



INTEGRATION OF RELIGIOUS AND SCIENCE AS A SOLUTION TO FACE GLOBALIZATION IN ISLAMIC EDUCATION LEARNING

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ABSTRACT

Islamic education in Indonesia faces major challenges due to modernization and globalization that require adjustments without sacrificing traditional values. This article examines the concept and implementation of the integration of religious knowledge and general knowledge in Islamic Religious Education (IRE) learning as a strategic solution to face the challenges of globalization. The research methodology uses a qualitative approach with a literature study design, analyzing various sources to understand the challenges and solutions in integrating the two fields of knowledge. This study found that the integration of religious knowledge and general knowledge can strengthen the character and competence of students in facing the challenges of the modern world. The results of the study indicate the importance of developing a curriculum that integrates religious values with science and technology, as well as strengthening Islamic-based character education. In addition, approaches such as the spider web paradigm proposed by Amin Abdullah show great potential in creating a more holistic understanding of the world. This article provides recommendations for curriculum integration, teacher capacity building, and collaboration between educational institutions, government, and society to create competent, character-based graduates who are ready to compete in the global era. The novelty of this article lies in the curriculum integration approach based on a balance between religious knowledge and general knowledge, as well as the importance of strengthening character education in facing the dynamics of globalization.

Keywords: Islamic Education, Integration of Knowledge, Globalization, Islamic Religious Education (IRE), Curriculum

ABSTRAK

Pendidikan Islam di Indonesia menghadapi tantangan besar akibat modernisasi dan globalisasi yang menuntut penyesuaian tanpa mengorbankan nilai-nilai tradisional. Artikel ini mengkaji konsep dan implementasi integrasi ilmu agama dan ilmu umum dalam pembelajaran Pendidikan Agama Islam (IRE) sebagai solusi strategis menghadapi tantangan globalisasi. Metodologi penelitian menggunakan pendekatan kualitatif dengan desain studi literatur, menganalisis berbagai sumber untuk memahami tantangan dan solusi dalam mengintegrasikan kedua bidang ilmu tersebut. Penelitian ini menemukan bahwa integrasi ilmu agama dan ilmu umum dapat memperkuat karakter dan kompetensi peserta didik dalam menghadapi tantangan dunia modern. Hasil penelitian menunjukkan pentingnya pengembangan kurikulum yang mengintegrasikan nilai-nilai agama dengan ilmu sains dan teknologi, serta memperkuat pendidikan karakter berbasis Islam. Selain itu, pendekatan seperti paradigma jaring laba-laba yang diajukan oleh Amin Abdullah menunjukkan potensi besar dalam menciptakan pemahaman yang lebih holistik mengenai dunia. Artikel ini memberikan rekomendasi untuk integrasi kurikulum, peningkatan kapasitas guru, dan kolaborasi antara lembaga pendidikan, pemerintah, dan masyarakat untuk menciptakan lulusan yang kompeten, berkarakter, dan siap bersaing di era global. **Novelty** dari artikel ini terletak pada pendekatan integrasi kurikulum yang berbasis pada keseimbangan antara ilmu agama dan ilmu umum, serta pentingnya penguatan pendidikan karakter dalam menghadapi dinamika globalisasi.

Kata Kunci: Pendidikan Islam, Integrasi Ilmu, Globalisasi, Pendidikan Agama Islam (IRE), Kurikulum



INTRODUCTION

Islamic education in Indonesia today faces great challenges in the face of modernization, which demands adjustments without sacrificing traditional values. Globalization has brought significant changes in various aspects of human life, including in the field of education. The rapid flow of information, technological developments, and cultural interaction demand adjustments in the learning approach to be relevant to the dynamics of the times. Education, especially Islamic Religious Education (IRE), faces a major challenge to remain able to maintain the essence of religious values while providing competencies that are in accordance with global needs. (Syahrianti, 2024)

To answer the challenges of modernization, Islamic education in Indonesia must be able to transform the curriculum, utilize technology, strengthen the values of moderation, improve teacher competence, and involve all stakeholders. Thus, Islamic education can remain relevant and become a solution in facing global dynamics without losing its identity

In the midst of the rapid influence of globalization, there is a need to integrate religious science and general science in IRE learning. This integration is important as an effort to create individuals who not only understand Islamic values deeply but are also able to compete in the global world. This integrative approach not only aims to give birth to a generation that excels in spiritual aspects, but also has the ability to think critically, creatively, and innovatively in accordance with the demands of the globalization era. (Agus Samsul Bassar, et.al, 2021)

Dalam menghadapi tantangan globalisasi, integrasi antara ilmu agama dan ilmu umum dalam pendidikan Agama Islam (IRE) menjadi semakin relevan. Penggabungan dua ranah pengetahuan ini bertujuan untuk membentuk individu yang memiliki wawasan luas dan seimbang antara keimanan yang kokoh serta kompetensi yang dibutuhkan di dunia yang semakin kompleks. Dengan pendekatan integratif, IRE tidak hanya mengajarkan nilai-nilai keislaman sebagai landasan moral, tetapi juga membuka ruang bagi siswa untuk mengembangkan keterampilan berpikir kritis, analitis, dan problem solving yang dibutuhkan dalam kehidupan profesional dan sosial. Selain itu, melalui integrasi ilmu agama dan ilmu umum, generasi muda diharapkan mampu menghadapi tantangan global dengan pemahaman yang holistik dan mampu beradaptasi dengan perubahan zaman tanpa kehilangan jati diri sebagai umat Islam. Pembelajaran yang berbasis pada pendekatan ini akan memfasilitasi terciptanya individu yang cerdas, bijaksana, serta memiliki kepedulian sosial yang tinggi dalam menghadapi tantangan masa depan.

A number of studies show that the division between religious science and general science is often an obstacle in producing holistic graduates. In this context, IRE learning needs to be designed in such a way that it is able to bridge religious values with science, technology, and social sciences. Thus, students not only understand religion as a purely ritualistic aspect, but also as a framework of thinking and ethical guidelines in dealing with the complexities of the modern world. (Faizul Muna, et.al. 2024)

IRE learning that bridges religious science with general knowledge is a solution to produce a generation that not only understands religion ritualistically, but is also able to make it a framework of thinking and ethical guidelines in facing the challenges of the modern world. This integration will produce graduates who are spiritually resilient, intellectually intelligent, and ready to compete in the global era.



This article aims to explore the concept and implementation of the integration of religious and general science in IRE learning as a strategic solution in facing the challenges of globalization. With an integration-based approach, it is hoped that IRE learning can be an effective instrument in building a generation with Islamic character and global competence.

Integrating religious and general sciences in IRE learning can be an effective solution to face the challenges of globalization, by equipping students with comprehensive knowledge and strong spiritual values. (Maragustam Siregar, et.al, 2019) This is to form a holistic character: This integration aims to create individuals who master science and have strong religious practices, in accordance with the ultimate goal of Islamic education. (Muhammad Firdaus, 2020)

Integrating religious science and general science in the learning of Islamic Religious Education (IRE) is not just a combination of two disciplines, but rather an effort to form individuals who have broad insight and a deep understanding of the reality of life. This integration provides an effective solution to face the challenges of globalization, by equipping students not only with general knowledge relevant to the needs of the times, but also with solid spiritual values as a moral foundation in every action. The purpose of this integration is to form a holistic character, where students not only master science in accordance with the times, but also practice religious principles consistently in daily life. Thus, this integrative approach ensures that the next generation is not only ready to compete in an increasingly global world, but also still adhere to religious teachings that bring peace, justice, and goodness to others. Through the synergy between religious science and general science, Islamic education can create individuals who are not only intellectually intelligent but also emotionally and spiritually mature, who are ultimately able to make a positive contribution to society and the world as a whole.

METHOD

The methodology of this research uses a qualitative approach with a literature study design to explore the concept and implementation of the integration of religious science and general science in the learning of Islamic Religious Education (IRE). This research analyzes a variety of relevant sources, including articles, journals, books, and previous research reports, to gain an in-depth understanding of the challenges and solutions in integrating the two fields of science. The main focus of this research is to explore how the concept of integration can be applied in the context of Islamic education in Indonesia, as well as how it can strengthen the character and competence of students in facing the challenges of globalization. This study also examines models of scientific integration, such as the spider web concept proposed by Amin Abdullah, as well as the role of education policies and curriculum that combine religious science and general science. The data obtained are analyzed descriptively to formulate strategic recommendations related to the development of curriculum and learning methods that can create graduates who are not only academically intelligent, but also have a strong moral and ethical foundation.

RESULT AND DISCUSSION

Concept and Implementation of Integration of Religious and General Sciences in IRE Learning

At the conceptual level, the paradigm of integration of general science and religion is



basically the two-way integration of Islamic knowledge and values, from secular sciences to Islamic values, and from conventional Islamic religious materials to secular sciences. (Sururin, et.al. 2021) The integrated paradigm of general science and Islamic values is a strategic effort to eliminate the dichotomy of science and build a generation that excels in spiritual and intellectual dimensions. With a two-way approach, this paradigm is able to combine Islamic values and secular science, creating harmony between science and ethics in modern life.

As Abudin Nata (2005) identified, the Islamic modernization model, namely Integration, is implemented by developing the Islamic message in the process of social and adaptive changes to the development of the times without having to abandon a critical attitude towards globalization and modernization. (M. Iqbal Lubis, et al. 2023)

The integration model proposed by Abudin Nata emphasizes the importance of critical and contextual adaptation to Islamic teachings in the face of changing times. This approach provides space for an understanding of Islam that is not only static, but also able to evolve along with the social, cultural, and technological dynamics that occur at the global level. Within this framework, Islam is seen as a guideline for life that is not only relevant to the context of the past, but also able to provide solutions to contemporary challenges, such as globalization, social change, and scientific advancement. By maintaining the integrity of religious teachings, this model encourages students and Muslims in general to be more critical in assessing new phenomena, so that they can find new ways to apply Islamic teachings without losing their spiritual and moral essence. In addition, this integration also allows for the creation of an adaptive Muslim society that is still grounded in the basic principles of religion, so that Islam remains a source of inspiration and relevant life guidelines, not only in the context of religion but also in social interaction and global developments.

The concept of integration of Islam and science carried by Amin Abdullah through the metaphor of the spider web creates an interrelated and profound scientific paradigm. This approach invites us to see science as a network that unites the spiritual dimension of Islam with science, rather than as two separate entities. This integration provides a holistic view of the world, by valuing the contribution of both in developing knowledge that is beneficial to humanity

Amin Abdullah uses the metaphor of a spider's web to describe the way in which science and Islamic teachings are interconnected and influential. Just as the threads in a cobweb's are intertwined, Islamic science and science complement each other in forming a more holistic understanding of the world and life. This concept invites Muslims to see science not only from the perspective of religion or science, but as a whole that is interrelated and contributes to a deeper understanding.

This approach emphasizes that religious science (Islam) and secular science (science) are not two separate entities. Islamic science provides moral and ethical values that can direct the application of science to benefit humanity, while science provides knowledge that can delve into natural phenomena and the world created by God. Thus, the two complement and support each other.

A spider web approach that integrates religious science and general science offers a mutually beneficial relationship between the two, where each field of science not only shares space, but also inspires each other to produce broader and more meaningful applications. In



this context, science and technology, which are often considered to be the realms of rationality and empirical, can be developed while adhering to the principles of Islamic ethics that emphasize the welfare of humanity, social well-being, and the sustainability of nature. The principle encourages scientists to not only pursue technological advancements, but also consider their impact on human life and ecosystems. On the contrary, the teachings of Islam, with their spiritual and moral insights, can be strengthened and clarified through scientific discoveries that deepen the understanding of God's creation, as well as enrich the interpretation of sacred texts that teach about the balance of nature, life, and man's relationship with God. Thus, this approach not only results in a harmonious collaboration between science and religion, but also creates space for a more holistic development of science, where technological and spiritual advances go hand in hand, enriching each other and providing a clear direction for the development of humanity as a whole.

This integration helps to create a broader and deeper understanding of the universe and human life, involving physical, social, and spiritual dimensions, provides an ethical basis for the application of science, which allows the use of technology and science that not only prioritizes material progress, but also pays attention to moral and social aspects, and by integrating Islamic values in the development of science, Muslims can face the challenges of globalization and modernization wisely.

The Effectiveness of Religious and General Sciences in Shaping the Character and Competence of Students to Face the Challenges of Globalization

Curriculum integration can create graduates who are knowledgeable and have a strong understanding of religion. In addition, strengthening character education based on Islamic values is important to shape students' identities and morals. The research also emphasizes the need for collaboration between educational institutions, governments, and communities to support relevant Islamic education. Thus, this article provides a strategic guide to maintain a balance between modernization and the preservation of traditional values in Islamic education in Indonesia. (Dwi Winarno and Sukari, 2024)

The integration of curriculum in Islamic education has great potential to create graduates who are not only knowledgeable, but also have a deep and strong understanding of religion. This approach allows students to associate academic knowledge with religious values, which supports the formation of superior character in social and professional life. In addition, strengthening character education based on Islamic values is an important element in shaping students' identities and morals, which serves as a foundation in facing the challenges of the modern world.

The integration between general science and religion allows students to have a more comprehensive insight. By combining the two, students gain not only temporal but also spiritual knowledge, which improves their overall self. This contributes to the development of individuals who are not only competent in the field of science, but also grounded in strong morality.

Strengthening Islamic-based character education is very important in shaping students' morals. Values such as honesty, simplicity, justice, and compassion taught in Islam can help students become responsible, ethical, and committed to social good. This character education



also serves to maintain and strengthen students' religious identities in the midst of globalization challenges. Successful integration of curriculum and character education cannot be achieved without strong collaboration between educational institutions, the government, and the community.

The government needs to provide policies that support Islamic education that is relevant to the times, while educational institutions must ensure that religious values are consistently applied in learning. The community also has a role in creating an environment that supports the formation of students' character. This article discusses how Islamic education in Indonesia can adapt to the demands of modernization while preserving traditional values. Through the literature analysis, the author emphasizes the importance of curriculum integration between religious science and general science, strengthening character education based on Islamic values, and increasing teacher capacity in the context of modernization. The results of the analysis show that this kind of integrative approach can produce well-rounded graduates with a strong understanding of religion.

Islamic religious education plays a vital role in shaping the morals and ethics of individuals. Through understanding and practicing Islamic religious teachings, religious education builds moral awareness, strengthens faith, and provides good behavioral guidelines. Values such as fairness, honesty, politeness, patience, and generosity are taught to form good character. Islamic religious education also teaches universal values, such as respecting and respecting others, and protecting the environment. However, Islamic religious education also faces challenges, such as changes in social values and norms, technological developments, and generational changes. To address this, strategies such as the development of relevant criteria, improving the quality of teachers, the use of technology and media, collaboration with parents and the community, struggling with contextual challenges, and continuous monitoring and evaluation need to be implemented. Thus, Islamic religious education becomes an important pillar in the formation of strong morals and ethics in Muslim individuals. (Sitti Romlah and Rusdi, 2023)

Islamic Religious Education (IRE) has a very important role in the formation of the morals and ethics of Muslim individuals. Through the teachings of Islam taught and practiced in daily life, IRE provides a solid foundation to build good character and form a high moral awareness. Islamic values that include justice, honesty, decency, patience, and generosity become guidelines in daily behavior, which serve not only for personal good but also for social good.

Islamic religious education teaches the values that underlie good behavior, such as honesty, politeness, and patience. Through the understanding and practice of religious teachings, individuals are taught to make these values the foundation in interacting with others and living life. This approach helps to create an ethical and harmonious society, where individuals who have strong character will find it easier to maintain good relations with the surrounding environment.

In addition to religious values, Islamic religious education also instills universal values that are important in social life, such as respecting others, protecting the environment, and doing good to others. These values are inclusive and acceptable to various sections of society, so they are not only beneficial to individual Muslims, but also for the good of humanity in general.



Islamic religious education faces various challenges, such as rapid changes in social values and norms, technological developments that affect the way we interact, and shifts in the mindset of the younger generation. These changes can affect the understanding and practice of Islamic religious teachings, which are sometimes considered less relevant to modern life.

The Islamic religious education curriculum needs to continue to be adjusted to the needs and developments of the times, so that it remains relevant and acceptable to the younger generation, religious teachers must be equipped with in-depth knowledge of Islamic teachings as well as skills in delivering material in an interesting and contextual manner, Technology can be used to convey religious values more effectively and attractively, for example through online platforms, social media, and learning applications, Islamic religious education is not only limited to schools, but also needs to involve parents and the community in supporting the learning process and the practice of religious values, and the process of Islamic religious education needs to be evaluated periodically to ensure that the curriculum, methods, and strategies used remain effective in forming good character.

Islamic religious education plays a key role as a key pillar in the formation of Muslim individual morals and ethics. By teaching strong Islamic values, religious education builds character based on noble morals and strengthens faith. However, to answer the challenges faced, Islamic religious education needs to be accompanied by the right strategies, such as the development of relevant curriculum, the improvement of the quality of teachers, and the use of technology. Thus, Islamic religious education will remain a solid foundation in forming ethical, responsible, and ready individuals to face the challenges of the times.

This article discusses the important role of Islamic religious education in shaping the morals and ethics of Muslim individuals. Through the understanding and practice of Islamic teachings, religious education builds moral awareness, strengthens faith, and provides guidance for good behavior. Values such as fairness, honesty, politeness, patience, and generosity are taught to form good character. In addition, Islamic religious education also teaches universal values, such as respecting and respecting others, and protecting the environment. This article also discusses the challenges faced in Islamic religious education, such as changes in social values and norms, technological developments, and generational changes. To address these challenges, the authors suggest strategies such as the development of relevant curriculum, improving the quality of teachers, the use of technology and media, collaboration with parents and the community, and continuous monitoring and evaluation. Curriculum integration by combining the national curriculum and Islamic boarding schools. The intended curriculum is a number of subjects that are studied by students in the classroom. Where in it the character content contained in core competencies 1 and 2 are spiritual and social aspects. Meanwhile, in the pesantren curriculum there are Islamic subjects, learning tahfizh of the Qur'an and habituating characters in daily practice in the pesantren environment. (Darul Qutni, 2018).

The integration of the curriculum between the national curriculum and the pesantren curriculum is an important step in creating a comprehensive and holistic education for students. The national curriculum, with its character content reflected in core competencies 1 and 2, emphasizes the formation of spiritual and social aspects that are the basis for the formation of individual character. The spiritual aspect integrated through religious learning in schools, along with the reinforcement of social values such as responsibility, cooperation, and empathy, will



enrich the student learning experience. On the other hand, the pesantren curriculum offers a more in-depth educational dimension in the Islamic aspect, with a focus on teaching more in-depth religious subjects, learning tahfizh of the Qur'an, and the practice of habituating Islamic characters that can be applied in daily life. Through this integration, students not only gain general knowledge and social skills from the national curriculum, but also strengthen their spiritual and moral foundations through intensive religious instruction in Islamic boarding schools. This approach allows students to develop a balanced character between intellectual and spiritual intelligence, preparing them to become individuals who not only excel academically, but also have noble character and maturity in living social life. This integration also provides an opportunity for educational institutions to develop a curriculum that is more relevant and adaptive to the times, while maintaining traditional and Islamic values in society.

The concept of scientific integration of spider webs is a form of implementation that has been carried out at the level of integrative scientific development in a systematic way starting from the philosophical level to the operational preparation of the curriculum and learning process or the strategic level. (M. Iqbal Lubis, et.al. 2023). The concept of cobwebbed scientific integration, introduced by Amin Abdullah, describes an approach that connects various disciplines interconnectively, where each science intertwines and supports each other in forming a more holistic understanding. The implementation of this concept in education has developed systematically, from the philosophical to the operational level. At the philosophical level, this scientific integration focuses on a deep understanding of the importance of the relationship between religious science and general science, as well as how the two enrich each other in the formation of broad and balanced insights. Furthermore, at the strategic level, this integration is realized through the development of a curriculum that combines religious science with science, technology, and social sciences, as well as designing a learning process that encourages students to develop critical and creative thinking skills that can connect different fields of knowledge. With a structured approach from philosophy to operational, this scientific integration of spider webs aims to form individuals who not only have extensive knowledge, but are also able to apply Islamic values in daily life contextually and adaptive to changing times. This process emphasizes the importance of collaboration between disciplines in facing global challenges and helping to shape a smart, ethical, and innovative generation.

It is often complained that the rise of moral decadence is caused by a lack of religious morals in a person. To overcome this, religious education is needed. In accordance with many research reports, religious education does contribute to the development of students' character. The existing religious education still needs improvement efforts to be more able to make a maximum contribution to character development. Learners are human beings who live in time and space. Human character can be influenced by many factors, namely by oneself, parents, teachers, friends, enemies, competitors, sight, hearing, thoughts, reading, writing, tendencies, pleasures, or by his feelings.

As for other factors, namely gender, age, association, position, education, country, food, drink, clothing, vehicle, health, economy, physical perfection, physical disability, regional weather, residence, region, family life, neighbor life, community life, state life, level of coercion, level of freedom, difficulty level of life challenges, fertility of the region, drought, political life of the country, state economy, ease of business, difficulties in doing business, by his life goals,



and his worldly life. Other influences can be due to the political policies of the country, the policies of the educational institutions, the policies of the parents, the policies of the campus, the policies of the regions, and others. (Suwito, 2020)

The rise of moral decadence that is often complained about in society can be understood as the impact of the lack of moral formation based on religious values. This indicates the importance of religious education as the main pillar in fostering the character of students. Religious education, which serves to instill moral and spiritual values, has been shown to contribute significantly to the formation of good behavior and character. However, even though religious education has been recognized as one of the solutions, its implementation still needs to be improved in order to have a maximum impact in facing the current moral challenges.

Individual characters do not form instantly and can be influenced by many factors interacting with each other. For example, internal factors such as self, feelings, and personal tendencies greatly influence character formation. However, external influences such as the environment of family, friends, community, and various social and cultural factors also play an important role. In addition, other factors such as age, gender, economic conditions, education, socializing, and even political and social policies can also affect an individual's mindset and behavior. Therefore, religious education is not only limited to teaching religious values, but must also pay attention to social and environmental dynamics that affect students.

To overcome this problem of moral decadence, it is necessary to improve the quality of religious education that is able to answer the challenges of the times, both in terms of curriculum, teaching methodology, and the involvement of parents and the community. Religious education must be able to form a character that is adaptive to the changing times without losing its moral and spiritual essence. With a broader understanding of the various factors that affect character development, religious education can be more effective in forming individuals who have noble character and strong moral resilience.

CONCLUSION

This study found that the integration of religious science and general science in the learning of Islamic Religious Education (IRE) at Nabila Islamic School, Batam City, was carried out through an integrative curriculum approach that includes spiritual, social, and intellectual aspects. This concept reflects efforts to unite Islamic values and secular knowledge to form holistic and globally competitive students. The implementation of the strategy includes the development of teaching materials based on Islamic values, the use of interactive methods, and the habituation of Islamic characters in daily activities. This model is in line with the "spider web" paradigm put forward by Amin Abdullah, in which the relationship between religious science and science is systematically developed from the philosophical to the operational level.

In addition, this study shows that an integrative approach is able to improve religious understanding as well as students' critical, creative, and innovative competencies. Integration-based learning not only helps students understand religion as a ritualistic aspect, but also as a guideline for life in the face of global challenges. The results of the analysis show that collaboration between teachers, curriculum, and strengthening the character of education based on Islamic values is the key in maintaining the relevance of IRE education to the demands of the times. However, there are challenges in the availability of human resources and institutional



support that need attention to optimize this program.

The integration of religious science and general science in IRE learning is a strategic solution to face the challenges of globalization without sacrificing traditional values. This approach has proven to be effective in building a generation that is Islamic, knowledgeable, and globally competent. However, the success of its implementation requires the support of all stakeholders, including teachers, educational institutions, the government, and the community, to create a holistic and sustainable education ecosystem.

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