task, whether it be in religious or scientific fields. Refreshing and development must align with the times, the advancement of science and technology, and the increasing complexity of challenges faced by humans. In the context of higher education development, especially in Islamic higher education considered the pinnacle of Islamic education, the challenges can be divided into two parts: First, internal challenges, where the scholarly structure must be reconstructed, the academic traditions that have been restricting must be broken, and the quality and/or scholarly capacity of lecturers and students must be enhanced, while also upgrading infrastructure, and so on; Second, external challenges, where the most apparent

external challenge is that the competitiveness of Islamic higher education must be improved to stand on par with general higher education institutions, including keeping up with the trends in social, economic, political, technological, cultural conditions, and globalization, requiring serious attention (Rahman & Ma'ruf, 2022).

The multidisciplinary approach in the discussion of Islamic Religious Education refers to the integration of various disciplines to understand and teach various aspects of Islam comprehensively. This approach aims to provide a more holistic and contextual understanding of Islam by incorporating contributions from various fields of study. The multidisciplinary approach in Islamic Religious Education aims to generate a richer and more comprehensive understanding of Islam, creating students with a more contextual and relevant understanding in their daily lives. This approach recognizes that Islam cannot be fully understood without considering various aspects and contexts involving various disciplines (Fakhrudin et al., 2021).

Discussion

The Benefits of Class Point Application for Islamic Religious Education Learning with a Multidisciplinary Approach

In the millennial and disruptive era, an interdisciplinary approach is crucial in addressing the unstoppable flow of digital information development. The interdisciplinary approach makes Islamic education more wise, dynamic, and integrative in examining and providing solutions to various increasingly complex issues, thus achieving the ideals of community life in the millennial and disruptive era. These ideals include a society composed of individuals who are conscious of their rights and obligations as creatures of the One Almighty God (Abdullah/servants of Allah who understand that their purpose in life is to worship), as individual beings, and as social beings (members of the local, regional, national, and international community). Individuals with such characteristics are those who have spiritual intelligence, intellectual and artistic intelligence, strong Indonesian personalities, legal awareness, democratic values, love, and practice justice, truth, and peace, as well as physical and spiritual health (Komariah & Nihayah, 2023; Oktaviani, Syahid, & Moormann, 2020; Susanti & Rokhman, 2022). Teachers play a central role in educational activities as they are the main actors in achieving the desired goals. Due to the importance of the teacher's role in achieving these goals, teachers must have several tasks and responsibilities. Success as a teacher in this era of change is not enough with just professional development (Nurdiniawati & Nurdiniawati, 2022). The following is an explanation of the perspective of Islamic religious education learning in various disciplines or multidisciplinary approaches (Za, 2014).

Islamic Religious Education in Historical Approach

Islam is a belief that has existed since the time of Prophet Adam (AS), the first human created by Allah SWT. This is closely related to the history and the emergence of other beliefs or religions that we are familiar with today. In Islam, it is taught that there is only one God of the universe, Allah SWT. The existence of other religions is considered beliefs that have not yet reached perfection in their teachings, similar to the

four books of Allah SWT, ranging from the Psalms, the Torah, and the Gospel to the teachings that are most perfect in the book of the Noble Qur'an. The presence of other religions is evidence that they are still adhering to teachings from books that have not yet reached perfection and they avoid acknowledging the existence of books revealed afterward, which are considered the true teachings (al-Asfahaniy, 2009).

History is the reconstruction of the past—reconstructing everything that humans have thought, done, said, felt, and experienced. However, it's important to emphasize that rebuilding the past is not for the sake of the past itself. History has relevance for the present and, indeed, for the future. Therefore, people will not study history if it serves no purpose. The fact is, history continues to be written in all civilizations and throughout time. This, in itself, is sufficient evidence of the urgency of history. The importance of history will guide us to learn for the benefit of humanity, following teachings following the guidance of Islam in the Quran (Za, 2014)

However, in conventional history, much of what is described pertains to human experiences related to political systems, and warfare, and is often distorted at the level of the collapse of power structures such as dynasties, caliphates, or kingdoms. On the contrary, in history, there must be an effort to reconstruct the past related to the totality of human experiences. Thus, with this concept, history has loosely defined boundaries compared to the definitions of other social sciences. History can be defined as the politics of the past, the economics of the past, the society of the past, or as the science of the past. However, most social history—especially in education—still revolves around discussions of economic history that involve aspects of human life. Social history has a close relationship with economic history, becoming a kind of socio-economic history. Nevertheless, there are several themes related to social history. There is an understanding that social history encompasses various aspects of human life.

According to some scholars, Ibn Khaldun's thought process involved a unique amalgamation of two contrasting figures—Al-Ghazali and Ibn Rushd (Bahri, 2022; Fadhil & Sebgag, 2021). Al-Ghazali and Ibn Rushd were at odds in the field of philosophy; Ibn Rushd was a loyal follower of Aristotle, while Al-Ghazali staunchly opposed Aristotle's philosophy. Ibn Khaldun aligned with Al-Ghazali in his opposition to Aristotle's logic and with Ibn Rushd in his efforts to influence the masses. Ibn Khaldun was the only Muslim scholar of his time who recognized the significance of presumptions and categories in thought to resolve intellectual debates. Perhaps that's why Fuad Baali suggests that Ibn Khaldun constructed a new form of realistic logic, attempting to replace Aristotle's idealistic, paternalistic-absolutistic-spiritualistic logic. Ibn Khaldun's realistic logic, on the other hand, followed a relativistic-temporalistic-materialistic pattern of thought. It was through this mindset that Ibn Khaldun observed and analyzed social phenomena along with their histories, including educational aspects, ultimately creating a modern social theory. His intellectual works include:

"Kitab Muqaddimah," the first book of "*Kitab al-Ibar*," consists of the introduction (*muqaddimah*). This lengthy introductory book is the core of all issues and

is what elevated Ibn Khaldun's name to such prominence. The theme of Muqaddimah revolves around social phenomena and their history.

"Kitab al-„Ibar, wa Diwan al-Mubtada“ wa al-Khabar, fi Ayyam al-„Arab wa al-„Ajam wa al-Barbar, wa man Asharuhum min dzawi as-Sulthani al-„Akbar" (Book of Lessons and Records of the Beginning and End Times, Covering Political Events Regarding Arabs, Non-Arabs, and Barbarians, and their Greatest Rulers). It later became known as the "Kitab „Ibar," comprising three books: the first book is the Muqaddimah, or the first volume, covering Society and its essential characteristics – government, power, livelihood, skills, and knowledge with all their causes and reasons. The second book consists of four volumes, detailing the history of the Arab people, their generations, and dynasties. It also includes commentary on renowned nations and contemporaneous states like Syria, Persia, Israel, Greece, Rome, Turkey, and the Franks (Europeans). The third book consists of two volumes, covering the history of the Barbarian and Zanata languages, particularly their kingdoms and states in North Africa.

"Kitab al-Ta“rif bi Ibnu Khaldun wa Rihlatuhu Syarqon wa Ghorban" or "al-Ta“rif," known in the West as Autobiography, is the last part of "Kitab al-„ Ibar," containing several chapters about Ibn Khaldun's life. He wrote his autobiography systematically, using a scientific method, as it is divided into interconnected chapters.

Islamic Religious Education in an Anthropological Approach

Anthropology is a science that comprehensively understands the characteristics of all types of humans (William A. Haviland, trans. RG Soekarjo, 1988: 3). The term anthropology was first used by missionaries in the context of spreading the Christian religion, coinciding with the colonization of countries outside of Europe. In the present era, anthropology is employed for broader humanitarian purposes. Anthropological studies, besides contributing to the development of the discipline itself, are crucial as an "analytical tool" for policy-making in the context of development and community advancement, especially in countries classified as Third World or developing nations.

As a discipline with a broad scope of study, no anthropologist is capable of thoroughly and globally examining and mastering anthropology. Consequently, anthropology is fragmented into several branches, with each anthropologist specializing in their respective fields. In this context, anthropology becomes highly pluralistic, aligning with the development of anthropologists in directing their studies to gain a more comprehensive understanding of human nature and aspirations. In connection with this, various branches of anthropology have emerged, such as economic anthropology, political anthropology, cultural anthropology, religious anthropology, educational anthropology, urban anthropology, and so on. Grace de Laguna, a female philosopher in 1941, delivered a speech before the American Philosophical Association Eastern Division, stating that anthropology has provided more clarity about human nature than all the thoughts of philosophers or the studies of scientists in their laboratories (Haviland, 1988, p. 5).

In the study of education approached through anthropology, it falls under the sub-discipline known as educational anthropology. This means that when educational anthropology is introduced as a subject of study, the focus is on the application of theories and methods used by anthropologists and the knowledge acquired, especially concerning human or societal needs. Thus, the study of educational anthropology aims not to produce anthropologists but to enhance the scientific understanding of education through an anthropological perspective (Santrock, 2017). Although someone can become an educational anthropologist after gaining insights from studying educational anthropology. The question then arises: what is the position of educational anthropology as a relatively new discipline when the term "Islam" is added to it, making it "Islamic educational anthropology."

This has been highlighted by Islamic education scholars, as it is a step that is relevant to the issues of Islamization of knowledge.⁴ With this pattern, Islamic educational anthropology must be categorized as "similar" to Islamic economics. This means that the scholarly framework emphasized in Islamic economics should also manifest in Islamic educational anthropology, giving rise to its scientific principles derived from the holy Quran and the Sunnah. Just as Islamic economics (and Islamic Law) has been exemplified since its inception by Prophet Muhammad and continued by his companions, Islamic educational anthropology should have its scientific principles sourced or based on the Quran and the Sunnah. However, in the history of Islamic culture, there has been no recognition of figures or pioneers in anthropology acknowledged from the time of Prophet Muhammad or thereafter. (Ahmed, 1986).

Islamic Religious Education in a Sociological Approach

Sociology is a social science discipline that studies society.⁵ According to Emile Durkheim, society consists of groups of people who live collectively, and this collective life requires interaction between individuals and groups. Meanwhile, sociologist Alvin Bertrand defines sociology as a science that studies and explains the relationships among humans (human relationships). Thus, essentially, sociology is the study of human relationships in society. The main elements in sociology are interaction, society, processes, and human life (SPICKARD, 2001). The Sociology of Islam could help raise issues related to 'Islamic modernity.' Thus, it can also be associated with Islamic religious education that is adapted to the modern era by utilizing information and communication technology, such as the utilization of applications like Class Point (Salvatore, 2016, p. 7).

In practice, sociology, like other social sciences, has been widely applied in various fields, one of which is agriculture, leading to the emergence of applied sociology called agricultural sociology. Therefore, sociology is also applied in education, giving rise to applied sociology defined as sociology used to address fundamental educational problems. This is evident in the thinking of Auda, who, in developing maqashid al-sharia, relies not only on jurisprudential and legal principles but also incorporates theories from hadith studies, exegesis, cognitive theory, classification theory, systems theory, philosophy, and so on. This sets Jasser Auda apart

from classical Islamic legal scholars who typically associate Islamic law and maqashid al-sharia with religious sciences alone. Auda, on the other hand, links them with various academic disciplines, even those from the West, as long as they are considered relevant and not conflicting with Islam. He considers them necessary foundations for analysis. Educational sociology, as interpreted by Auda, is a discipline that seeks to understand how to control the educational process to develop individual personalities for the better. The starting point for this perspective is the priority given to societal needs rather than individual needs. Students are members of society. In the history of human development, we see that societal demands are not always ethical (Yasin & Khasbulloh, 2022).

Another version of this perspective is developmentalism. The educational process is directed towards achieving these targets, and often, human values are subordinated to achieve development goals. Indonesia's developmental experience during the New Order era was influenced by developmentalism, emphasizing high growth achievements, the eradication of illiteracy targets, and the mandatory 9 and 12-year education targets. One highly popular sociological perspective is conscientization advocated by the renowned education thinker Paulo Freire, a Doctor of History and Philosophy of Education at the University of Recife, Brazil, and a practitioner who has contributed significantly to liberative education (Tholkhah & Barizi, 2004, pp. 1-2).

Education advocated by Freire, also known as liberation education, is a process of liberation. Conscientization promoted by Freire is an educational perspective with a high level of political content as it is connected to the political life situation, especially in Latin American countries. In liberation education, Paulo Freire sees the function or essence of education as liberating humans from various forms of oppression (Calora, Arif, & Rofiq, 2023; Murharyana, Ayyubi, Rohmatulloh, & Suryana, 2023). Schools are social institutions that generally represent social and political forces to maintain the legal status quo and liberate humans from the tyranny of power, the status quo, or in Paulo Freire's terms, the "sly capitalism." Schools should function to awaken an awareness that humans are free (Salvatore, 2016).

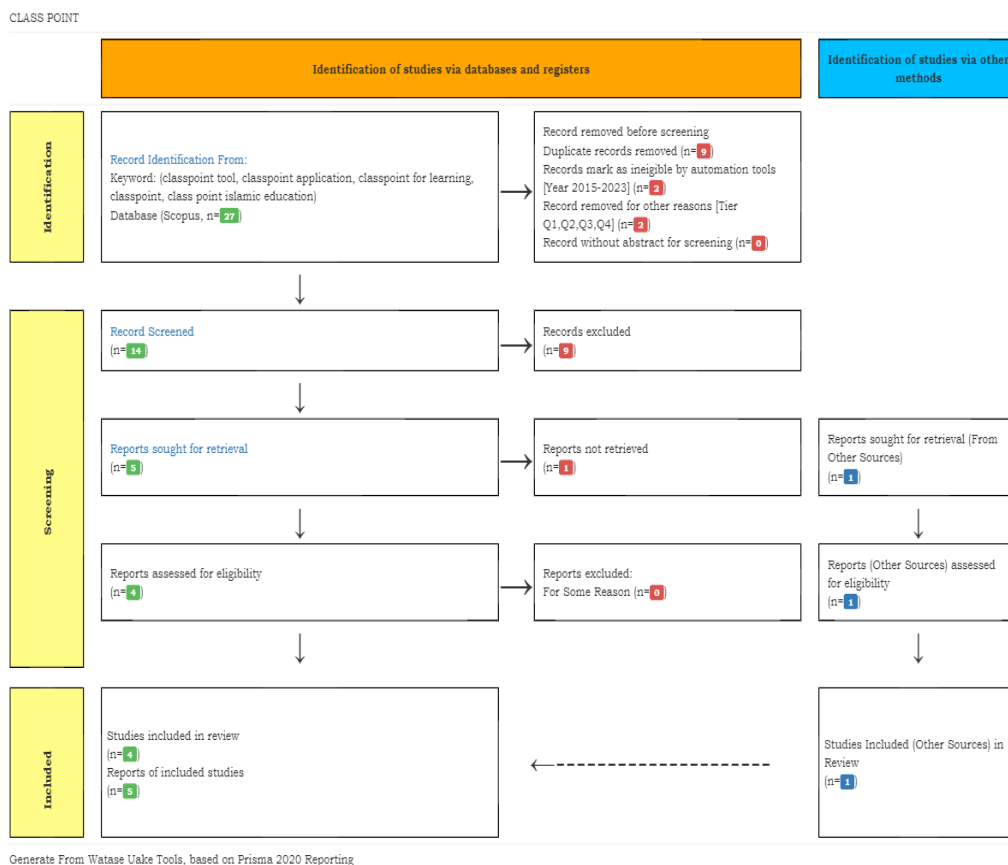
As for the identification of Scopus-indexed articles related to the Utilization of *Classpoint* in Islamic Religious Education Learning with a Multidisciplinary Approach, following Table 2.

Table 2
Search Results for Articles on the Utilization of Classpoint in Learning using App Publish or Perish 8 (published years 2015 – 2023)

No.	Keyword	Quantity
1	Classpoint tool	3 articles
2	Classpoint for learning	3 articles
3	Classpoint application	3 articles
4	Classpoint	3 articles
5	Classpoint Islamic Education	15 articles
	Total	27 articles

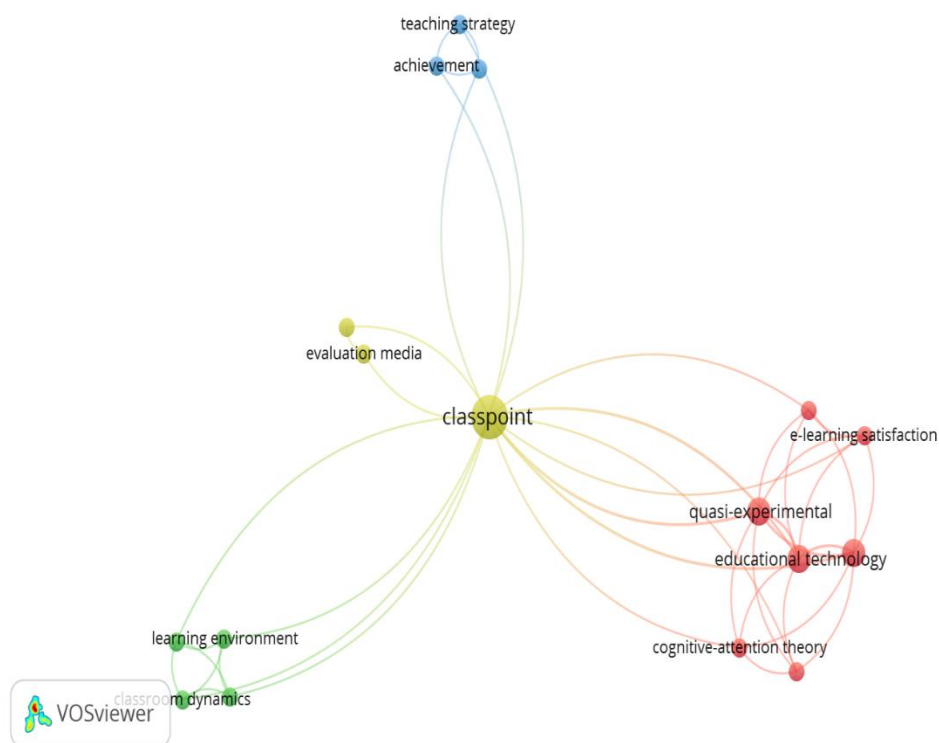
To ensure that the article related to the Utilization of Classpoint in Islamic Religious Education Learning with a Multidisciplinary Approach is appropriate, it underwent screening and eligibility checks. Subsequently, it was summarized using the PRISMA flow diagram in Figure 1.

Figure. 1. Diagram Flow PRISMA



Out of the 27 articles that underwent *screening*, *eligibility*, and *inclusion* processes, 5 selected articles were subsequently imported into the Mendeley application and saved in RIS format. These articles were then inputted into VOSviewers version 1.6.17 to map the network of related themes. The steps for entering article data into VOSviewers are as follows: (1) opening the application and selecting the 'create' menu; (2) choosing 'create a map based on text data'; (3) reading data from the reference manager file by selecting the RIS file from the folder; (4) selecting the source of term data extraction, which includes title and abstract fields; (5) choosing the method of term data calculation, in this case, 'full counting'; (6) verifying the selected terms. In the generated diagram, as shown in Figure 2, networks connecting the utilization of *Classpoint* in learning are represented. These networks include e-learning satisfaction, teaching strategy, achievement, educational technology, evaluation media, and learning environment.

Figure 2. Initial Network Visualisation VoSviewers



CONCLUSION

The current learning environment has evolved and adapted to the digital era, transforming the traditional learning model into a modern one. The utilization of learning software applications is among the digital learning innovations that provide convenience for students, educators, and educational institutions. One such software application is *Classpoint*, which integrates with Microsoft PowerPoint to deliver engaging presentations for learners. This allows educators to present information more appealingly, and participants can access and participate in learning anytime, anywhere, using information technology, gadgets, and the internet, whether through direct (offline) or indirect (online) involvement.

In this case, the *Classpoint* application was initially only used in English language learning, exams, to integrate information and communication technology, and distance learning, and there are still many who have not utilized the *Classpoint* application. The most significant finding in this research is that *Classpoint* can be utilized in delivering Islamic religious education with a multidisciplinary approach, as seen from three disciplinary perspectives: the disciplines of history, anthropology, and sociology. Due to the limitations of the researcher in providing samples, only three cases and limited variations, locations, gender/age, and methods were considered. Therefore, further research is needed to accommodate more cases and greater variation for a larger sample

size. This is also essential for a deeper, more comprehensive understanding and the formulation of more precise policies.

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