

Integrated Learning Of Science And Islam In Geography

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Abstract

The need for integration in learning is not only science but also includes Islamic values, this is very necessary to foster spiritual dryness, especially in science learning, and material demands when there is an integrated science competition. This requires educators to be able to create Islamic integrated learning in the Teaching and Learning Process. Sufficient references will help educators and students achieve learning objectives. This research uses R&D (Research and Development) research to produce products in the form of integrated geography supplement books with the Dick & Carry development model known as ADDIE. This research resulted in (1) the objectivity of the module but no Islamic integration was found in it (2) The product validity test resulted in scores from Material experts 82.7, Religious experts 84 and Design experts 88 with the achievement of a limited group test score of 84.7 very good categories and suitable for use. (3) There is an effectiveness of using the supplement book product for Geography teachers at MA level seen from the response during the limited trial on MGMP Geography teachers.

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Introduction

A quality learning process will facilitate the achievement of learning objectives, many models and methods are offered to achieve a quality learning process including the integration of science and Islam in learning materials. With the integration of science and Islam, it is expected that learning will be more meaningful. Because Islam views science also has the same metaphysical basis, the purpose of knowledge whether revealed or attempted is to reveal the verses of Allah, providing motivation for the relevance between science and the verses of Allah concerning the universe.¹

Spiritual dryness in geography learning inspires integration so that knowledge can coexist with Islamic truth. The most popular pioneers of the integration of science and Islam are Syed Naquib Al-attas and Ismail Raji Al-faruqi, an integration that is more familiarly called Islamization. Syed Naquib Al-Attas offers two options for the Islamization of science, the first is to separate the key concepts that make up western civilization and culture. The second is to incorporate the key concepts of

¹ Chanifudin Chanifudin dan Tuti Nuriyati, "Integrasi Sains dan Islam dalam Pembelajaran," *Asatiza* 1, no. 2 (2020): 212–29.

Islam into every relevant branch of contemporary science. While Ismail Raji Al-Faruqi's concept of Islamization is Tawhid, integration of Islamic truth and science and ayatization or giving verses to science.²

The implementation of comprehensive Geography learning in Madrasahs presents several challenges. There are at least three challenges. First, modern science and science studies only focus on the transformation of knowledge and do not try to facilitate dialog, dialect, teaching of Islamic theology and integration with hadith concepts. Integrating Geography learning with Islam is one of integrated scientific learning.³ It is objectively proven in the Holy Quran regarding the foundation of science and its relationship with the science being studied.⁴

The author sees many opportunities for the Islamization of science that can be applied in an independent curriculum. In the 2022 SMA-MA curriculum, schools or education units can add local content that has been determined by the regional government according to the characteristics of the region. Schools can add additional content according to the characteristics of the education unit flexibly,⁵ through the following three options: 1) Integrate into other subjects; 2) Integrate into the theme of the project to strengthen the Pancasila profile; and/or 3) Develop stand-alone subjects.

With the Islamic Integrated Geography supplement book, geography educators not only teach science theory but also accompanied by Islamic theory supported by verses from the Quran. Educators and students do not experience reference difficulties when participating in Madrasah Science Competitions (KSM) both at the district and provincial levels.

The need for integration so far is still considered not so important only at certain times of need. This is proven by the lack of Islamic integration modules in science subjects. Moreover, the Islamic integrated geography supplement material module or book in the form of soft files that use QR and hard copies, containing ayatization in each material does not exist at all. It can be proven when searching on google scolar the results are very minimal and the majority only discuss integration at one main point both in SD /MI, SMP/MTs and SMA/MA

² Irma Suryani Siregar dan Lina Mayasari Siregar, "Studi Komparatif Pemikiran Ismail Raji Al-Faruqi Dan Syed Muhammad Naquib Al-Attas," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 15, no. 1 (2018): 85–98.

³ Nur Hasanah dan Anggun Zuhaida, "Desain Madrasah Sains Integratif: Integrasi Sains Agama dalam Pelaksanaan dan Perangkat Pembelajaran," *Edukasia: Jurnal Penelitian Pendidikan Islam* 13, no. 1 (2018): 155–80.

⁴ Mujahidin Ahmad, Eko Budi Minarno, dan Suyono Suyono, "Kunci Tadabbur Dan Integrasi Al-Qur'an Dalam Pembelajaran Biologi," *BIOEDUCA : Journal of Biology Education* 2, no. 2 (19 Oktober 2020): 35.

⁵ Ujang Cepi Barlian, Siti Solekah, dan Puji Rahayu, "Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan," *JOEL: Journal of Educational and Language Research* 1, no. 12 (27 Juli 2022): 2105–18.

Methods

This research is based on R&D, development is carried out based on an industry-based development model whose findings are used to design products and procedures, which are then systematically field tested, evaluated, refined to meet certain effectiveness, quality and standard criteria.⁶ Development research is the basis for developing the product to be produced. The development model can be a procedural model, conceptual model, and theoretical model. This research is in the form of a quality Islamic integrated Geography Supplement Book at Madrasah Aliyah (valid, practical and efficient) as a scientific way to research, design, produce and test the validity of the modules that have been produced.

The method used is mixed method (combined leatherative and quantitative) quantitative data comes from the score of the learning evaluation assessment sheet using a hypothetical approach to obtain an overview of the effectiveness of group learning outcomes. While qualitative data obtained from observations, interviews and documentation are analyzed using inductive techniques, namely analysis based on data obtained and then developed certain relationship patterns.⁷

Theoretical Foundation

Islamic values in the curriculum

Value education is a form of guidance and teaching to students to understand the value of truth, beauty and goodness through the process of instilling the right values and habituation of consistent behavior. Rasulullah also has the main mission of perfecting morals (li utammima makrimal akhlak) with his da'wah and exemplary, so that the jahiliyah community began to understand the importance of morals and science. The Prophet also educated his family and companions with verses from the Quran so that they could have strong character or morals.

The cultivation of moral values is the most important topic in the implementation of the independent curriculum.⁸ This is evident in the implementation of the Pancasila Rahmatal Lil'alamin Student Profile (P4RL) which must be implemented by educational institutions.⁹ The cultivation of moral values of students includes four main things, namely: (a) Hablun Minallah (human relationship with his god), (b) Hablun Minannass (human relationship with others),

⁶ Gall, Meredith D., Gall, Joyce P., Borg, Walter R, *Educational Research And Introduction* (Boston: Pearson Education, 2003), hal. 195.

⁷ Sugiyono, *Metode Penelitian & Pengembangan* (Bandung: Alfabeta, 2015), hal. 186.

⁸ Silviya Chaniago, Dewi Fitri Yeni, dan Merika Setiawati, "Analisis Penerapan Kurikulum Merdeka Belajar Terhadap Hasil Belajar Siswa Kelas X Pada Mata Pelajaran Geografi Di MAN I Koto Baru," *Sultra Educational Journal* 2, no. 3 (18 Desember 2022): 184–91.

⁹ Dr. Melani Hartanto, S.Si., M.Pd, "Profil Pelajar Pancasila dalam kurikulum merdeka," *Binus University, Jakarta, 2022*, <https://pgsd.binus.ac.id/2022/12/17/profil-pelajar-pancasila-dalam-kurikulum-merdeka/>.

(c) Hablun Minannafsi (human relationship with himself), (d) Hablun Minal 'alam (human relationship with nature). The four concepts of value in growing the character of students are instilled in education and habituation in everyday life.

The foundation of Islamic values in the character building of students cannot be separated from the Quran and Hadith which are the main sources of Islamic education.¹⁰ The value system and morals in education will have a major influence on students because education itself is a systematic emotional, intellectual and spiritual maturation process.¹¹ The Quran is the main foundation in education as Allah says in QS An-Nahl 89

وَنَزَّلْنَا عَلَيْكَ الْكِتَبَ تِبْيَانًا لِكُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً وَبُشْرَى لِلْمُسْلِمِينَ

Translation: "And We have sent down to you the Book (the Qur'an) to explain everything, as guidance, as mercy and glad tidings for those who surrender."¹²

Elements of Integrated Learning

Science and Islam are two different thoughts, science is a science that explains what is on the surface of the earth and its contents with the intelligence of human reason, while Islam is a religion brought by the Prophet Muhammad to fight ignorance sourced from divine revelation. Two different sources that can be united in certain matters and situations.¹³ This can be done especially in educational matters, the human mind must be based on a strong religious character so that it is not lost from human nature itself. The combination of science and Islam is a complementary process, which is complementary and mutually reinforcing but still in their respective existence.

Integrated learning has several main elements, among others: learners and educators who become the subject and object of learning. Motivation is the second element after educators and students,¹⁴ teaching materials and methods are also

¹⁰ Ahmad Yazid Hayatul Maky dan Khojir Khojir, "Nilai Pendidikan Islam Dalam Perspektif Islamisasi Dan Integrasi Ilmu (Ismail Raji Al Faruqi, Syed Muhammad Naquib Al Attas, Amin Abdullah)," *Cross-Border* 4, no. 2 (28 Desember 2021): 732–50.

¹¹ Zakiah Darajat, *Ilmu Pendidikan Islam* (Jakarta: Bumi Aksara, 2014), Hal. 35.

¹² Rahman A, *Alquran Sumber Ilmu Pengetahuan* (Jakarta: PT. Rineka Cipta, 2000), 89.

¹³ Ismael R. Faruqi, *Islamisasi Ilmu Pengetahuan* (Bandung: Pustaka, 1984).

¹⁴ Mohamad Badrus, "Pengaruh motivasi mengajar guru terhadap prestasi belajar siswa pada mata pelajaran pendidikan agama islam," *Intelektual: Jurnal Pendidikan dan Studi Keislaman* 8, no. 2 (2018): 143–52.

inseparable things in integrated learning as well as the interaction of learning citizens that will support the course of learning.¹⁵

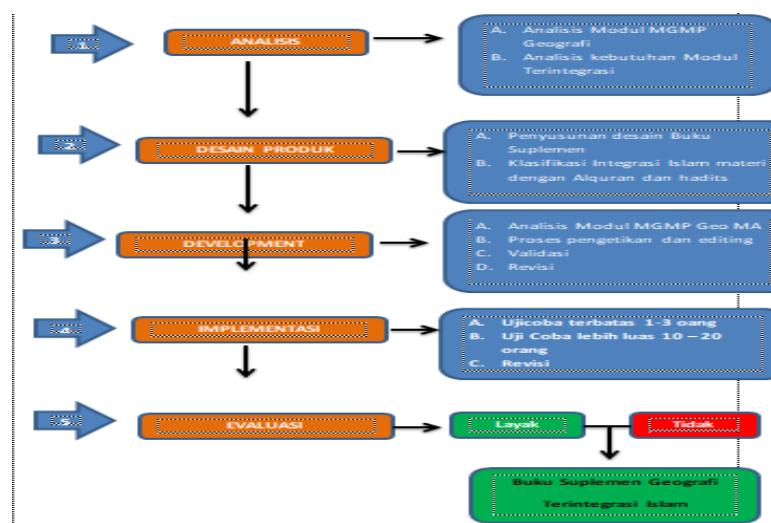
Geography in an Islamic perspective

The development of geography has existed since the Khalifah Al-Ma'mun who in his reign many geographical figures, he ordered geographers to trace and measure the distance of the earth in 813 to 833 M. Muslims began to open the horizons of knowledge as the West began to conduct expeditions and expansion.¹⁶

Muslim geographers who were ordered during the time of Khalifah Al-Ma'mun tried hard to master science, this resulted in the ability of Muslims to calculate the volume and circumference of the earth, this made the Khalifah so proud that he ordered to make a large map of the earth. The order can be implemented and completed by Muslim geographer Musa Al-Khawarismi in 830 M.¹⁷ Khawarismi also created a book of geography entitled *Surah Al-Ard* (morphology of the earth) which is a correction of the work of the western nation Ptolomeus. Since then, geography began to develop rapidly in the hands of Muslim geographers.

Research Results

This research was conducted in Nganjuk Regency, to be precise, Madrasah Aliyah teachers who are members of the Musyawarah Guru Mata Pelajaran (MGMP) with a total of 18 teachers from State and Private Madrasahs. The research begins with the procedure for making an Islamic Integrated supplement book below



¹⁵ Wiwin Herwina dan H. Ajid Madjid, "Pengembangan Model Pembelajaran Terintegrasi Soft Skill Dan Hard Skill Dalam Meningkatkan Kompetensi Warga Belajar," *JIV-Jurnal Ilmiah Visi* 13, no. 1 (28 Juni 2018): 37–47.

¹⁶ "Sejarah Ilmu Geografi dalam Pandangan Islam," *Geografi* (blog), 14 September 2012.

¹⁷ Khalifah Abdullah al-Makmun, Khalifah Pembaharu Ilmu Pengetahuan – Universitas Islam An Nur Lampung," diakses 4 Juni 2023, <https://an-nur.ac.id/khalifah-abdullah-al-makmun-khalifah-pembaharu-ilmu-pengetahuan/>.

Analysis

The analysis is used to determine the characteristics of teaching modules that have been used by geography teachers in Madrasah Aliyah. The following table shows the results of interviews from 3 teachers as a sample. Module characteristics analysis

No	Indikator	SB	B	C	K	SK
1	Kejelasan Tujuan Pembelajaran	3				
2	Relevansi Materi dengan kurikulum	3				
3	Kedalaman Materi	1	2			
4	Kemudahan untuk dipahami		2	1		
5	Sistematis sesuai dengan Tujuan	3				
6	Kejelasan uraian pada Materi	2	1			
7	Terdapat latihan dan pembahasan				1	2
Jumlah skor		12	5	1	1	2

Integration requirements analysis

No	Indikator	SB	B	C	K	SK
1	Materi tercantum ayatisasi					3
2	Relevansi Materi dengan KSM/OSN				3	
3	Terdapat nilai Islam dalam modul					3
4	Tambahan referensi yang mendukung Integrasi					3
Jumlah skor		0	0	0	3	9

From the results of the analysis above, it can be concluded that the geography module that has been used is good but there is no Islamic Integration so that an integrated geography book is needed.

Design (Supplement Book Design)

After analyzing and determining the integration material, researchers began to compile an Islamic integrated Geography supplement book and produced a book design as below

Cover



Daftar Isi

Daftar Isi	
Daftar Isi	
Penyusun	
Peta Konsep	
Glosarium	
Pendahuluan	
Identitas Modul	
Kompetensi Dasar	
Deskripsi	
Petunjuk Penggunaan Modul	
Materi Pembelajaran	
Kegiatan Pembelajaran I	
1. Tujuan	
2. Uraian Materi	
3. Rangkuman	
4. Latihan Essay	
5. Latihan Pilihan Ganda	
6. Penilaian Pilihan Ganda	
Evaluasi	
Daftar Pustaka	

Kolom Refleksi

Tuangkan pendapatmu setelah mempelajari materi diatas pada kolom refleksi dibawah ini

Refleksi

Development

Based on the results of the analysis, it is known that 99% of respondents answered that the module that has been used so far has no integration, so the need for an integration module is very much expected. The author starts typing based on the classification of material and modules that have been used so far, namely the MGMP Geography MA module incorporated into the integration that has been selected and atomized.

After finishing typing and becoming a supplement book design, the author validates the selected experts. In this validation test consists of two stages I initial validation followed by revision, and the revised results will be validated again, in stage II validation which will then be revised again based on suggestions and results of expert validation. The final validation results determine whether or not the supplement book that has been made by the researcher is feasible.

Supplement book validation grid for material experts

No	Aspek	Jumlah Butir Lembar Validasi	Nomor Item
1	Kelayakan isi	5	1-5
2	Kelayakan Penyajian	5	6-10
3	Bahasa	5	11-15

Supplement book validation grid for Religious experts

No	Aspek	Jumlah Butir Lembar Validasi	Nomor Item
1	Kemampuan menyajikan unsur keintegrasian dalam buku suplemen Geografi Terintegrasi	2	1-2
2	Relevansi ayat Alquran dan Hadist dengan materi yang disajikan	1	3
3	Kemampuan mengurai keterkaitan nilai Islam dalam materi	1	4
4	Ketepatan nilai Islam yang ditanamkan	1	5

Supplement book validation grid for design experts

No	Aspek	Jumlah Butir Lembar Validasi	Nomor Item
1	Ukuran buku	1	1
2	Desain sampul buku	1	2
3	Desain isi buku	1	3
4	Kesesuaian penggunaan gambar, istilah dan symbol	2	4-5

Implementation

In the implementation of this research, the author conducted a limited trial, consisting of 3 teachers from different institutions, namely geography teachers of class X MAN 2 Nganjuk, MA. Al-Hidayah, and MAN 1 Nganjuk. The trial was conducted face-to-face with the three respondents. The researcher briefly explained the contents of the integrated geography supplement book and used a projector to display the details of the supplement book.

Limited trial data were obtained from teachers' responses to the integrated geography supplement book using a questionnaire.

Teacher response questionnaire to the supplement book

No	Aspek	Jumlah Butir Lembar Validasi	Nomor Item
1	Materi	2	1-2
2	Kebahasaan	2	3-4
3	Kesesuaian integrasi	2	5-6
4	Tampilan	2	7-8
5	Manfaat	2	9-10

Evaluation

At this stage, product evaluation is carried out as the final stage with the aim of validating the integrated geography supplement book products that have been made. The evaluation is taken from the results of product trials and expert validity tests, each stage of implementation has an evaluation and revision which is used as the basis for product improvement and refinement

material expert review results

No	Kreteria	Item Kuesioner				
		1	2	3	4	5
1	Kelayakan isi	4	5	4	5	4
2	Kelayakan Penyajian	3	4	4	4	4
3	Bahasa	5	4	4	4	4
Total		12	13	12	13	12

Based on the results of the material expert assessment that has been presented, the average assessment of supplementary book products can be calculated as follows

$$M = \frac{\sum x}{N} \times 100 \quad M = \frac{62}{75} \times 100 = 82,7$$

Description

M = Average

$\sum x$ = Total Score

N = Maximum Score

Religious expert review

No	Aspek	Skor Butir Validasi	Nomor Item
1	Kemampuan menyajikan unsur keintegrasian dalam buku suplemen Geografi Terintegrasi	8	1-2
2	Relevansi ayat Alquran dan Hadist dengan materi yang disajikan	5	3
3	Kemampuan mengurai keterkaitan nilai Islam dalam materi	3	4
4	Ketepatan nilai Islam yang ditanamkan	5	5
Jumlah		21	

Based on the results of the assessment of Religion experts that have been presented, the average assessment of supplementary book products can be calculated as follows

$$M = \frac{\sum x}{N} \times 100 \quad M = \frac{21}{25} \times 100 = 84$$

Design expert review results

No	Aspek	Nilai	Nomor Item
1	Ukuran buku	5	1
2	Desain sampul buku	5	2
3	Desain isi buku	4	3
4	Kesesuaian penggunaan gambar, istilah dan symbol	8	4-5
Total		22	

Based on the assessment by design experts presented in the table above, the average assessment of supplement book products can be calculated as follows:

$$M = \frac{\sum x}{N} \times 100 \quad M = \frac{22}{25} \times 100 = 88$$

Limited trial results

No	Aspek	Nomor Item	Responden		
			1	2	3
1	Materi	1-2	7	8	10
2	Kebahasaan	3-4	8	7	8
3	Kesesuaian integrasi	5-6	8	9	7
4	Tampilan	7-8	8	10	9
5	Manfaat	9-10	10	9	9
Total		127	41	43	43

From the trial results, it can be concluded that the average score of the assessment of the supplement book is as follows

$$M = \frac{\sum x}{N} \times 100 \quad M = \frac{127}{150} \times 100 = 84,7$$

Based on data analysis on 4 basic sources, namely Validation of material experts, Religious experts, Design experts and Limited Tests, the average product is between 80-100 which indicates the definition of Very Good and Feasible to use

Discussion

Integration is the act of uniting smaller components into one system into one function¹⁸. Integration can be done in all fields such as social, political economy and even education. Integration in education is a new breakthrough that brings together components from various sciences to complement each other and expand knowledge in it. The integration of science and Islam in this study is to combine and combine the perspective or framework commonly used in science, namely rational-empirical-scientific with religion which tends to be normative-theological-transcendental in the process of learning science. Islamization of science is done by guiding new sciences into the treasures of Islamic heritage by removing, arranging, analyzing, reinterpreting and adjusting according to Islamic values and views.

The integration between science and Islam begins with the mastery of disciplines that have been sorted according to the table of contents in a lesson. The result of the description should reflect the main theme that contains explanatory sentences of technical terms, categories and principles of science. The embedding of Quranic verses in each subject will provide a broad understanding of the verses of Allah and reinforcement of the Islamic treasures of course with the relevance of both. This is in line with Al-Faruqi's goal of Islamization in relation to knowledge, which is that knowledge is not to explain and understand reality as a separate entity from the absolute reality (God) but to see it as an integral part of God's existence, Islamization directs knowledge to analysis and synthesis of the relationship between the reality studied and God's law (divine pattern).¹⁹

Geography is the subject of choice to implement the integration of science and Islam because it is closely related to the earth and its natural phenomena which are widely stated in the Quran. Integrating Geography learning with Islam is one of integrated scientific learning.²⁰ It is objectively proven in the Holy Quran regarding the foundation of science and its relationship with the science being studied. Therefore, students are expected to be able to find the relationship between knowledge and its application in their own lives as individuals, family members and communities.

The implementation of the integration of science and Islam is realized in an integrated geography supplement book product. Of course, this supplement book must go through an expert validation process so that it can be used and is suitable for use by geography teachers in particular, and an additional reference in

¹⁸ W.J.S. Poerwadarminta, *Kamus Umum Bahasa Indonesia* (Jakarta: Balai Pustaka, 1991).

¹⁹ M. Safiq, "Islamizations of Knowledge. Philosophy and Methodology and Analysis of the View sand Ideals of Ismail Raji Al-Faruqi, Hosein Nasr and Fazlur Rahman" dalam Hamdard Islamicus, vol XVIII, no. 3," 1995.

²⁰ Alwan Mahsul dan Najah Sholehah, "Pengembangan Modul Sistem Pencernaan Manusia dengan Mengintegrasikan Ayat-Ayat Al-Qur'an," *Jurnal Eksakta Pendidikan (Jep)* 6, no. 1 (2022): 69–76.

understanding geography material in Islam. The supplement book that has been validated will be tested limited to teachers who are members of MGMP geography Nganjuk district. The supplement book also underwent several validator revisions for the perfection of the supplement book, after undergoing revisions and being checked by the validator, it was decided that the supplement book was feasible or not to be used

Conclusion

Based on the results of the data that has been collected in the product test section, the Islamic integrated geography supplement book, it can be concluded that the supplement book product assessment is valid and can be used for learning, some revisions based on suggestions and input from experts have been applied to the supplement book. It is said to be valid because the assessment obtained from the Material expert validator gets an average score of 4 with a conversion of 82.7, the Religion expert assessment gets an average score of 84, the design expert assessment gets an average score of 88, and the last is a limited test that gets a score of 84.7. The average score is above the range of 80-100 with the conversion of a very good assessment.

The most important suggestion is that this research should be deepened by further researchers and the subject is not only on teachers but also on students and reaches high school (SMA), the material can also be continued at the next level.

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