



Integration of Religious and General Sciences in Modern Education

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Keyword

integration of science, Islamic education, modern education, integrative curriculum

Abstract

The main problem is the suboptimal integration of knowledge in educational institutions due to a dualistic curriculum, conventional learning approaches, and the low competence of teachers in linking religious values with knowledge, thereby hindering the realization of education. This study aims to examine the concept and implementation of the integration of religious and general sciences in modern education as an effort to shape students with a balance between intellectual and spiritual intelligence. Integration of sciences is crucial in addressing the challenges of education in the global era, which tends to separate religious values from science. This study employed a literature review method by examining various relevant literature sources, such as books, scientific journals, and other supporting documents. Data analysis was conducted descriptively and qualitatively through the processes of reduction, presentation, and drawing conclusions. The results indicate that the integration of religious and general sciences can be realized through values-based curriculum planning, contextual and reflective learning implementation, the use of varied learning methods, and strengthening a religious school culture. Furthermore, the role of teachers as facilitators and role models, along with the support of school policies, are important factors in the successful implementation of science integration. Thus, the integration of religious and general sciences is a strategic approach in creating a holistic education oriented toward character building. This research is expected to contribute to the development of Islamic education that is relevant to the needs of the times.

INTRODUCTION

The development of modern education today demonstrates a highly complex dynamic in line with advances in science and technology (Prykhodkina et al., 2025; Yılmaz, 2023). On the one hand, education is required to produce superior human resources in the fields of science, technology, and innovation. However, on the other hand, education also bears the responsibility of shaping the character and morals of students to prevent them from falling into a values crisis. This phenomenon demonstrates that education

cannot focus solely on cognitive aspects but must also address spiritual and ethical dimensions(Lee, 2020; Shobirin, 2025). In this context, the integration of religious knowledge and general knowledge is crucial to creating balance in the educational process. Without such integration, education has the potential to produce individuals who are intellectually intelligent but morally weak. Therefore, an approach that harmoniously combines these two aspects is needed. This integration is expected to produce a generation that is not only competent but also virtuous.

From an Islamic educational perspective, knowledge fundamentally originates from God and aims to bring humanity closer to Him. This demonstrates that there is no dichotomy between religious and general knowledge in Islam(Maruf et al., 2024; Munif, 2025). However, in practice, modern education systems often separate these two types of knowledge. Religious knowledge tends to be taught separately from general knowledge, so students lose sight of the connection between the two(Madkur, 2018). This can lead to a partial and incomplete mindset in understanding the realities of life(Khurram et al., 2019). However, integrating knowledge is crucial for developing a holistic perspective. Integrated education will help students understand that all knowledge has the same value and purpose: the benefit of humanity. Therefore, integration of knowledge is an urgent need in the modern education system. This also aligns with the goal of Islamic education, which emphasizes balance between this world and the afterlife.

The reality on the ground shows that many educational institutions are still unable to optimally implement knowledge integration. The curriculum used is often dualistic, separating religious and general subjects without a clear connection. As a result, students struggle to connect religious values with the knowledge they learn. This results in low spiritual awareness in the application of knowledge. Furthermore, the learning approaches used tend to be conventional and lack contextualization. Teachers often lack the competency to integrate religious values into learning. This situation is one of the inhibiting factors in realizing holistic education. Therefore, systematic efforts are needed to address these issues.

Research conducted by ST IS shows that the integration of interdisciplinary and multidisciplinary paradigms in Islamic education can build synergy between religious knowledge, social sciences, and modern science to address the challenges of civilization in a holistic manner(Bilkis et al., 2025). Research conducted by Hanafiah Y shows that

governance strategies based on knowledge integration are effective in bridging science and religion in intermediate-level Islamic educational institutions through the strengthening of policies, curriculum, and institutional capacity (Hanafiah & others, 2025). Research conducted by Utari D et al. shows that the policy of integrating general and religious knowledge plays an important role in encouraging the emergence of integrated Islamic schools through the strengthening of curriculum, educational management, and a holistic institutional vision (Utari et al., 2025).

Based on the above description, there is a gap between the ideal concept of science integration and actual practice. The concept of science integration has been widely discussed in the literature, but its implementation remains suboptimal. This indicates a gap that needs to be bridged through more applied research. Furthermore, increasingly complex developments demand innovation in educational approaches. Science integration must not only be understood theoretically but also be realized in real-life learning practices. Therefore, this research offers novel value in examining science integration in a more comprehensive manner in the context of modern education. The approach used is expected to contribute to the development of a more integrative education system. Therefore, this research is relevant.

The purpose of this study is to examine the concept and implementation of the integration of religious knowledge and general knowledge in modern education. Furthermore, this study also aims to identify effective strategies for integrating these two types of knowledge into the learning process. The results are expected to provide recommendations for educational institutions in developing an integrative curriculum. Furthermore, this research is also expected to serve as a reference for teachers in developing innovative learning methods. Thus, education can be more balanced between intellectual and spiritual aspects. Integration of knowledge is expected to be a solution to address educational challenges in the modern era. Therefore, this research makes an important contribution to the development of holistic and sustainable education.

METHOD

The research method used in this study is a literature review, a research approach carried out by collecting, reviewing, and analyzing various literature sources relevant to the topic of integrating religious knowledge and general knowledge in modern education (Aspers & Corte, 2019). Data sources in this study were obtained from scientific

books, national and international journals, research articles, and official documents related to Islamic education and modern education. In addition, the researcher also used references from the interpretation of the Qur'an and hadith as a normative basis in understanding the concept of knowledge integration from an Islamic perspective. Data collection techniques were carried out through documentation studies by exploring various literature that has high credibility and relevance to the research theme. The data obtained were then classified based on certain themes to facilitate the analysis process. Thus, this study focuses on exploring concepts in depth through written sources.

The data analysis technique in this study uses a descriptive-qualitative analysis approach, namely by describing, interpreting, and synthesizing various findings from the collected literature (Nurfajriani et al., 2024; Richards & Hemphill, 2018). The researcher carried out a data reduction process to select the most relevant information, then presented it systematically in the form of a comprehensive description. Furthermore, a comparative analysis of various expert views was conducted to find common ground and differences in the concept of science integration. This process aims to produce a deeper and more critical understanding of the topic being studied. Data validity is maintained by using reliable sources that have gone through a peer review process. With this approach, it is hoped that this research can provide a theoretical contribution to the development of the concept of integrating religious knowledge and general knowledge in modern education.

RESULTS AND DISCUSSION

A. concept of integration of religious knowledge and general knowledge from the perspective of Islamic education and modern education

The concept of integrating religious and general knowledge from an Islamic educational perspective stems from the understanding that all knowledge ultimately originates from God Almighty. In this view, there is no dichotomy between religious and general knowledge, as both are part of human endeavors to understand God's creation and will. Islamic education views knowledge as a means of drawing closer to God, thus ensuring that every learning process has a spiritual dimension (Istighosah, 2025). Therefore, the integration of knowledge is essential for building a complete and comprehensive educational system. Religious knowledge provides a foundation of values and ethics, while general knowledge provides an understanding of the realities

of life(Elsayed et al., 2023). Both must operate in balance to produce individuals who are not only intelligent but also virtuous. Therefore, the concept of knowledge integration in Islam is holistic and inseparable. This serves as a primary foundation for developing Islamic education that is relevant to the needs of the times.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Means: (1) Read in the name of your Lord who created! (2) He created man from a clot of blood.(3) Read! It is your Lord, the Most Honorable, (4) who teaches (humans) by the pen (5) He taught mankind what they did not know.

From a modern educational perspective, the integration of knowledge has also begun to gain attention as a response to the weaknesses of an educational system that is overly oriented toward cognitive aspects. Modern education recognizes that the separation between knowledge and values can lead to moral crises and a loss of direction in human life. Therefore, various educational approaches have emerged that emphasize the importance of character and value development. In this context, the integration of knowledge is defined as an effort to connect knowledge with humanitarian and ethical values. This aligns with the goal of modern education, which is to produce not only competent individuals but also socially responsible individuals. Thus, the integration of knowledge becomes a solution to address the imbalance between intellectual and moral intelligence. Modern education is beginning to adopt an interdisciplinary approach that combines various fields of knowledge. This demonstrates that the concept of knowledge integration is increasingly relevant in a global context.

Conceptually, the integration of religious and general sciences can be understood as the process of incorporating religious values into all aspects of learning(Imamah, 2025). This integration is not only formal but also substantive in every educational activity. This means that religious values are not only taught as separate subjects but are also internalized in general science learning. For example, in science learning, students are invited to understand the greatness of God through natural phenomena. This will help students see the connection between science and faith. Thus, the integration of sciences creates more meaningful learning. Students not

only understand concepts but are also able to connect them with spiritual values. Therefore, the integration of sciences is an effective approach in education. It can also foster a more holistic mindset.

The concept of science integration is also closely related to curriculum development. An integrated curriculum must accommodate various aspects of learning in a balanced manner. This includes cognitive, affective, and psychomotor aspects that support each other. In an integrative curriculum, each subject is linked to religious values. Teachers play a crucial role in connecting learning materials with spiritual values. Furthermore, the curriculum must be designed flexibly to adapt to students' needs. This integration will create unfragmented learning, enabling students to fully understand knowledge. Therefore, curriculum development is key to implementing science integration.

From a philosophical perspective, the integration of knowledge reflects a worldview that views reality as a unified whole. Islamic education embraces a monotheistic paradigm that emphasizes the unity of this world and the afterlife (Habibi, 2024). This paradigm serves as the basis for integrating religious and general knowledge. Meanwhile, modern education is shifting toward a holistic paradigm that views humans as complex beings. These two perspectives converge in the effort to create a balanced education. The integration of knowledge bridges spiritual and intellectual needs. This is crucial in facing increasingly complex global challenges. Therefore, the integration of knowledge has a strong philosophical foundation. Therefore, this concept must be developed sustainably.

Knowledge integration also has implications for the learning methods used. Learning methods must be designed to connect theory and values. A contextual and reflective approach is an effective strategy for knowledge integration. Through this approach, students are encouraged to understand the meaning behind each topic studied. This will increase their awareness of the values contained in knowledge. Furthermore, learning methods must be interactive and participatory. This way, students can be actively involved in the learning process. Knowledge integration cannot be achieved if learning is only one-way. Therefore, innovation in learning methods is essential.

The concept of knowledge integration also demands a paradigm shift in educators. Teachers serve not only as transmitters of material but also as facilitators who guide values-based learning. Teachers must have a sound understanding of the concept of knowledge integration. Furthermore, they must possess the competence to link the material to religious values. This requires ongoing training and professional development. Teachers must also be able to serve as role models in implementing these values. This will ensure effective knowledge integration. The role of teachers is crucial to the successful implementation of this concept. Therefore, improving teacher quality is a top priority.

Based on the above description, it can be concluded that the concept of integrating religious knowledge and general knowledge is a crucial approach in Islamic and modern education. This integration aims to create a balance between the intellectual and spiritual aspects of students. With this integration, education not only produces intelligent individuals but also individuals with noble character. This concept has a strong philosophical, curricular, and methodological foundation. Furthermore, the integration of knowledge is also relevant in addressing the challenges of education in the global era. Therefore, the implementation of this concept needs to be carried out systematically and sustainably. Integrated education will be able to produce a superior and character-based generation. Thus, the integration of knowledge is a solution for the development of future education.

B. Implementation of integration of religious knowledge and general knowledge in the learning process at school

The implementation of the integration of religious and general knowledge into the learning process at school can begin with structured, values-based lesson planning. At this stage, teachers develop learning tools such as syllabi and Lesson Implementation Plans (RPP) by integrating religious values into each subject taught. This integration is not merely symbolic but must also touch on the substance of the learning (Nafisah et al., 2024). For example, in science lessons, teachers can link natural concepts to the greatness of God as creator. This will help students understand that science is inseparable from spiritual values. This way, the learning process becomes more meaningful and goes beyond mere knowledge transfer. Furthermore,

good planning will facilitate teachers' consistent implementation of integration. Therefore, the planning stage is a crucial initial step in science integration.

Implementing science integration can also be done through contextual and reflective classroom learning. Teachers can use a learning approach that links material to real life and religious values. In this process, students are encouraged not only to understand concepts but also to reflect on their meaning. For example, in mathematics lessons, students can be encouraged to understand the importance of honesty and accuracy as part of moral values. In this way, learning not only develops cognitive abilities but also shapes character (Ramesh, 2022). Furthermore, teachers can also use discussion methods to explore students' understanding of the relationship between science and values. This approach will increase active student participation in learning. Therefore, learning implementation must be designed creatively and innovatively.

Implementation of knowledge integration can also be achieved through the use of varied and interactive learning methods. Methods such as project-based learning (PBL), problem-based learning (PBL), and collaborative learning can be effective means of integrating knowledge. Through these methods, students can learn actively and experience the learning process directly. Furthermore, they can develop critical and creative thinking skills. In this process, teachers can incorporate religious values as part of the solutions developed by students. Thus, knowledge integration occurs not only at the theoretical level but also in practice. Varied methods can also increase student learning motivation. Therefore, the choice of learning method is a crucial factor in the success of knowledge integration.

In addition to intracurricular activities, knowledge integration can also be implemented through extracurricular activities and school culture. Activities such as Islamic studies, community service, and character development programs can serve as a means to reinforce the values taught in the classroom. Through these activities, students can apply religious values in real life. Furthermore, a religious school culture can also support the process of knowledge integration. For example, the habit of praying, reading the Quran, and maintaining ethical behavior in interactions. A conducive environment will strengthen the internalization of values in students. Thus, knowledge integration occurs not only in formal learning but also in daily life at school.

Therefore, developing a school culture is a crucial part of implementing knowledge integration.

The role of teachers in implementing science integration is crucial to the success of the process (Winarno et al., 2020). Teachers must have a solid understanding of the concept of science integration and the ability to apply it in learning. Furthermore, teachers must be role models in implementing religious values. Teachers' attitudes and behaviors will serve as concrete examples for students. Teachers also need to be creative in developing integrative learning strategies. This can be achieved through ongoing training and professional development. This allows teachers to continuously improve their competencies. Therefore, the role of teachers is key to implementing science integration in schools.

Implementing science integration also requires support from a comprehensive evaluation system. Evaluation should not only focus on academic outcomes but also encompass aspects of student attitudes and behavior. Authentic assessment can be used to measure the extent to which students are able to internalize religious values. Furthermore, reflection can also be part of the evaluation process. Through reflection, students can evaluate themselves. This will help them understand their character development. Comprehensive evaluation will provide a more complete picture of learning outcomes. Therefore, the evaluation system must be designed in an integrative manner.

The implementation of science integration also requires the support of supportive school policies. Schools must have a clear vision and mission for integrating religious and general knowledge. This policy must be realized in concrete and sustainable programs. Furthermore, school management must provide support for curriculum development and integrative learning. The availability of facilities and infrastructure is also a supporting factor in this implementation. With strong support, science integration can run optimally. Therefore, the role of school management is crucial in supporting the implementation of science integration.

Based on this description, it can be concluded that implementing the integration of religious and general knowledge in school learning requires a comprehensive and systematic approach. Integration is not only carried out at the curriculum level, but also in methods, evaluation, and school culture. The role of

teachers, policy support, and a conducive environment are crucial factors in successful implementation. With good integration, students can understand knowledge comprehensively and meaningfully. They become not only intelligent individuals but also possess a strong spiritual awareness. Therefore, the integration of knowledge is a strategic step in the development of modern education. In this way, education can produce a superior and character-based generation.

CONCLUSION

The integration between religious studies and general knowledge is an important approach in building a holistic and balanced education system. This concept emphasizes that all knowledge comes from the same source, so there is no need for a dichotomy between the two. Its implementation can be carried out through learning planning, classroom execution, the methods used, as well as a school culture that supports religious values. The role of teachers is very important as facilitators, role models, and innovators in integrating these two fields of knowledge. In addition, support from school policies and a comprehensive evaluation system also determines its success. With effective integration, students can develop intellectually while having strong character and high spiritual awareness.

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