

## ISLAMIC DIALECTICS AND SCIENCE RATIONALITY IN THE PERSPECTIVE OF ISLAMIC EDUCATION PHILOSOPHY

Euis Latipah <sup>a\*)</sup>, Muhammad Murojab <sup>a)</sup>, Siti Nurhasanah Habibah <sup>a)</sup>, Neng Yayu Purwanti <sup>a)</sup>,  
Yuni Khoirunnisaa <sup>a)</sup>

<sup>a)</sup> STAI Al-Azhary, Cianjur, Indonesia

<sup>\*)</sup>Corresponding Author: [islahaza@gmail.com](mailto:islahaza@gmail.com)

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**Abstract.** This article examines the dynamic relationship between Islam and the science of rationality in the perspective of Islamic educational philosophy, focusing on the dialectics formed in the development of educational concepts and practices. A philosophical approach is used to analyze the interaction of the two elements, revealing how Islamic values can synergize with the principles of scientific rationality to build a balanced, relevant, and transformative educational paradigm. This research is based on a qualitative analysis method, by integrating various primary and secondary sources. The results of the study show that the collaboration between Islamic spirituality and scientific rationality is able to encourage more progressive educational innovation while building awareness of the importance of knowledge as part of religion. This emphasis on integration makes a significant contribution to creating an education system that is holistic, contextual, and oriented towards universal human values.

**Keywords:** philosophy of Islamic education; integration of Islam and science; dialectic of rationality.

### I. INTRODUCTION

The dialectic between Islam and the science of rationality is an increasingly relevant theme in the context of Islamic education today. Islamic education not only aims to transfer knowledge, but also to shape the character and morals of students. This requires a balance between the mastery of science based on rationality and the formation of spiritual values rooted in Islamic teachings. In this context, it is important to understand how Islamic values can be integrated with a rational scientific approach, resulting in intellectually and spiritually superior individuals.

This thought is not something new. According to Nasution, a good education must be able to combine religious knowledge and science to create spiritually and intellectually balanced individuals[1]. This is also in line with the teachings of the Qur'an which encourage Muslims to think and meditate, as stated in Surah Al-Imran verses 190-191:

اللَّهُ فِي خَلْقِ السَّمَاوَاتِ وَالْأَرْضِ وَاجْتِلاَفِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِأُولِي  
الْأَلْبَابِ (١٩٠) الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَامًا وَقُعُودًا وَعَلَى جُنُوبِهِمْ وَيَتَفَكَّرُونَ  
فِي خَلْقِ السَّمَاوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَاطِلًا سُبْحَانَكَ فَقِنَا  
عَذَابَ النَّارِ (١٩١)

"Indeed, in the creation of the heavens and the earth and the change of night and day there are signs for those who have understanding, those who remember Allah while standing, sitting, or lying down, and they think about the creation of the

heavens and the earth (saying): 'O our Lord, You did not create all this in vain; Most Holy Are You, so protect us from the torment of Hell.'"[2] This verse shows that Islam not only accepts science, but also encourages its people to study and understand the universe through the lens of faith.

John F. Haught in his book *The Encounter of Science and Religion: From Conflict to Dialogue* also affirms that dialogue between religion and science is indispensable to create harmony of understanding[3]. He reveals that modern science, although based on rationality, has limitations in answering fundamental questions about the purpose of life and moral values. In the context of Islamic education, this approach is relevant to build individuals who are not only critical thinking but also have a high moral awareness.

The rapid development of modern science presents its own challenges for Islamic education. Science education today demands the development of critical and analytical thinking skills, as suggested by UNESCO, that good science education must be able to integrate various disciplines to respond to global challenges[4]. Therefore, Islamic education needs to respond to these challenges in innovative and relevant ways. The dialectic between Islam and the science of rationality has become important to be studied more deeply, especially in the face of contemporary issues such as the ethics of technology, climate change, and globalization.

In the historical context, the relationship between Islam and science has shown a rich intellectual heritage. In the golden age of Islam, Muslim scholars such as Al-Farabi, Ibn Sina, and Al-Ghazali managed to integrate philosophical and

scientific thought with Islamic values. According to Amin Abdullah, this success is an inspiration for efforts to integrate Islam and science in the modern era[5]. This approach emphasizes the importance of Islamic values in guiding the use of science for the benefit of mankind.

However, this integration is not always easy. Challenges include dualism in the education system, where religious education and general education are often separated. This, according to Haught, creates a dividing gulf that can hinder the formation of balanced individuals. He suggested that a dialogical approach between religion and science be applied holistically in the educational curriculum[6].

On the other hand, many Muslim educators have tried to overcome this challenge. For example, research conducted by Hanafie shows that the integration of Islamic values in science education can improve students' understanding of the relationship between religion and science. This study highlights the importance of developing a curriculum that accommodates multidimensional perspectives, including spiritual, moral, and intellectual dimensions[7].

Furthermore, this integrative approach is also relevant in answering global challenges. For example, issues such as climate change and technological development require an approach that is not only based on rational science but also considers ethical and spiritual aspects. According to Zuhdi, Islamic education can play an important role in shaping ecological awareness and technological ethics through the integration of religious and scientific values[8].

In several other studies, as Ismail and Khalid explain, a dialogical approach between Islam and science can also help improve educational innovation through the incorporation of traditional and modern methodologies. An example is the application of technology in the teaching of the Qur'an combined with classical interpretation methods, resulting in more interesting and interactive learning[9].

Furthermore, the development of an integration-based Islamic education curriculum can also be found in the research conducted by Rahman. He highlighted the importance of including modules that discuss the ethics of science in Islamic education, so that students understand not only the technical aspects but also the moral and social impact of modern technological developments[10].

This integration approach also has a strong philosophical foundation. In the view of Islamic educational philosophy, as described by Al-Attas, science must be understood as part of the unity of monotheism. This means that all branches of knowledge, including science, must be directed to strengthen faith and devotion to Allah SWT[11]. This approach is different from the secular view that separates science and spiritual values.

Thus, the dialectic between Islam and the science of rationality is not only an academic necessity, but also has broad practical implications in the context of Islamic education. Further research is needed to develop an educational model that is able to answer the needs of the times while remaining rooted in Islamic values. This study is expected to make a significant contribution in creating an

Islamic education system that is holistic, balanced, and relevant to today's challenges.

This approach is becoming increasingly urgent in the digital age, where technological transformation has penetrated almost all aspects of human life. According to Yusoff and Abdullah, the use of technology in Islamic education can support more effective learning if integrated with Islamic values. For example, Qur'an-based apps designed with a scientific approach can provide a more interactive learning experience for learners[12].

In addition, Islamic education also needs to develop a responsive approach to global issues such as social justice and environmental sustainability. Research by Ibrahim shows that an Islamic education curriculum that prioritizes social awareness can help shape individuals who are more concerned about global challenges. For example, teaching about environmental ethics based on the Qur'an can increase students' understanding of the importance of maintaining the balance of nature[13].

Other literature studies, such as those conducted by Hasan and Malik, emphasize that the development of science-based Islamic education must be carried out collaboratively between various educational institutions. They recommend the establishment of inter-university networks that focus on multidisciplinary research to produce more holistic educational innovations[14].

Thus, it is important to continue to develop an educational approach that is able to integrate Islamic values with the science of rationality. This is not only relevant to meet academic needs, but also has a long-term impact on shaping a generation that excels intellectually and spiritually, as well as being able to respond to global challenges with a faith-rooted approach.

## II. RESEARCH METHODS

This research uses a qualitative method with a content analysis approach that aims to explore in depth the integration between Islamic values and science in the context of education. The data sources used include classic books, the latest scientific journal articles, and national and international education policy documents. This approach allows for a comprehensive exploration of relevant ideas and concepts in integrating the two elements.

The data collection process is carried out through an in-depth literature study, focusing on works that specifically address the concept of Islamic education and how Islamic values can run in harmony with modern scientific approaches. The researchers also reviewed previous research and empirical documents supporting the implementation of this integration. This literature study includes the analysis of primary sources, such as classical books by prominent scholars, as well as secondary sources in the form of books and articles that discuss philosophical and practical perspectives of education.

Data analysis was carried out by identifying the main themes that emerged from various sources. In this case, the researcher examines how the core concepts of Islamic education, such as strengthening morals, instilling

monotheistic values, and intellectual development, can be synergistically integrated with data-based scientific approaches and rationality. The researcher also examines case studies from educational institutions that have successfully implemented integrative education models, both at the local and global levels, to understand best practices that can be used as a reference.

The data obtained was then analyzed by considering the social, cultural, and developmental context in which the education took place. This was done to explore more deeply the challenges faced as well as the opportunities available in integrating Islamic science and values into the education system. This analysis aims to produce relevant and contextual recommendations for the development of Islamic education. Thus, this research is expected to make a significant contribution to the theory and practice of Islamic education that is more responsive to the needs of modern society, without abandoning its traditional roots.

### III. RESULTS AND DISCUSSION

#### *Integration of Islamic Values in Science Education*

The approach of integrating Islamic values in science education aims to form individuals who not only master the cognitive aspects but also have a high spiritual and moral awareness. Islamic education teaches that science and religion are not opposites, but complement each other in shaping the character of students. In science learning, this approach can be implemented by associating scientific concepts with relevant Islamic values. For example, the teaching of biology can be accompanied by an emphasis on the importance of preserving the environment as part of Allah's mandate to humans, this is in Surah Al-An'am: 32[2]. Thus, students not only understand science but also realize its moral responsibility to the environment.

Research shows that schools that integrate Islamic values in science learning experience increased environmental awareness and positive behavior changes among students. A study by Al-Jabri revealed that 75% of students in schools that implement Islamic-based environmental education show significant behavioral changes, such as a reduction in the use of single-use plastics and increased participation in reforestation activities[15]. These results confirm that the integration approach includes not only the cognitive realm but also the affective and psychomotor domains, which reflect holistic learning.

In the context of Islamic educational philosophy, the integration of science and religion is seen as an attempt to eliminate the dichotomy between the two. Islamic education emphasizes that science is not separate from religious values, but must be complementary to each other. For example, in understanding natural phenomena, students are taught to see the signs of God's greatness in them. This view is in line with the concept of monotheism, which emphasizes the oneness of Allah and the interconnectedness of all aspects of life with Him. In this way, science not only becomes a tool for understanding the physical world but also a means to increase faith and piety.

John F. Haught, in his book *The Encounter of Science and Religion: From Conflict to Dialogue*, divides the relationship between science and religion into four approaches: conflict, contrast, contact, and confirmation[3]. The conflict approach sees science and religion as two conflicting domains, while the contrasting approach places the two as distinct and non-overlapping domains. The contact approach allows for dialogue between science and religion, while the confirmation approach emphasizes that science can strengthen religious beliefs. In the context of Islamic education, the approach of contact and confirmation is the main foundation for building a constructive dialogue between science and religion.

In addition, the integration of Islamic values in science learning can also strengthen students' ethical awareness. For example, in physics learning about energy, teachers can emphasize the importance of energy efficiency as part of efforts to maintain the balance of nature. This principle is supported by the teachings of Islam which teach the importance of not overusing resources, this is in Surah Al-A'raf: 31[2]. In this way, students not only learn about the concepts of physics but also understand the moral implications of their use.

From the perspective of educational psychology, the integration of Islamic values in science learning can also increase students' motivation to learn. Research shows that students taught with a value-based approach have higher levels of motivation compared to those taught with a conventional approach. This is due to the emotional relationship between the material taught and the values embraced by students. For example, when students are taught about the importance of keeping clean as part of faith, they are more likely to apply this concept in their daily lives.

The implementation of the integration of Islamic values in science education requires a systematic and planned approach. Teachers must have a deep understanding of the relevant science material and Islamic values. In addition, support from the curriculum is also needed to allow this integration to be carried out effectively. The curriculum must be designed in such a way that it includes cognitive, affective, and psychomotor learning objectives in a balanced manner. For example, in the chemistry lesson about food additives, teachers can relate this discussion to Islamic teachings on the importance of eating halal and good food, this is in Surah Al-Baqarah: 168[2].

The use of technology can also support the integration of Islamic values in science learning. For example, digital-based learning applications can be designed to include content that links science concepts to Islamic values. This way, students can learn independently while still gaining a holistic understanding. Research by Muspiroh shows that the use of digital media in science learning that is integrated with Islamic values can significantly improve student learning outcomes[16]. In this study, students who used Islamic-based learning applications showed a 25% increase in concept understanding compared to those who used conventional methods.

In a global context, the integration of Islamic values in science education can also contribute to inter-civilizational

dialogue. Islamic education that emphasizes the importance of science can be a bridge to build understanding between the Islamic world and the Western world. For example, many Muslim scientists in the golden age of Islam, such as Al-Khawarizmi and Ibn Sina, integrated Islamic values in their scholarly works. This heritage can be used as inspiration to develop value-based science education in the modern era.

### ***The Role of Science in Strengthening Religious Understanding***

Science can also play a role in strengthening religious understanding. For example, the study of astronomy can help students understand the concept of time in Islam, such as the determination of prayer times and the month of Ramadan. In this context, science is not only a tool to understand the physical world, but also a means to delve into religious teachings.

A concrete example can be seen from educational programs in several Islamic boarding schools that teach astronomy in the context of determining the time of worship. As a result, students not only learn about science, but also deepen their understanding of religion. According to a report from the Ministry of Religious Affairs of the Republic of Indonesia, Islamic boarding schools that integrate science and religion education have increased students' interest in both fields[17].

From the point of view of Islamic philosophy of education, science plays a role as a means to strengthen belief in religious teachings. Understanding of natural phenomena revealed through science can deepen man's awareness of the greatness of God. For example, the study of the atom-like microcosm and the galactic-like macrocosm show incredible complexity and harmony, which cannot be explained without the existence of the Creator. In Islamic teachings, this is referred to as the *kauniyah* verse, which is the signs of Allah's power in the universe, this is in Surah Al-Imran: 190-191[2].

John F. Haught mentioned that science can be a bridge to strengthen man's relationship with God. In the confirmation approach, science is seen as a tool that supports religious beliefs by revealing the order and beauty of the universe. This view is particularly relevant in Islamic education, where students are invited to reflect on the signs of Allah's power through the study of science[3].

Research by Ismail shows that teaching science associated with religious values can increase students' faith[18]. In this study, students who were taught about the concept of evolution in an Islamic context showed a better understanding and more acceptance of science compared to students who were taught with a conventional approach. This shows that the integration of science and religion can reduce conflicts between the two and create harmony in students' understanding.

The implementation of the role of science in strengthening religious understanding requires support from various parties, including teachers, curriculum, and technology. Teachers must be able to relate the concept of science to religious values in a relevant and interesting way. The curriculum should be designed to include holistic learning objectives, focusing not only on cognitive aspects but also affective and

spiritual aspects. In addition, technology can be used to provide interactive and in-depth teaching materials, such as simulations of planetary movements to explain the concept of prayer times.

### ***Challenges in the Integration of Islamic Education and Science***

While there are many benefits to integrating Islamic education and science, challenges remain. One of the main challenges is the skeptical view of science among some Muslims. This is often due to a lack of understanding of how science and religion complement each other.

According to research by Hanafie, 60% of respondents among students feel confused about the relationship between science and religion[7]. This shows the need for a better approach in education to explain that science and religion are not in conflict with each other, but rather can support each other. This challenge also reflects the need to increase the capacity of educators to present engaging and relevant material.

From the perspective of Islamic educational philosophy, this challenge can be seen as an opportunity to strengthen the concept of monotheism in learning. In Islam, science is considered an integral part of faith. This concept is reflected in Surah Al-Mujadilah: 11, which states that Allah will exalt the status of those who are knowledgeable[2]. However, this understanding is often not well integrated into the educational curriculum.

John F. Haught in his book *The Encounter of Science and Religion: From Conflict to Dialogue* explains that the tension between science and religion often stems from a lack of meaningful dialogue. In the context of Islamic education, this dialogue can be realized by integrating religious values into science learning. For example, in studying the theory of evolution, educators can present it as an effort to understand the signs of God's greatness in the creation of living things, so that students do not see it as a threat to their religious beliefs.

In addition, there are challenges in terms of curriculum and teaching materials. Many science books used in schools do not leave room for the integration of religious values. This creates a gap between what is taught in school and the values that students embrace in their daily lives. To address these challenges, there needs to be a curriculum revision that ensures that Islamic values are holistically integrated in science learning.

Research by Fatma et al., shows that students who study in schools with an integrative approach show a better understanding of the relationship between science and religion compared to students in schools that use conventional approaches[19]. The study also highlights the need for training for teachers to have the ability to integrate religious values in science teaching.

Support from the government and educational institutions is also urgently needed to overcome this challenge. The application of educational technology, such as faith-based interactive learning apps, can help explain complex concepts in a simpler and more engaging way. In addition, partnerships between schools and Islamic boarding schools can be an effective model for integrating Islamic education and science.



### Recommendations for the Development of Islamic Education

To optimize the integration between Islamic education and science, several recommendations can be given. These steps are based on the results of in-depth research and discussion on the importance of harmony between religion and science, which is at the core of Islamic educational philosophy.

#### 1. Integrated Curriculum Development

The educational curriculum should be designed to systematically integrate Islamic values in science learning. This can be realized by associating scientific concepts with relevant verses of the Qur'an. For example, biology lessons can include discussions about the miracle of human creation as mentioned in Surah Al-Mu'minun: 12-14:

وَلَقَدْ خَلَقْنَا الْإِنْسَانَ مِنْ سُلَالَةٍ مِنْ طِينٍ (١٢) ثُمَّ جَعَلْنَاهُ نُطْفَةً فِي قَرَارٍ مَكِينٍ (١٣) ثُمَّ خَلَقْنَا النُّطْفَةَ عَلَقَةً فَخَلَقْنَا الْعَلَقَةَ مُضْغَةً فَخَلَقْنَا الْمُضْغَةَ عِظَامًا فَكَسَّوْنَا الْعِظَامَ لَحْمًا ثُمَّ أَنْشَأْنَاهُ خَلْقًا آخَرَ ۚ فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ (١٤)

"And indeed, We have created man from the essence (from) of the earth. Then We make it semen (which is stored) in a firm place (uterus). Then We made the semen sticky, and the sticky thing We made into a lump of flesh, and the lump of flesh We made bones, and then the bones We wrapped it in meat. Then We made him another being. So is the Most Holy of God, the best Creator." [2]

In addition, physics education can teach students to understand the force of gravity as a form of sign of God's power.

John F. Haught in his book *The Encounter of Science and Religion: From Conflict to Dialogue* suggests that the integration of science and religion requires a deep understanding of the essence of both [3]. In the context of Islamic education, this means teaching students that science and religion are not contradictory, but rather complementary. Thus, the curriculum must reflect the unity between worldly and ukhrawi sciences. In addition, the philosophy of Islamic education underlines that the main goal of education is to form human beings who have the awareness of monotheism, which makes Allah the center of all knowledge [20].

#### 2. Teacher Training

Intensive training for teachers is essential to improve their competence in delivering learning based on Islamic values. Teachers must be equipped with the ability to relate scientific concepts to Islamic principles in an interesting and relevant way. Research by Fatma et al, showed that teachers who received special training were able to increase students' understanding of the relationship between science and religion by 40% compared to teachers who did not receive similar training [19].

#### 3. Collaboration between Educational and Research Institutions

Collaboration between Islamic educational institutions and science research institutions can create innovative programs. For example, Islamic boarding schools can work with universities to develop interdisciplinary learning

modules that combine modern science with the study of Qur'anic interpretation. This collaboration may also include the development of joint research projects relevant to contemporary issues, such as climate change or biomedical technology. Research by Zulkifli et al, found that this integration increased students' understanding by 50% regarding the relevance of Islamic values in daily life [21].

#### 4. Strengthening the Philosophy of Islamic Education

The philosophy of Islamic education must be strengthened to become the main foundation in the development of the integration of science and religion. This philosophy emphasizes the concept of monotheism as the core of all science. In Islam, all knowledge comes from Allah and aims to bring people closer to Him. Therefore, it is important to teach students that science is not only a tool for understanding the world, but also a means to strengthen faith. Al-Attas emphasized that education in Islam aims to produce human beings who understand themselves as *abdullah* (servants of Allah) and *caliphs* (leaders) on earth [11].

#### 5. Use of Educational Technology

Technology can be an effective tool for integrating science and Islamic values in education. The use of digital-based learning applications that display simulations of *kauniyah* verses can help students understand science concepts better. For example, an interactive app showing the movements of the planets in the solar system can be used to explain the signs of Allah's greatness as mentioned in Surah Yasin: 38-40 [2].

#### 6. Increase Public Awareness

Raising public awareness of the importance of integrating science and religion can be done through seminars, workshops, and scientific publications. The public needs to be given the understanding that Islamic education integrated with science can create a generation that is not only intellectually intelligent but also spiritually strong.

This recommendation aims to address challenges in the integration of Islamic education and science. By developing an integrated curriculum, training teachers, strengthening Islamic educational philosophy, and utilizing educational technology, Islamic educational institutions can create a holistic learning environment. This integration will not only strengthen students' understanding of science but also increase their faith in God.

### IV. CONCLUSION

The discussion on the integration of Islamic education and science shows the importance of a holistic approach that combines science with religious values. This integration not only contributes to students' understanding of science but also strengthens their faith in God. This approach supports the principle of monotheism that is at the core of the philosophy of Islamic education, where science and religion are seen as two complementary aspects of human life.

The benefits of this integration include increased environmental awareness, a deeper understanding of the relationship between science and religion, and the formation of socially and spiritually responsible student character.

However, there are various challenges, such as the lack of public understanding of the relationship between science and religion and the limitations of curriculum and teacher training. These challenges demonstrate the need for innovation in education, including the development of integrated curriculum, intensive training for teachers, and the use of educational technology.

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