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Integration of Islamic Science in the Development of Al-Qur'an Studies in Student Final Projects in Indonesia

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Abstrak

Penelitian ini bertujuan untuk menjelaskan integrasi keilmuan dan keislaman yang terdapat dalam visi dan misi UIN Syarif Hidayatullah Jakarta Indonesia terlihat dalam tema Skripsi mahasisiwa di fakulats Sains dan Teknologi. Penelitian ini bersifat kualitatif. Objek kajian skripsi mahasiswa Fakulats Sains dan Teknologi, Program Studi Sistem Informatika UIN Syarif Hidayatullah Jakarta. Pelaksanaan penelitian tahun 2000-2020. Instrumen yang digunakan adalah obeservasi terhadap tema skripsi yang bertujuan untuk memetakan skripsi mereka yang memiliki perspektif integrasi keilmuan. Teknik wawancara dan penggunaan kuesioner kepada dosen dan mahasiswa melalaui goole form digunakan untuk mendapatkan informasi berupa hambatan dan solusi dalam penelitian mahasiswa terkait dengan integrasi keilmuan. Temuan penelitian ini adalah telah terjadi integrasi keilmuan dalam tugas akhir mahasiswa dalam bentuk tema skripsi yang mengaitkan antara ilmu sains dan studi al-Quran dengan segala hambatan dan tantangannya. Dengan konsep implementasi kebijakan, ditemukan bahwa penyebab hambatan tersebut adalah visi integrasi keilmuan di tingkat Universitas belum sepenuhnya terkoordinasi dengan baik. Implikasi yang muncul adalah ketidaksinkronan antara program Universitas dengan unit-unit yang ada di bawahnya. Temuan penelitian ini akan memperlihatkan relasi baru antara agama dan sains yang mampu diimplementasikan mahasiswa di dalam tema skripsi.

Kata Kunci: Integrasi, Sains Islam, al-Qur'an.

Abstract

This study aims to explain the integration of science and Islam contained in the vision and mission of UIN Syarif Hidayatullah Jakarta, Indonesia, as seen in the theme of my student thesis at the Faculty of Science and Technology. This research is qualitative. The object of study for the Faculty of Science and Technology student thesis is the Informatics Systems Study Program at UIN Syarif Hidayatullah Jakarta. Implementation of research in 2000–2020 The instrument used is an observation of the thesis theme, which aims to map the thesis from a scientific integration perspective. Interview techniques and questionnaires for lecturers and students via Google Forms are used to obtain information about obstacles and solutions in student research related to scientific integration. According to the study's findings, there has been scientific integration in final student assignments in the form of a thesis theme that connects science and the

study of the Qur'an with all its obstacles and challenges. With the concept of policy implementation, it was found that the cause of these obstacles was the vision of scientific integration at the university level, which needed to be entirely appropriately coordinated. The implication is the lack of synchronization between university programs and the units below them. The findings of this study will show a new relationship between religion and science that students can implement in their thesis.

Keywords: Integration, Islamic Science, al-Qur'an.

Introduction

The study of the Qur'an in its association with science has experienced rapid development and has attracted interest from researchers to continue the modernization of education initiated by pioneers in education in Indonesia (Setiawan, 2018). Such an association is seen in several studies that developed a progressive computer-aided training system for Qur'an recitation to detect errors in the recitation and increase the accuracy of error detection with a word rate accuracy of 91.2% (Tabbaa & Soudan, 2015). In addition, it is also shown in studies about the introduction of offline Arabic letter handwriting in Kufic script through a computerized system (Zafar & Iqbal, 2020). Further, the studies regarding the Industrial Revolution 4.0, which causes several negative impacts, are likely to be dealt with by integrating the Qur'an and science. Here, the existence of science can make the Qur'an more lively and meaningful, as it has been able to prove its truth. In the same way, religion has provided several valuable pieces of information for scientific purposes, which are later confirmed by science itself to follow up with scientific discoveries (Mukri et al., 2019; Parinduri et al., 2020). Suffice to say, this all shows the increase in studies related to the integration of the Qur'an and scienceThe integration of science and Islam is an attempt to eliminate the dichotomy between science and religion, in the way the two are no longer discussed separately, but in an integrative manner (Daneshgar, 2020). The process of such integration has resulted in several interrelated terms including Islamization of knowledge, Islamic science, objectification of Islam, harmony, amortization, integration, integration-interconnection, (Bahri, 2018), and *at-tadakhul al-ma'rify* (Akasyah, 2012). The integration can also be present by quoting verses from the Qur'an and Hadith, studying Muslim figures and classical books, exploring the history of Islam, and interconnecting verses or hadith with modern science (Nugraha, 2020). Patterns and models of integration are being developed by scientists and scholars of Islamic studies.

In its development, the scientific integration can be mapped out into several models, including the IFIAS (International Federation of Institutes for Advanced Study), the

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Akademi Sains Islam Malaysia/ASASI (Malaysian Islamic Academy of Sciences), the Islamic Worldview, the Structure of Islamic Knowledge, the Bucaillism, the Classical Philosophy-Based Scientific Integration, the Sufism-Based Scientific Integration, the Fiqh-Based Scientific Integration, the Ijmali Group, and the Aligarh Group (Jamal, 2017). In the Indonesian context, Amin Abdullah (Yogyakarta) claims that one field of science that is open to another can lead them to keep working and influencing each other (Saftri & Sa'dudin, 2019). Maulana Malik Ibrahim State Islamic University (Malang), represented by Imam Suprayogo, has introduced a concept that integrates and contextualizes the education system, which has so far been dichotomous. Such a system has caused Islamic educational institutions to be marginalized. This concept regards the Qur'an and hadith as a source of reference (grand theory) for other fields of science in the way the verses of *qauliyah* and *kauniyah* are applicable (Darwis & Rantika, 2018; Mansir & Karim, 2020). Both the Qur'an and hadith play an important role in the formation and process of integration here.

The relationship between the study of the Qur'an and science is based on the fact that the interpretation of the Qur'an, as an important part of the people's lives, is inseparable from technology in its development. Several studies have proved the presence of religion in society, which is illustrated by the important role of technology in interpreting the Qur'an (Putra & Hidayaturrahman, 2020; Karim & Wajdi, 2019). The Qur'an plays more of a role as an ethical basis than as a source of knowledge or an epistemological basis in the development of science. It helps and supports Muslims to seek, analyze, and develop knowledge. This means that it completes the axiology during its development (Aprison, 2017). Islam does not recognize or approve of the dichotomy between science and religion. Similarly, Christianity does not accept it either, to a certain extent, where the universe is a sign of God. Islam even claims the universe and the Quran are signs of God. Since both are from God, they would not contradict each other (Kasmo et al., 2012). They have a stronger relationship instead.

This study is formulated based on the argument that there has been a meeting point between the Qur'an and science. The Qur'an has mentioned a lot of information about various fields of science, including physics, astronomy, astrophysics, chemistry, biology, mathematics, medicine, economics, pedagogy, psychology, embryology, geology, philosophy, cultural studies, natural sciences, and religion. For this reason, it is indeed an

inexhaustible source of knowledge. Along with the science and technology advancements, the truth about the Qur'an is strongly justified at the end (R., 2020; Danforth, 2019). Regarding the universe, for example, the Qur'an and science do not contradict each other in interpreting it. The concept of the universe, which was illustrated by Prophet Muhammad (peace be upon him) 1400 years ago, has been finally acknowledged by scientists who came after him. Essentially, the Qur'an is not a science textbook but a guideline to navigate the three dimensions of life: the mortal realm, *barzakh* (a place separating the living from the hereafter and a phase happening between death and resurrection), and the hereafter for mankind. The same thing also happens in the Christian tradition (Afifah et al., 2020; Parhan et al., 2020).

The studies that integrate science with the Qur'an are classified into three categories: application, concept, and thematic. The study on the application of science in the Qur'an, for example, is seen in the software, which can compile a database detecting the repetition of verses or words in it (Oktaviani et al., 2019; Aji et al., 2020). In the meantime, the study on the concept outlines the scientific miracles of the Qur'an, which are closely related to the scientific truths mentioned in several verses (Haftador, 2015). At last, the thematic studies have something to do with the concept of interpretation in understanding science according to Thantawi Jauhary, who sees science as a tool to help understand the Qur'an or a means to deliver his messages (Daneshgar, 2015); the study of *isra mi'raj* (a night journey) is an example in the integration of the Qur'an and science (Rahmati, 2018; Fikriyah et al., 2021). The three classifications point out that the integration of the Qur'an and science as the objects of research has been out for a long time but has not been evaluated in terms of the obstacles encountered by researchers, especially at universities.

This study criticizes the limited number of studies on the integration of the Qur'an and science at universities and specifically proposes the following three main research questions: 1) What is the proper model of integrated study of the Qur'an and science? 2) What are the obstacles faced by researchers? and 3) What are the solutions they offer? To answer the questions, this study uses a qualitative approach by observing the student final year projects (throughout 2000–2020) in the Information Systems Study Program, the Faculty of Science and Technology, and Syarif Hidayatullah State Islamic University. The final year projects about the Qur'an and the auxiliary sciences of the Qur'an are selected to be analyzed according to the approach and methodology used in them. In addition, this study also includes an interview as a data collection technique to further examine the factors behind the integration and discover the obstacles and solutions..

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Research Method

This study applies a qualitative field research method and uses the student final year projects in the Information Systems Study Program, the Faculty of Science and Technology, and Syarif Hidayatullah State Islamic University as the research data. The University was chosen to represent because of the following reasons: (1) It is the first university in Indonesia; and (2) It is considered a pioneer in scientific integration in the state-run Islamic religious higher education system. To limit the scope of the research, only final year projects from 2000 to 2020, since the start of scientific integration, are considered. Here, the projects are classified according to the themes of the study. In addition, the research data was also generated from an interview with lecturers and students. The results from the interview are mapped out based on the obstacles and solutions faced and offered by students in studying scientific integration.

This study involves students and lecturers as primary data sources. Students, on the one hand, are considered as they are both objects and subjects in the scientific integration process. They have completed their studies under the curriculum framework formulated by the university. On the other hand, the lecturers are included considering they are the ones who have run the curriculum, which promotes scientific integration both in the classroom and in the final year project supervision process. These two groups of subjects have given information about the obstacles and solutions encountered in their research.

To collect the research data, interview guidelines are used to formulate questions. Here, the open-ended questions include: 1) the obstacles faced by students in completing their final year project, which integrates the Qur'an and science; and 2) possible solutions offered to deal with the obstacles. Besides the interview guidelines, this study also uses a checklist to map out the final year project themes. This checklist is intended to analyze the trend and the mapping. In turn, both the guidelines and the checklist lead the researchers to focus on the object of their research.

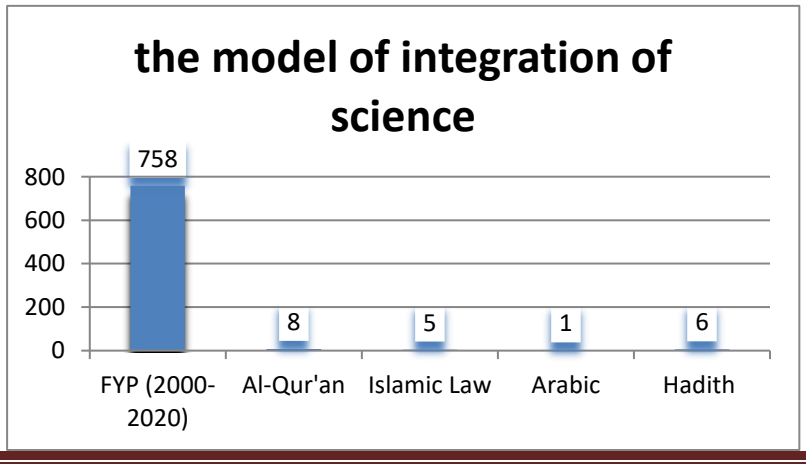
The study will begin in May 2020. Here, a set of questionnaires and observations are used to collect the research data. The set of questionnaires, for instance, is designed in a Google form and addressed to students and lecturers. The Google form is being taken because the COVID-19 pandemic has forced educational institutions to conduct the teaching and learning process online. In the meantime, the observation focuses on the student's final-year projects. Both techniques are expected to enrich the data in this study. Data analysis: theme mapping and classification are intended to aid in the identification of forms, obstacles,

and solutions in scientific integration. The research data is analyzed in three stages: restatement, description, and interpretation. For example, restatement is used to demonstrate the pattern and trend of student final-year projects in relation to scientific integration. Meanwhile, the description process is conducted to describe the obstacles faced by students in completing their projects with scientific integration themes. Finally, the interpretation process highlights the results of the interview, consisting of lecturer and student perspectives, which offer solutions to the obstacles faced by the students in completing their project. These three stages of analysis were chosen to clearly illustrate the main issues in the study. Grounded Theory: The data found in the field are the model of scientific integration on the theme of student thesis research, the obstacles faced by students in their research, and possible solutions to those problems. Then they are analyzed according to the stages of analysis above as a basis for formulating a theory according to the theme of this research.

Research Finding

1. Results

The three objects of study in this study led the researcher to find three things: the form of integration of science and the Quran; inhibiting factors in student research related to integration of science; and solutions to student research barriers. The study found three things: (1) The creation of digital applications for learning the Quran is a form of scientific integration; (2) The obstacles encountered by students are a lack of thesis supervisors with religious backgrounds and al-Quran studies, preventing students from optimizing their research in scientific integration; and (3) The solution to this problem is to engage lecturers from the Faculty of Religion to assist in teaching or guiding the theses of students from the Faculty of Science. These three things will be described in this finding and its discussion. Table 1. the model of integration of science on thesis theme written over period of 2000-2020.



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The table above shows 758 final year projects throughout 2000–2020, 20 of which promote the integration of science and Islam: 8 projects integrating science and the Qur'an, 6 projects integrating science and hadith, 5 projects integrating science and Islamic law, and 1 project integrating science and Arabic, respectively.

1.1. Scientific Integration Model of students' thesis

No	Author	Title	Manifestation of the Integration
1	*WR*	*Identifikasi pelafalan huruf hijaiyah menggunakan jaringan syaraf tiruan backpropagation dan praproses mel-frequency cepstral coefficient* *(Identification of hijaiyah letter pronunciation using a backpropagation neural network and preprocessing the mel-frequency cepstral coefficient*	Arabic Alphabet Pronunciation with backpropagation neural network and mel-frequency cepstral coefficient preprocessing
2	IF	*Pengenalan Pola Huruf Hijaiyah Khat Kufi Dengan Metode Deteksi Tepi Sobel Berbasis Jaringan Syaraf Tiruan Backpropagation* (Recognition of Hijaiyah Khat Kufi Letter Patterns with Sobel Edge Detection Method Based on Backpropagation Neural Networks)	Arabic letter recognition based on backpropagation artificial neural network
3	MF	*Pembuatan Aplikasi Pengenalan Huruf Al-Qur'an Bagi Pemula Pada Yayasan Indonesian Islamic Waqf Foundation (Iiwf)* (Making Al-Qur'an Letter Recognition Applications for Beginners at the Indonesian Islamic Waqf Foundation (Iiwf))	Al-Qur'an letter recognition application
4	*JA*	*Pengembangan game edukasi tebak asmaul husna menggunakan algoritma horspool* (Developing an educational game guessing Asmaul Husna using the Horspool algorithm)	Asmaul Husna educational game with Horspool algorithm
5	*MAR*	*Perancangan aplikasi multimedia terjemahan surah yasin ke dalam bahasa jawa menggunakan bahasa pemrograman lingo* (Designing a multimedia application for the translation of Surah Yasin into Javanese using the Lingo programming language)	Al-Qur'an translation with web-based application
6	*AA*	*Rancangan aplikasi berbasis web pada pembelajaran terjemahan al-qur'an dengan pendekatan taqwa*	Al-Qur'an translation with

		(Design of a web-based application for learning the translation of the Qur'an with a taqwa approach)	web-based application
7	*FT*	*Aplikasi panduan kata dalam mencari ayat Al-Qur'an juz 30 berbasis Java Mobile* (Word guide application for searching verses of the Qur'an juz 30 based on Java Mobile)	Searching verses in the Qur'an using Java Mobile
8	*WB*	*Aplikasi mobille ilmu tajwid berbasis multimedia* (Multimedia-based tajwid application)	Multimedia-based tajwid learning

The table above shows that the model of integration in the eight student thesis topics is the innovation of digital applications in learning the Quran. This illustrates that science and technology can contribute to the practice of religion in the broader community. With the presence of this al-Quran application, people can learn and read it easily.

1.2. Inhibiting Factors

Research with scientific integration themes has encountered several inhibiting factors, one of which is stated by one of the students as the research subjects. In his statement, he points out the lack of contextualization according to the sign of the times and technological advancement in studying the Qur'an. In addition, according to one of the lecturers, the limited teaching staff in Islamic studies, especially in the study of the Qur'an, is another obstacle affecting the arrival of student final year projects, which examine the integration of the Qur'an and science. He claims that the number of teaching staff in Islam who are experts in scientific fields is small. As a result, they are unable to provide optimal supervision to their students as they complete their final year project with scientific integration themes. This makes it difficult for students to find research topics that can integrate science and Quran study. Meanwhile, for students who have found research themes related to scientific integration, they find it difficult to conduct their research because they do not find a supervisor who can assist them in strengthening the substance of their research.

Solution to deal with the aforementioned obstacles, recommending to students that they find a lecturer who has expertise in Islam is likely to be effective. Here, they have two supervisors, one with an educational background in science and the other with an educational background in Islam. As the research subject, he mentions that he has asked one of the Sharia lecturers to supervise the students. Luckily, he masters the topic the student is studying.

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Other solutions to consider include developing technology-related research, exploring the widest range of knowledge transfer activities, building collaborations with domestic and foreign universities, and creating an open-access library. In addition, it suggests that wider opportunities in terms of matriculation courses be given to lecturers with no educational background in Islamic studies.

Further, it offers a solution that motivates students to demonstrate enthusiasm for studying religious knowledge by reading classical books. At the same time, they also need to read science-related books, considering the light in the heart comes from religious knowledge while the brightness of reason arises from science. In his book, *Risalah Nur,* Said Nursi states that religion and science must go hand-in-hand, as focusing only on one of them

them will lead either to fanaticism or skepticism. DT adds that in order to face the Industrial Revolution 4.0 era, students must conduct research that integrates general and religious sciences.They are also encouraged to apply the values mentioned in the Qur'an as the key to building scientific integration. At last, DS says that dismissing the theoretical confinement that is inherent and identical to higher education institutions is strongly recommended.

Based on the results of respondent interviews, several solutions were found to the problem of scientific integration research, including recommending students look for prospective supervisors with religious or Quranic studies backgrounds who can help them strengthen the substance of their research. Also, to encourage universities to collaborate with various parties to get teaching staff and mentors who have a background in religious and Quranic studies, and to encourage students to broaden their horizons about Islam and the Quran so that they have basic knowledge related to these studies that can help them in scientific integration research.

2. Discussion

This research which is related to scientific integration found three things: First, the model of scientific integration produced by students of the informatics system study program was the creation of digital applications for learning the Quran ; Second, the obstacles experienced by students in research related to scientific integration are the absence of teaching staff and prospective supervisors who have a background in religious and Quranic

studies; The third, solutions that can be done are to utilize the teaching staff who come from religious and Quranic studies of the faculties at UIN Syarfi Hidayatullah Jakarta.

2.1 Expansion of the model of integration of science.

Creating an application for learning the Quran is a step forward in bringing together science and the Quran as a model of scientific integration. With this application, people can easily learn the Quran and teach it to others. This proves that scientific integration can provide convenience for people's lives while at the same time proving that science is in line with the values of the Quran. The limitation of scientific integration depicted in the student research theme by creating Al-Quran learning applications shows that students' scientific integration insights are still limited to the applied aspects and not included in the conceptual aspects.

This can be understood because of the background of students who are generally involved in the field of information engineering in the form of making digital application programs so that they tend to associate the application program with learning the Quran. Studies on scientific integration have come in different patterns and models (Rais, 2017) and (Aryani et al., 2018). However, the existing studies do not analyze the obstacles that hinder the policy from succeeding. Such obstacles may occur due to a policy that is not well coordinated between the University and faculty, lecturers' weaknesses in encouraging their students to plan and conduct research with scientific integration, and insufficient references to support the policy. These three can perpetuate the obstacles to achieving the vision for scientific integration.

2.2. The Prospects of Scientific Integration

The issues faced by students in finding supervisors who can guide them to conduct research that integrates religion and science reflect the failure in the policy implementation at the university level, which is the main foundation to succeed a program (Mugambwa et al., 2018). This endangers the scientific integration process within the University, which has been built in the last 20 years ago. The basic principles in such integration are, among others, seen from the student Final Year Project. (Nugraha, 2020; Karim et al., 2022) The religious studies lecturers at the faculty are only assigned to teach the religious studies courses in the classroom as a step towards scientific integration. Their presence in the faculty is also considered with the availability of 12 credit points as the minimum limit for teaching requirements as State Civil Apparatus. Consequently, the Faculty is unable to recruit

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religious studies lecturers according to the need without considering the credit points. This causes the lack of lecturers who can empower research with scientific integration themes.

This study shows that the policy implementation regarding the scientific integration at Syarif Hidayatullah State Islamic University Jakarta has not been followed by other policies supporting it. Here, the students, for example, are unable to find supervisors who can assist them in conducting their research with scientific integration themes. In addition, the faculty has not recruited religious studies lecturers according to the number needed to support the Implementation of the integration. The lecturers who teach Islamic studies in the non-Islamic studies faculty are limited to teaching in the classroom and have not played a significant role in assisting the students to conduct research that integrates science and religion.

Given the research results on the threat of failure to scientific integration in the future, collective awareness is necessary to review the needs and conditions to support the implementation of its policies, particularly sustainable coordination (de Arruda Leite & Buainain, 2013). Educational institutions are supposed to ensure that the number of religious studies lecturers in the non-religious studies faculty and the non-religious studies lecturers in the religious studies faculty is adequate. This adequate number for both groups can help synergize to support students to find research themes that lead to scientific integration. Additionally, the institutions are also required to promote scientific integration values to all lecturers with an educational background in religious studies or natural sciences. Curriculum development which is scientific integration oriented is also taken into account (Nugraha, 2020; Karim & Afnan, 2020). The faculty leaders encourage students to conduct research associated with integration. If all these conditions are met, the vision for scientific integration at Syarif Hidayatullah State Islamic University will finally take place.

Conclusion

The study found three things, namely, (1) The model of integration of the study of the Quran and science was carried out by making applications related to the learning of the Quran; (2) Barriers experienced by students are the lack of teaching staff and learning media; and (3) the solution that can be given is to optimize the teaching staff with a background in Quranic studies in other faculties to teach and be a supervisor on students' thesis writing. These three things prove that there are some problems in the scientific integration process

that must be solved by providing human resources and learning media that can develop all these integration system devices. Based on this research, it is suggested that the implementation of the scientific integration policy at UIN Syarif Hidayatullah is accompanied by other policies that can support and succeed the scientific integration, such as the policy of fulfilling teaching staff who have insight into scientific integration and the provision of adequate learning media. This research has social-academic implications for students who get supervisors who are experts in the fields of science and religious or quranic studies, so they will get good research results.

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