

INTEGRATION OF ISLAMIC VALUES IN SCIENCE LEARNING IN MADRASAH

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Abstract

The integration of Islamic values into science learning in the madrasah has a significant impact on students' education and understanding. This integration helps students develop a holistic understanding of the relationship between science and religion, as well as shaping Islamic attitudes and values in the study of science. Moreover, this integration also promotes critical thinking, increases learning motivation, and addresses the potential conflict between Science and Religion. It has a positive impact on science learning in the madrasah, enriching students' understanding of the world and enhancing their moral and spiritual development.

Keyword: Integration, Islamic Values, Science Learning In Madrasah.

Introduction

Islamic values are often emphasized in learning in madrasah such as the Tauhid values that impose faith and faith in the unity of Allah SWT as the only God, the values of Ihsan by encouraging students to carry out their duties seriously, both in the lessons and in other acts, completely seriously because of Allāh SWT, the value of Ilm by emphasizing on the importance of learning and developing science, including modern science and technology that enables wide opportunities of employment, the fair value by planting justice values for all citizens, including pupils and teachers, in building harmony and mutual appreciation, value of Ukhuwah or brotherhood, this value offers with emphasis low-hearted appreciation of other people and values, Sq. (Qasmi, M. K. 2002; Blanchard, C. M. 2007; Park, J., & Niyozov, S. 2008; Berkey, J. P. 2007).

These Islamic values can be integrated into the learning of science in the matrasah, so that students can understand that science and religion are not two contradictory things, but complement each other. Science learning is one of the most important fields in the world of education. Scientific learning is not only important to

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sharpen the concepts and scientific skills of students, but also can help students understand the world around them better and accurately. In implementing effective science learning, the active role of teachers is required in facilitating and providing guidance to students in developing understanding and skills of science (Situmorang, R. P. 2016). (Sitopu et al., 2024; Guna et al., 2024). The integration of Islamic values into the learning of science is an attempt to link ethics, morals, and values of Islam with the concepts and practices of science (Prasetyo, S. 2015). It can help students appreciate and connect science with everyday life and with their practice as a Muslim. However, there is often a gap between the learning of science in the madrasah and the Islamic values that are given priority. (Tahir, M. T. 2021).

Science learning in the madrasah has the potential to integrate Islamic values, such as ethics, critical thinking, and appreciation of the miracles of the creation of Allah SWT. However, curricula and learning methods that do not take into account the aspects of Islam can lead to a separation between science and religion, because there is a separate between the two curriculum in the Madrasah, for example, there are differences between the matrasah that focuses on the teaching of Islamic sciences and secular schools that teach the knowledge and skills of the world. This separation has existed for a long time and has contributed to a visible separation between science and religion. (Gustini, N., & Wulandari, W. 2020; Mansir et al., 2020).

Traditionally, religion is associated with beliefs, spirituality, and metaphysical aspects, while science is based on observation, measurement, and experimentation. The Islamic contribution to modern science is one of the examples of integration between religion and science. Studies on the integration of religion with science emphasize that science and religion may differ in terms of sources of knowledge and values, but the relationship between them can be dynamic, ranging from conflict and contrast to self-reliance, dialogue, and compatibility. (Shawmi, A. N. 2017).

Besides, many teachers in the madrasah are facing the challenge of integrating Islamic values into science learning. (Tubagus et al., 2023; Aslan & Shiong, 2023). They need to understand scientific concepts in depth and be able to design appropriate learning strategies that accommodate Islamic values. (Shawmi, A. N. 2017; Ansori, A. Z. 2012). Finally, with this problem, there is an increasing effort to find harmony between religion and science, as more and more people are realizing that they can go side by side and complement each other.

Therefore, research on the integration of Islamic values into the learning of science in the madrasah is very important. This research can provide a better understanding of this integration process, its potential impact on the understanding of students of the concepts of science and the values of Islam, as well as provide recommendations for effective teaching strategies for teachers in the Madrasah.

Research Method

The study in this study uses the study of literature. Literary research method is an approach in conducting research that focuses on the analysis and interpretation of library materials relevant to research topics. This method involves the search, selection, and evaluation of literary sources of various kinds, such as books, scientific journals, articles, and other documents. (Zed, 2004; Suyanto, 2015).

Basically, there are some steps in the method of literary research. First, perform relevant keyword searches in catalogues, indexes, or search engines that can point to relevant sources. Then, select and evaluate the literary sources found, taking into account the accuracy, up-to-date, and relevance to the research topic. After that, the literary materials selected will be processed and systematically analyzed to obtain the information needed in the research. Literature analysis can be data collection, information synthesis, and the creation of theoretical frameworks that support research. (Reay, 2014; Graue, 2015; Sgier, 2012; Huberman, 1992).

Literary research methods can be used in various types of research, both qualitative and quantitative. This is because this method provides a deep knowledge base and can enrich an understanding of the research topics being discussed.

Result and Discussion

Concept of Integration of Islamic Values

Integration is the process of merging or uniting two or more different elements or segments into one cohesive unity. (Gulledge, T. 2006; Bourbaki, N., & Berberian, S. K. 2004). In the context of Islamic values, integration refers to the integration and unification of the values of Islam into various aspects of life in order to conform to the principles of Islam. The aim is to a balance and harmony between the teachings of religion and the reality of the world we are facing. (Bourbaki, N., & Berberian, S. K. 2004).

The integration of Islamic values involves the application of Islamist values into our actions and attitudes as Muslim individuals in various aspects of life, such as social relations, business, education, environment, and so on. This integration aims to influence and improve our behaviour and practices to be more consistent with Islamic principles. (Lubis, M. A. 2015).

This integration process can involve understanding and appreciation of the teachings and values of Islam, as well as their application in everyday life. Integration of Islamic values can also be done through the setting of systems, rules, policies, and curricula that reflect and encourage the application of these values. (Fuadi, A., & Suyatno, S. 2020).

The integration of Islamic values does not mean separating the material and spiritual worlds, but rather connecting them by providing guidance and guidance that

conforms to the teachings of Islam in the face of all situations and challenges of life. In addition, the process of integrating Islamic values also requires the awareness and commitment of individuals or Muslim communities in pursuing religious teachings in all aspects of their lives. (Watt, W. M., & Watt, W. M. 2008).

The integration of Islamic values is an attempt to reconcile the values of Islam with everyday life, in order to create a balance, harmony, and harmony between faith and charity to the pleasure of God and prosperity and justice in various aspects of life.

The integration of Islamic values is aimed at creating harmony between religious teachings and the realities of the world we are facing, so that our daily lives can be guided by the moral and ethical principles promoted in Islam. This concept also helps Muslims in carrying out their activities by guiding on values that are consistent with Islamic teachings. (Halik, A. 2016).

Examples of the integration of Islamic values into aspects of human life are: 1) Integrity and Business Ethics: In business, Islamic values such as honesty, commitment, perseverance, and justice can be integrated. Muslim entrepreneurs are expected to run their business by adhering to Islamic principles, such as the prohibition of bribery, non-fraud, and providing fair service to consumers. 2) Education: In the context of education, the integration of Islamic values can be done through a curriculum that promotes the spiritual, moral, and social development of students. The cultivation of Muslim values such as honesty, tolerance, and mutual respect can also be carried out through an Islamic-oriented teaching approach. 3) Everyday life: In everyday life, the incorporation of the Islamic value can be reflected in our actions and attitudes as Muslim individuals. (Bayumi, M. R., & Jaya, R. A. 2018; Malkawi, F. H. 2014; Anas et al., 2013).

The integration of Islamic values is not only valid in a particular context, but can be applied holistically in various aspects of life. The purpose is to form a person with a noble morality, to act in accordance with religious teachings and to benefit society.

Science learning in Madrasah

The learning of science in madrasah is an important part of the educational curriculum in Madrasah (Muharrom et al., 2023; Nurhayati et al. 2023); Nurdiana et al, 2023). The curricula in madrasah has been regulated by the Ministry of Religion in Indonesia so for its implementation must follow the guidelines established by the ministry of religion. (Erwan et al., 2023; Sarmila et al., 2023; Haddar et al., 2023). The curriculum taught in the Madrasah includes subjects related to the study of Islam, such as the Qur'an and Hadiths, Fiqh (the law of Islam), Aqidah (the doctrine of Islam) and Sirah (the biography of Muhammad), in addition to general academic topics. (Tuhuteru et al., 2023; Aslan & Pong, 2023; Astuti et al., 2023). The aim of this curriculum is to provide students with a balanced education that covers religious and academic aspects. Each level of the madrasah has its own particular curriculum, which is designed to meet the needs and development of students at that level. (Mansir, F. 2020).

Meanwhile, the curriculum for learning science in the madrasah may vary depending on the particular madrasah and its educational guidelines. However, there are some general principles and guidelines that can be followed in designing a science curriculum in the madrasah. One example is the "Model and Method of Learning Science" developed by the Ministry of Religion in Indonesia. This module provides guidance on science learning in the Ibtidaiyyah Madrasah (basic level madrasah) and includes components such as curriculum analysis and student learning evaluation. The module emphasizes the importance of designing curricular-based learning activities, using various teaching methods, and evaluating student learning outcomes (Yuliawati, F. 2014; Rofi'ah, S. H. 2020).

In addition, the Madrasah Curriculum Development and Implementation Guidelines, known as the "Technical Guidance on the Preparation and Development of the Education Unit (KTSP) Curricula" (MEDU), provide details on the academic development, research, and science education in the madrasah. These guidelines emphasize the need for innovation and curriculum development to meet the needs of students and the madrasah community. (Rahim, A. 2015).

The integration of science and religion education is also an important aspect of the science curriculum in the madrasah. A study has been conducted on "Integrative Science Madrasah Design" which focuses on the integration of science and religion into the curriculum. This study explores the design and implementation of integrative science education in the madrasah, highlighting the importance of integrating knowledge from both disciplines. (Hasanah, N., & Zuhaida, A. 2018).

Science learning aims to provide students with an understanding of scientific principles and concepts, as well as developing logical, analytical, and critical thinking skills in solving problems. Science learning in the madrasah can also integrate Islamic values into the understanding and application of scientific concepts. This can be done through an approach that promotes the miracle of God's creation and connects it to the scientific concepts studied in science.

There are several aspects that need to be taken into consideration in learning science in the madrasah, such as; 1) Learning content: The science learning content in the Madrasah should cover scientific concepts comprehensively, in accordance with the level of education experienced by the student. These concepts may include an understanding of the universe, physics, chemistry, biology, and other sciences relevant to science. 2) Learning methods: Science learning methods in the madrasah may involve approaches that combine theory and practice, in the form of observations, experiments, scientific searches and discoveries, as well as group discussions. These methods can help students to better understand the concepts of science and develop critical thinking skills. 3) Integration of Islamic Values: In the learning of science, it is important to integrate Islamic values. For example, when studying the miracles of God's creation in the universe, students can be introduced to the concepts of the unity of God,

gratitude, and responsibility as a caliph on earth. It can help students understand the relationship between science and their religious teachings. 4) The relationship of science with the needs of society: Learning science in the madrasah should also help students understand how science can benefit their lives and the wider society. Students can be invited to explore the applications of science in contemporary issues, such as the environment, health, and technology (Assingkily et al., 2021; Rosyada, D., & Sayuti, W. 2020).

Thus, through the learning of science in a madrasah that is integrated with Islamic values, students are expected to develop a holistic understanding and appreciation of science, as well as to associate it with the teachings of Islam. It will help students develop critical thinking, be broad-minded, and be responsible for their knowledge and understanding in the context of Islam.

The relationship between the integration of Islamic values and the learning of science in Madrasah

The integration of Islamic values into science learning plays an important role in creating a holistic learning experience that is in line with religious and scientific principles. This integration aims to incorporate Islamic value, such as religious, moral, ethical, and aesthetic, into the context of science learning in madrasah (Mutma'inah, S. 2017).

Religious values can refer to the principles and teachings that are considered important in a religion. Each religion has different values, but generally religious value is aimed at teaching goodness, morality, ethics, love, loyalty, and devotion to God. 2) Morality and Ethics: Religion often teaches moral principles that govern the behavior of individuals in interacting with others. These include principles such as honesty, tolerance, justice, and compassion. 3) Love: One of the primary values in religions is love. Love is directed not only to fellow human beings, but also to the environment, animals, and the entire creation of God. The Bible teaches us the importance of having a deep relationship with God and obeying His commandments. 5) Forgiveness and Humility: Religion often emphasizes the importance of forgiveness and humility. These values help to create a harmonious relationship between individuals and societies. 6) Simplicity: Religion also teaches the importance of living a simple life and not being too attached to matter. Simplicity is the value that teaches the values of simplicity and ruthlessness. 7) Peace and Justice: Religion upholds the values of peace and justice in society. Religion teaches the importance of creating peace, enforcing justice, and protecting the rights of every individual. (Jempa, N. 2018; Setiawati, F. A. 2006).

From the point of view of the curriculum of the madrasah, as is the case with the subjects taught in the madraza, it is closely connected with religion and science. Madrasah generally places a strong emphasis on Islamic studies, which covers topics such as the study of the Quran, Islamic law, and Islamic history. These topics provide

students with knowledge of their religious beliefs, teachings, and practices. Meanwhile, the madrasah also offers science subjects such as mathematics, physics, chemistry, and biology. The topics give students a scientific understanding of the natural world and help them develop critical thinking and problem-solving skills. (Maghfuri, A., & Rasmuin, R. 2019).

The integration of religion and science into the madrasah is an important aspect of education in the institution. The Madrasah aims to promote an understanding of how religion and sciences complement each other and provide students with a holistic education that includes religious and scientific knowledge. This integration helps students develop a balanced perspective and encourages them to see the relationship between different areas of knowledge. (Albantani, A. M. 2015).

Several studies have explored the relationship between the integration of Islamic values and science learning. For example, a study conducted in primary schools found that integrating Islamic values into science learning can contribute to the development of students' religious beliefs, knowledge, and academic achievement. Other studies emphasized the need to integrate Islamic values in science learning to ensure that students not only gain knowledge of science but also strengthen their faith in the learning process. (Utami, V. A., & Muqowim, M. 2020).

The integration of Islamic values and science learning can be done with various approaches. One is to combine scientific concepts with the teachings of the Quran, so that students can see the harmony between science and Islam. This approach helps students develop a better understanding of both disciplines and appreciate the fundamental unity between them. (Muspiroh, N. 2014).

Overall, the integration of Islamic values into science learning is a means of providing comprehensive education that not only focuses on scientific knowledge but also strengthens students' beliefs and religious values. By incorporating Islamic values in the teaching and learning process, students can gain a deeper understanding of science and their religious beliefs.

Impact of Integration of Islamic Values on Science Learning in Madrasah

The integration of Islamic values into the learning of science in the madrasah has several important implications: 1) Enhancing holistic understanding: Integrating Islamic value into science helps students to see the relationship between science and their religious beliefs. This allows students to develop a holistic comprehension of the world and how knowledge of science can be beneficial in the context of religion. 2) Forming Islamic attitudes and values: Integration of Islamic value in science learning helps students in constructing the attitude and the values of Islam in the study of science. Students are taught to link the knowledge of science with the teachings and ethics of Islam, which contribute to the moral and spiritual development of students. 3) Encourages critical thinking: The integration of Islamic values into science also

encourages students to develop critical thought. They are taught to analyze and understand science from a balanced Islamic perspective, examine the ethical implications of scientific discoveries, and consider their impact on society. 4) Increasing learning motivation: Integrating Islamic values into science learning can also increase student motivation in learning. When students see the relevance and urgency of learning science in the context of Islam, they become more motivated to study and develop their interest in science. 5) Overcoming potential conflict: Integrating Islamic values into science learning also helps overcome potential conflicts between science and religion. Students do not need to separate or contradict their religious beliefs when they study science, but rather learn how to understand both at the same time (Fajrin, L., & Muqowim, M. 2020; Ramadhani et al., 2020; Muspiroh, N. 2013).

Thus, the integration of Islamic values into the learning of science in the madrasah can have a positive impact, aligning students' understanding of science with the views and values of Islam.

Conclusion

With this integration, students can develop a holistic understanding of the relationship between science and religion, acquire attitudes and Islamic values, enhance critical thinking skills, increase learning motivation, and overcome potential conflicts between Science and Religion. This integration helps students develop a balanced understanding of science and religious teachings, thus can have a positive impact on science learning in the madrasah.

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