



**Book Chapter of Proceedings
Journey-Liaison Academia and Society**

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**Integration of Science as the Center of World Education
Civilization**

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Abstract

Science raises differences in thoughts and opinions that trigger problems in social life. One of them is about the concept of integration of science that unites general science (*Science*) and religious science (divinity). The purpose of this study is to determine the concept of integration of science as the center of world education civilization. This research method uses qualitative methods with literature studies. This study gives the result that these two sciences must be able to go hand in hand, considering that there are various religions and beliefs held by people around the world. This is because both have a considerable impact on human life based on the interaction between the Islamic religious sciences and the general sciences (*science*).

Keyword: knowledge, science, religion

Integrasi Ilmu sebagai Pusat Peradaban Pendidikan Dunia

Abstrak

Ilmu pengetahuan memunculkan perbedaan pemikiran dan pendapat yang memicu problematika di kehidupan bermasyarakat. Salah satunya adalah mengenai konsep integrasi ilmu yang menyatukan antara ilmu pengetahuan umum (*Science*) dan ilmu agama (ketuhanan). Tujuan penelitian ini untuk mengetahui konsep integrasi ilmu sebagai pusat peradaban pendidikan dunia. Metode penelitian ini menggunakan metode kualitatif dengan studi literatur. Penelitian ini memberikan hasil bahwa kedua ilmu ini harus dapat berjalan beriringan, mengingat terdapat berbagai macam agama dan keyakinan yang dianut oleh masyarakat diseluruh dunia. Hal ini disebabkan, karena keduanya memiliki dampak yang cukup besar bagi kehidupan manusia berdasarkan interaksi antara ilmu-ilmu agama Islam dan ilmu-ilmu pengetahuan umum (*science*).

Kata Kunci: pengetahuan; sains; agama.

PRELIMINARY

We hear endless debates about science, adjusting to who is discussing and expressing opinions. Science is a complete thing. In the end, this knowledge is used by all humans on earth to receive education, of course everyone needs the presence of education in the midst of their lives. Humans without knowledge are like people who walk without a destination, humans without knowledge means that they have no foundation for their lives. Education is likened to a foundation in forming and instilling individual human values as part of the life process in doing various things, both in the scope of community life, nation and state, even their smallest life, namely in the family [1]. However, many experts discriminate between sciences that should be able to go hand in hand.

Humans group this science into two types, namely general science (science) and religious knowledge (divinity), this grouping is known as the dichotomy of science. This dichotomy of science arises because of the assumption that the two sciences are separate and cannot be combined. When a long line is drawn, this can pose several risks, one of which is problematic in education. Meanwhile, according to Nurbaiti, et al [2] this is contrary to the actual scientific concept. In his study, he stated that the concept of integration of knowledge is in line with Islamic teachings, where Islam has various kinds of knowledge which include religious knowledge and general knowledge.

Several other experts also gave their opinion through the research they did. Faishal (3) conducted a similar study and in this study stated that the presence of the integration of science is used to give a spiritual touch to science which in its implementation is by providing the concept of Islamization of general science or by means of interconnection or dialogue. A similar study was also conducted by Wangsa (4) which revealed that the stigma attached to society is the difference between the two sciences, namely the knowledge of the hereafter (divinity) and the science of the world (science). In his research, it is stated that in the science of religion, especially Islam, it states that everything in this world belongs to Allah SWT, including the science of this world or science.

Based on the description above, the researcher wants to know about the concept of integration of science as the center of world education civilization. The formulation of the problem presented in this study is "how can the concept of integration of science, both general science (science) and religious science (divinity) become the center of world education civilization?". Therefore, researchers are interested in carrying out a research entitled "Integration of Science as the Center of World Education Civilization".

RESEARCH METHODS

There is only one variable in this research, namely the Integration of Science. In conducting this research, the researcher uses a qualitative approach, which means that the research carried out refers directly to the data source and the researcher is the key instrument, so that descriptive qualitative research can be described in a real and clear way using data in the form of pictures or words, and not refers to the number [5]. The data collection technique used is a literature study by collecting data from books, literature, scientific journals, and other literature that can support this research with the aim of describing what is needed in this research. According to Hartono [6]. The method used to carry out this research is by using literature studies both found online and offline

related to the integration of science as the center of world education civilization and then processing it using descriptions in the form of words.

RESULTS AND DISCUSSION

Education as Part of Human Life

Humans when first born into the world learn to hear and see their surroundings. They will learn what they catch even in the womb [7]. Capture the stimulus which is then processed by them until later born into the world. After birth, humans are required to continue to learn about the things that happen around them. For this reason, a proactive environment is needed in guiding a human being so that he can be of benefit to his surroundings. Education is not only about school. Education can start from the smallest scope, namely the family. It is from this smallest scope that later forms the child into something bigger in the future, starting from the prevailing norms, learning about values, politeness, how to get along, working with others, and much more [8]. Therefore, parenting needs to be considered to improve the quality of life of children and affect the formation of the child's character [9].

The development of children's character does not appear by itself, but through a process. Quality education is needed to support children so that they can develop and have the best character from an early age. Ristiana [10] said that in order for the nature of every child who is born to be holy to develop ideally, the child must be able to grow into a human with character. This could only happen if they could do it in a character-rich environment. This also takes into account the fact that the child's environment is not only a micro-family environment, but all parties, including families, schools, media, business groups, and so on, have a role in how children's character develops. If it is associated with the researcher's statement that some elements of the early character formation of children can be observed at home, school, or the community where the child plays.

The aim of the educational environment is to help children engage with their physical, social and cultural environment, in particular the range of accessible educational materials, to fulfill their educational goals as effectively as possible. Children will grow and develop well in a good environment, therefore the educational environment is structured as three educational environments (family, school, and community) [11]. Humans experience growth and development throughout their lives through interaction with the educational environment. Consequently, the educational environment serves to offer resources for the growth and development of children within the educational environment.

Education that comes from science has many branches and has different goals in the application of knowledge. However, science has a reciprocal relationship between one another that is often not realized by the recipient of the knowledge. Thus, science often raises differences of thought and opinion that trigger problems in social life.

Integration of Science as the Center of Human Education Civilization

The concept of integration of science is still a problem faced by the public. Science (science) and religion (divinity) are divided into boxes so that the differences that become the conceptual boundaries between the two can be seen. The idea of a division (dichotomy) between the religious sciences and the general sciences gave rise to the idea

of scientific integration. These sciences are dichotomous or incoherent for various reasons, including differences at the ontological, epistemological, and axiological levels between the two branches of inquiry [3]. Religious knowledge is based on revelation, which is unquestionably true, and is assisted by logic, which when used should not conflict with revelation (revealed knowledge). On the other hand, general science (science), which eventually becomes science, is really the result of human investigation and observation. Until finally the term dichotomy between the two sciences emerged.

The concept of the dichotomy of science when explained in an Islamic perspective refers to the process of Islamization whose objects are individuals or humans, not science or other objects, is one of the most frequently used expressions in the context of merging Islamic sciences and general sciences. One has to deal with the idea of pursuing knowledge rather than knowledge itself in the context of the Islamization of science. People who have to admit that God's provisions are dominated by metaphysical and axiological ideas are human seekers of knowledge, not scientists. According to Al-Faruqi [12], Islamization requires a symbiotic interaction between reality and the components of revelation. Although the concept mapping strategy used by the two figures to discuss the Islamization of science is different, the overall message—that the application of science as the basis for human progress cannot be separated from the spiritual aspect which rests on the normative side—remains the same. Al-Qur'an. Muslims, on the other hand, must apply science to understand the principles of revelation. Muslims will continue to lag behind other people if they do not use science to interpret revelation. In fact, today's science plays an important role in assessing the amount of human progress. This meaning of integration and Islamization makes general science stand on the foundations, foundations, foundations, and or pillars of religion [13].

When viewed in the scope of the world, it does not contain only Islam. In Indonesia itself, there are six religions that are declared legal to be followed by the community, namely Islam, Catholicism, Christianity, Hinduism, Buddhism, and Confucianism. These six religions have books and of course different teachings. The diversity that exists, makes them have to understand each other and have an attitude of tolerance for what they believe. Research conducted by Akhmadi (14) calls for religious moderation, which respects different views, acknowledges the existence of others, and refrains from using force to impose one's will. To socialize and cultivate religious moderation in society for the sake of realizing harmony and peace, the role of the government, community leaders, and religious educators as well as the community itself is needed. The description above is the reason for the presence of religious moderation not to clearly show the differences between each religious study but to glue the similarities of religious teachings to one another.

When viewed more thoroughly, these different religious teachings can be said to be good according to the perspective of those who see them. In the end, religious teachings serve as the basis of the teaching of science given to humans. There is no doubt when there are differences in perspective when the religious sciences are combined with the general sciences (Science). Both general knowledge (science) and religious science must be able to go hand in hand. This is because these two sciences have a considerable impact on human life based on the interaction between Islamic religious sciences and general sciences. The harmony of these sciences must be improved because the two

cannot be separated. The two fields of study are closely related and combine social behavior, morality, and ethics [15].

CONCLUSION

The idea of a division (dichotomy) between the religious sciences and the general sciences gave rise to the idea of scientific integration. However, if viewed more deeply and thoroughly, each religion has different teachings and must be able to go hand in hand with general science, because these two sciences have a considerable impact on human life based on the interaction between the Islamic religious sciences and general sciences (science).

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