

Islamization of Science as a Paradigm for Integrating Science and Religion in Contemporary Islamic Education

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ABSTRACT

The contradiction between religious knowledge and general knowledge, as well as the increasingly rapid development of science and technology, are the main obstacles to modern Islamic education. As a result, students often perceive religion and general knowledge as separate and unrelated things. Therefore, an educational paradigm that integrates these two disciplines is needed to ensure Islamic education is balanced and relevant to contemporary trends. The aim of this research is to understand the idea of Islamization of knowledge and how it relates to modern Islamic education. In this research, library research methodology is combined with qualitative methods. Books, scientific publications, essays and other references related to the Islamization of knowledge and modern Islamic education are used as data sources. Documentation and literature review were used as data collection methods, and qualitative descriptive analysis was used for data analysis. The research results show that the Islamization of science is an effort to combine scientific understanding with Islamic principles in order to maintain the relationship between science and religious doctrine and humanitarian goals. Scholars such as Ismail Raji Al-Faruqi and Syed Muhammad Naquib Al-Attas, who emphasize the fusion of general knowledge and religion, have established this idea. The Islamization of knowledge is crucial in modern Islamic education as it encourages the growth of students who are morally sound, devout, and intellectually intelligent.

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1. INTRODUCTION

Islamic education today is evolving in line with globalization, modernity, and the rapid advancement of science and technology. The education system, societal attitudes, and students' lives are all significantly impacted by these advancements (Syahrudin, Susanto, Ummah,



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Musyafa, & Isa, 2025). While advances in science and technology have had many positive impacts on human life, they also present a number of challenges for Islamic education. The duality of knowledge—the separation of religious knowledge from general knowledge—remains problematic (Hidayah, 2023; Ilham, 2020; Junaedi, 2022). This dualism of knowledge leads to general knowledge being viewed as focusing solely on worldly matters such as science, technology, economics, and social issues, while religious knowledge is seen as solely concerned with worship and the afterlife (Yahuda, Susanto, Widodo, Kolis, & Abdillah, 2023). As a result, students often view the two as unrelated. However, according to the Islamic perspective, all knowledge ultimately comes from Allah SWT and is intended to improve human life. Islam does not differentiate between general knowledge and religious knowledge, as both contribute to the development of faithful, intelligent, and noble individuals (Susanto, Munir, & Basuki, 2025).

Muslim scholars were able to master various disciplines in an integrated manner during the golden age of Islamic culture. Religion, philosophy, medicine, mathematics, and astronomy were studied simultaneously by figures such as Ibn Sina, Al-Farabi, and Al-Khwarizmi. However, divisions began to emerge with the increasing influence of Western colonization and the contemporary education system (Triventi, Nevena, Jan, Blossfeld, & Hans, 2013). Islamic education placed greater emphasis on religious knowledge, while general education emphasized mastery of science and technology (Hamami & Nuryana, 2022; Khasanah, Niswanto, & Khairuddin, 2022). The notion that general knowledge and religious knowledge were two distinct disciplines was further reinforced by this situation. The concept of the "Islamization of knowledge," coined by modern Islamic educators, emerged as a solution to this problem. The effort to integrate science with Islamic principles in such a way that science and religious teachings were closely linked became known as the "Islamization of knowledge." According to Syed Muhammad Naquib Al-Attas, science should be free from the influence of secularism and focused on the development of a civilized human being. Meanwhile, Ismail Raji Al-Faruqi emphasized the importance of combining general knowledge and religious knowledge for Islamic education to meet the demands of modernity (Al-Attas, 2011; Arroisi, Zarkasyi, & Roini, 2023).

A crucial aspect of modern Islamic education is the Islamization of knowledge. Islamic education seeks to develop superior morality, faith, and character, while also producing intellectually intelligent individuals. To enable students to grasp knowledge comprehensively and apply it to their daily lives, Islamic education must create a learning system that integrates religious knowledge with contemporary science. Based on the definition above, a key idea in the evolution of modern Islamic education is the Islamization of knowledge. It is hoped that Islamic

education will produce a generation with a balance of intellectual, spiritual, and moral skills through the Islamization of knowledge, empowering them to face changing circumstances without compromising Islamic principles.

2. METHODH

This study uses a library research methodology combined with qualitative research methods. This method is used because this study examines the ideas, theories, and opinions of prominent figures on the Islamization of science and its application to modern Islamic education. This study utilizes both primary and secondary sources for its data (Creswell, 2022; Miles, Huberman, & Jhonny, 2014). Primary data sources include books on the Islamization of science and contemporary Islamic education, especially those written by Ismail Raji Al-Faruqi and Syed Muhammad Naquib Al-Attas. Secondary data sources include articles, scientific journals, and other sources relevant to the research subject. Data collection techniques are carried out through a literature review and documentation. This requires reading, understanding, documenting, and analyzing various texts related to the Islamization of science. Qualitative descriptive analysis is used for data analysis, which includes characterizing and understanding various ideas and hypotheses related to the research (Sugiyono, 2015).

3. DISCUSSIONS

2.1. The Concept of Islamization of Science

A fundamental idea in modern Islamic education is the "Islamization of knowledge," which seeks to connect information with Islamic principles. The evolution of contemporary educational systems, which attempt to separate religious information from general knowledge, gave rise to this idea. In contemporary education, knowledge is often interpreted solely based on reason and empirical experience, without any connection to spiritual or religious principles. As a result, knowledge develops without consideration for morality and ethics (AlGerafi, Zhou, Oubibi, & Wijaya, 2023).

From an Islamic perspective, Allah SWT is the ultimate source of all knowledge. Therefore, religious teachings and knowledge cannot be separated. The goal of Islamizing knowledge is to return it to its original purpose, namely to serve humanity and bring people closer to Allah SWT. Islamizing knowledge means that it is used not only for material purposes but also for the development of devout, noble, and socially conscious individuals. The process of freeing information from the influence of secularism, Westernization, and concepts that contradict Islamic principles is known as the "Islamization of knowledge," according to Syed Muhammad Naquib Al-Attas. Al-Attas argues that because every science is influenced by a particular perspective on life, knowledge is not value-free. Therefore, to save humanity from moral decline

and spiritual crisis, knowledge must be based on Islamic principles. According to Al-Attas, the development of a civilized human being or a person with high morals is the primary goal of the Islamization of knowledge.

On the other hand, Ismail Raji Al-Faruqi views the Islamization of knowledge as an attempt to avoid contradictions in Islamic education by combining religious and general knowledge. He asserts that Muslims must be able to understand Islamic knowledge while mastering contemporary science (Armas et al., 2025). To develop an educational system that balances intellectual and spiritual qualities, these two disciplines must be combined. Al-Faruqi further emphasizes that for knowledge to improve human life, it must be created in accordance with Islamic principles. It is clear from the perspectives of these two individuals that the Islamization of knowledge involves guiding contemporary science to remain consistent with Islamic principles rather than rejecting them. As a result, religion and science are now seen as complementary aspects of human life, rather than as contradictory.

2.2. The Relevance of the Islamization of Science to Contemporary Islamic Education

A crucial aspect of modern Islamic education is the Islamization of knowledge. This is due to the challenges currently facing Islamic education as a result of increasingly complex developments. Globalization, scientific discoveries, and breakthroughs in information technology have significantly transformed human life, including education. While these advances have many advantages, they can also have drawbacks if not supported by moral and religious principles. In this regard, Islamic education must integrate religious understanding with contemporary science rather than simply imparting theoretical religious information. One way to ensure that Islamic education can keep pace with modern developments without losing its Islamic character and principles is by Islamizing knowledge (Susanto, Yahuda, Basuki, & Kadir, 2023).

Eliminating the duality of knowledge is one of the benefits of the Islamization of knowledge in modern Islamic education. Many students believe that while general knowledge is taught in public schools, religious knowledge is only taught in madrasas or Islamic boarding schools. Because of this perspective, students find it difficult to see the connection between religion and everyday life (Ali, 2023; Umar, 2019). Through the Islamization of knowledge, students are taught that religious knowledge and general knowledge are closely related because all information comes from Allah SWT (Herdiyanti, Janah, & Susanto, 2025).

Furthermore, the Islamization of information impacts students' character development. Moral and ethical development is often neglected in favor of academic success and technical skills in modern education. This leads to a number of social problems, including a lack of civility,

dishonesty, disdain for technology, and a lack of civic responsibility. With the Islamization of knowledge, education seeks to develop students who are not only intellectually gifted but also loyal, honest, disciplined, and possess noble character. The application of science and technology in Islamic education is another area of interest. In line with Islamic principles, the Islamization of knowledge encourages the use of technology as a constructive educational tool. For example, studying the Quran, hadith, and other Islamic texts using digital media (Haris, Setiawan, Rendi, & Fajarwati, 2024; Sedana, 2019). In this way, Islamic education can uphold students' spiritual ideals while keeping pace with current developments.

To address the challenges of globalization, the Islamization of knowledge is also crucial. Students live in a society with diverse cultures, ideologies, and lifestyles in the era of globalization (Arroisi et al., 2023). Consequently, Islamic education must provide a strong foundation for students so they can eliminate cultural influences that conflict with Islamic principles. Students should be able to use science and technology wisely while upholding religious principles through the Islamization of knowledge. Because it can create a balance between science, technology, and Islamic principles, the Islamization of knowledge is crucial for the advancement of modern Islamic education.

2.3. 3. Implementation of Islamization of Science in Islamic Education

The curriculum, learning process, and educational environment are just a few ways the Islamization of knowledge can be implemented in Islamic education. Integrating religious and general knowledge into the curriculum is one method of implementation. Learning resources are linked rather than strictly separated in an integrated curriculum. For example, teachers can use verses from the Quran that highlight the greatness of Allah SWT to teach science lessons about the formation of the universe. Teachers can connect biology lessons about the creation of man with verses from the Quran (Budiman, 2017; Mualimin, 2017). This method helps students develop their faith in Allah SWT while also helping them understand scientific topics.

Furthermore, contextual learning is another way to implement the Islamization of information. To make religious content easier to understand and apply, it is linked to students' daily lives. Learning about honesty, for example, can be connected to how students behave in exams, on social media, or in class (Kiftiyah & Susanto, 2025). Students will understand that Islamic teachings must be applied in real life, not just conceptually. Innovative and imaginative teaching strategies can also be used to implement the Islamization of information. The internet, interactive media, instructional videos, and digital technology can all be used by educators as educational resources that foster the development of Islamic ideals. The use of technology in

Islamic education demonstrates that Islam encourages the beneficial application of science and technology rather than rejecting progress.

The implementation of the Islamization of knowledge also depends heavily on the educational environment. Islamic schools and educational institutions must foster an educational culture that embodies Islamic principles such as self-control, integrity, accountability, tolerance, and mutual respect. Students are more likely to develop strong character traits in their daily lives when they are in a conducive environment. Teachers are also crucial in the process of Islamization of information. In addition to imparting knowledge, teachers also serve as role models for their students. Therefore, teachers must be able to model appropriate behavior for children and incorporate Islamic beliefs into the educational process.

It is hoped that students will achieve a balance between intellectual, spiritual, and social skills through the application of the Islamization of knowledge in Islamic education. Along with their scientific and technological endeavors, students will also possess noble morals and be able to face the challenges of contemporary life in a manner consistent with Islamic principles.

4. CONCLUSION

This discussion leads to the conclusion that the Islamization of knowledge is an effort to link science with Islamic principles so that knowledge is not separated from religious teachings and the pursuit of prosperity. The dichotomy of knowledge that develops in contemporary education systems, which separates general information from religious knowledge, gives rise to this idea. Islam believes that because all information basically comes from Allah SWT, religious knowledge and general knowledge must complement each other and not be separated in everyday life. The idea of Islamization of science was greatly influenced by the thoughts of Ismail Raji Al-Faruqi and Syed Muhammad Naquib Al-Attas. So that science can produce civilized humans with noble character, Al-Attas emphasized the importance of eliminating the influence of secularism and building knowledge based on Islamic principles. Meanwhile, Al-Faruqi emphasized the importance of integrating religious knowledge and general knowledge through the process of Islamization of science so that Islamic education can adapt to the times without losing its Islamic identity.

A crucial aspect of modern Islamic education is the Islamization of knowledge. In addition to producing intellectually intelligent students, Islamic education today must foster morality, faith, and social responsibility. Islamic education can help students navigate the challenges of modernity and globalization while upholding Islamic principles by creating a balance between the intellectual, spiritual, and moral dimensions through the Islamization of knowledge. Curriculum integration, contextual learning, the integration of religious content with science and

technology, and the application of creative and innovative teaching techniques are some ways to implement the Islamization of knowledge in Islamic education. To ensure students understand that science and religion are compatible and supportive, rather than contradictory, teachers also play a crucial role in incorporating Islamic principles into every learning process.

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