



The Concept of Human Creation from the Perspective of the Qur'an and Modern Biology: An Integrative Analysis in Teaching at SMA Negeri 1 Kerinci

Windy Amelisastr¹, Novita Sari¹, Sakini Putri Sindayani¹,
Ahmad Jamin¹, Oki Mitra¹

¹Institut Agama Islam Negeri Kerinci, Indonesia

✉ windyamelisastr@gmail.com *

Article Information:

Received April 15, 2026

Revised May 10, 2026

Accepted June 1, 2026

Keywords: *Creation of humankind, the Qur'an, modern biology, integrative learning, Islamic education.*

Abstract

The concept of human creation is a subject of study in both the Qur'an and modern biology that can be integrated into teaching to foster students' scientific and spiritual understanding. However, science education in schools still tends to be separated from religious values. This study aims to analyse the concept of human creation from the perspectives of the Quran and modern biology, as well as to examine the implementation of integrative learning at State Senior High School 1 Kerinci. This study employs a qualitative approach using a descriptive-analytical method. Data were obtained through literature review, observation, and interviews. Data analysis was conducted using content analysis techniques with an integrative approach between the perspectives of the Quran and modern science. The findings indicate that: (i) the concept of human creation in the Quran follows systematic stages, (ii) there is consistency between Quranic verses and modern biological studies, (iii) integrative learning enhances students' conceptual understanding, (iv) the integration of the Quran and science enhances students' interest in learning, (v) integrative learning fosters students' spiritual awareness. The findings of this study suggest that integrative learning based on the Qur'an and science can serve as an effective alternative approach to fostering students' scientific understanding, religious character, and spiritual awareness. It is hoped that this study will serve as a reference for the development of integrative learning models in biology lessons in schools.

INTRODUCTION

The development of science and technology in the modern era requires education to be able to shape students who not only excel academically but also possess strong spiritual and moral values (Sugiarto, 2022; Chanifatur et al., 2025). In the context of education in Indonesia, the integration of science and religious values is a crucial approach to creating meaningful learning. However, the reality of learning in schools still shows a dichotomy between religious knowledge and science.

How to cite:

Amelisastr, W., Sari, N., Sindayani, S. P., Jamin, A., Mitra, O. (2026). The Concept of Human Creation from the Perspective of the Qur'an and Modern: An Integrative Analysis in Teaching at SMA Negeri 1 Kerinci. *Diniyyah Jurnal*, 13(1), 1-10.

E-ISSN:

2810-0050

Published by:

The Institute for Research and Community Service

Science learning, particularly biology, generally emphasizes empirical and rational aspects, while spiritual and religious values have not been optimally integrated into the learning process (Solihah et al., 2025; Hasanah et al., 2025). This condition causes students to tend to understand science partially without seeing its connection to religious teachings.

From an Islamic perspective, the Quran not only serves as spiritual guidance but also contains various scientific cues that can be studied through the development of modern science (Ibrahim et al., 2018; Muzazzinah et al., 2022). One of the themes widely discussed in the Quran is the concept of human creation. Several verses of the Quran explain the gradual process of human creation, as contained in Q.S Al-Mu'minun verses 12-14, which explain the stages of human creation starting from the essence of the soil, *nutfah*, *'alaqah*, *mudghah*, until it is formed into a perfect human. This explanation shows that the Quran has provided a picture of human development since the early phase of its creation. The study of human creation in the Quran has relevance to modern biology, especially the field of embryology which discusses the development of human embryos in the womb (Herlanti et al., 2022; Hosaini & Akhyak, 2024). According to Rafferty (1973); Englan (1989); and Bakkum (2003) in *The Developing Human: Clinically Oriented Embryology*, human embryonic development proceeds through certain stages that indicate a systematic and orderly biological process. Several Muslim researchers also explain that the terms *nutfah*, *'alaqah*, and *mudghah* are related to the embryonic development phases in modern embryology studies. This correspondence indicates that the Quran contains scientific values that can be understood through a modern scientific approach without diminishing its spiritual values (Nugroho, 2017; Hassan, 2017; Kautsar et al., 2025).

In the context of education, the integration of the Quran and science is crucial, particularly in biology. Integrative learning can help students understand the relationship between science and religious values more comprehensively. According to Asghar et al. (2014), science integration is an effort to eliminate the separation between general sciences to foster a holistic understanding in the educational process. Furthermore, learning based on the integration of science and Islam can also increase student motivation because the learning material is perceived as more relevant to their lives and beliefs (Suparjo et al., 2021; Ahmad & Ikhsan, 2023; Rahman & Faizuddin, 2025). In biology instruction at the secondary school level, material on the human reproductive system and embryonic development is often presented through a scientific approach without linking it to the Quranic perspective (Irwansyah et al., 2021; Riwanda, 2023; Adyatama, 2025). As a result, students understand the process of human creation solely from a biological perspective and are unaware of its spiritual values. However, integrating Quranic verses with modern biological concepts can be a means of fostering spiritual awareness, gratitude, and belief in the greatness of Allah SWT through science learning (Hasanah et al., 2022; Antoro et al., 2025).

As a secondary education institution, SMA Negeri 1 Kerinci has the potential to implement integrative learning between the Quran and science. This integration is crucial to create a learning process that is not only oriented towards academic achievement but also towards the development of students' religious character. Therefore, this study was conducted to analyze the concept of human creation from the perspective of the Quran and modern biology and to examine the implementation of integrative learning in the learning process at SMA Negeri 1 Kerinci. This research is expected to contribute to the development of an integrative learning model based on Islamic science in education.

METHODS

This study uses a qualitative approach with a descriptive analytical method to examine the concept of human creation from the perspective of the Quran and modern biology and its implementation in the learning process at SMA Negeri 1 Kerinci. The qualitative approach was chosen because this study aims to understand and describe in depth the relationship between Islamic values and modern biology in learning. The research data sources consist of primary and secondary data. Primary data were obtained through observation and structured interviews with biology teachers and students regarding the implementation of integrative learning between the Quran and science (Engkizar et al., 2021; Amin et al., 2022; Husamah et al., 2022; Afiralda & Hasibuan, 2024; Antoro et al., 2025). Secondary data were obtained through literature studies in the form of Quranic verses, tafsir books, modern biology books, scientific journals, and other supporting documents relevant to the research theme. Data collection techniques were carried out through observation of the learning process, in-depth interviews, and documentation to obtain comprehensive data. Next, the data was analyzed using content analysis techniques, with the stages of data reduction, data presentation, and systematic conclusion drawing. To ensure data validity, this study employed source and method triangulation techniques through comparisons of observations, interviews, and documentation to obtain valid, objective, and academically accountable research results.

RESULT AND DISCUSSION

Based on the results of observations, interviews and literature analysis conducted at SMA Negeri 1 Kerinci, it was found that the integration of the concept of human creation from the perspectives of the Qur'an and modern biology makes a significant contribution to the learning process. This integration not only helps students understand biological material from a scientific perspective, but also strengthens their religious understanding and spiritual awareness. The research findings indicate that there is a close relationship between the concept of human creation as described in the Quran and modern embryological studies. Furthermore, the application of integrative learning has a positive impact on students' conceptual understanding, interest in learning, and the development of their religious character. A more detailed explanation of the five key findings indicating that integrating the concept of human creation from the perspectives of the Qur'an and modern biology makes a significant contribution to the learning process can be seen in Figure 1.

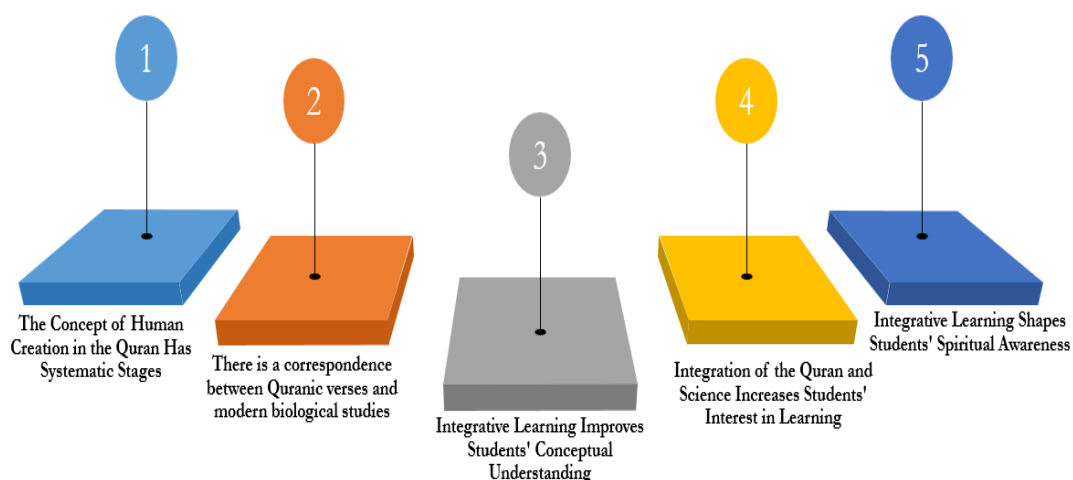


Fig 1. The Integration of the Concept of Human Creation from the Perspectives of the Qur'an and Modern Biology

The Concept of Human Creation in the Quran Has Systematic Stages

The results of the study show that the Quran explains the process of human creation through systematic and sequential stages. This explanation is contained in Q.S. Al-Mu'minun verses 12-14 which explain that humans were created from the essence of the soil, then developed into nutfah (semen), 'alaqah (a clot of blood), mudghah (a lump of flesh), bones, until they were wrapped in flesh and became perfect humans (Atika et al., 2025; Haryanto et al., 2026). According to Ibn Kathir's interpretation, these stages show the perfection of Allah SWT's creation. And are proof of His power in creating humans in a gradual and orderly manner. A similar explanation was also put forward by Quraish Shihab who stated that the verses on human creation in the Quran contain interrelated biological and spiritual meanings. From an educational perspective, understanding the stages of human creation provides a foundation for students to understand the relationship between religion and science (Amir et al., 2023; Zulfikar et al., 2025; Wahyudin et al., 2026). Learning that links Quranic verses to biological concepts helps students understand that the Quran not only contains teachings of worship but also contains guidance regarding natural phenomena and human life. This finding is in line with the opinion of Washudin et al., (2022) who explained that some Quranic verses are in line with modern scientific discoveries and therefore can be used as a basis for developing integrative learning. In addition, the explanation of the stages of human creation also provides students with a philosophical understanding of the nature of humans as creatures created by Allah SWT (Halistin et al., 2022; Cahyadi et al., 2025; Basori et al., 2025). This understanding is important in building students' spiritual and moral awareness so that they do not only view humans from a purely biological aspect, but also as beings with moral and spiritual responsibilities in life.

There is a correspondence between Quranic verses and modern biological studies

Research has found a correspondence between verses of the Quran and modern biological studies, particularly in the field of embryology. In modern embryology, human development begins with the fertilization process that produces a zygote, then develops into an embryo and fetus through certain stages (Aldi & Khairanis, 2025; Mardalena et al., 2025; Widiyanto et al., 2025). These stages are related to the nutfah, 'alaqah, and mudghah described in the Quran. According to Amrullah (2023) in *The Developing Human: Clinically Oriented Embryology*, human embryonic development proceeds through systematic phases and shows gradual changes in shape. The term 'alaqah, which means something attached, corresponds to the embryo's implantation phase on the uterine wall, while mudghah describes the shape of the embryo that resembles a lump of flesh (Zahro, 2024; Fandra et al., 2025). This alignment indicates that the Quran provided a picture of human development long before the modern development of embryology. The findings of this study reinforce the view that Islam and science have a harmonious relationship. According to Zamhariroh et al., (2024), the integration of revelation and science is important so that students can understand science in a balanced way, between rational and spiritual aspects. In the context of learning, this integration helps students see that scientific developments do not conflict with Islamic teachings but can actually strengthen their belief in the truth of the Quran (Saputra et al., 2023; Jannah et al., 2024; Sumiyati et al., 2025). Furthermore, the alignment between the Quran and modern biology also has a positive impact on students' thinking patterns. Students become open to understanding science and are able to develop critical and reflective thinking about life phenomena. Thus, integrative learning can build scientific understanding while strengthening students' religious values.

Integrative Learning Improves Students' Conceptual Understanding

The results of the study indicate that integrative learning between the Quran and modern biology can improve students' conceptual understanding of the material on human creation. Students more easily understand the process of human development when scientific explanations are linked to relevant Quranic verses. This finding suggests that integrating religious values into science learning helps students understand the material more comprehensively (Annur et al., 2023; Rahma et al., 2024; Arselia, 2025). According to the constructivist theory proposed by Vygotsky, students' understanding will develop better when learning is linked to previous experiences and knowledge. In this study, students already had a basic religious understanding of human creation, so the integration with biology material helped them build new understanding more effectively (Dalimunthe, 2023; Madhar, 2024; Sari & Munir, 2024). This approach makes the learning process contextual and meaningful. Interview results showed that students more easily remembered the stages of embryonic development when the teacher linked them to Quranic verses. Furthermore, students felt that learning became clearer because they received explanations from both religious and scientific perspectives. This finding aligns with research by Ulum et al. (2026), which asserts that integrating religious and general knowledge can eliminate the scientific dichotomy in education. Improved students' conceptual understanding was also evident in their ability to explain the relationship between modern embryology concepts and Quranic verses more critically and systematically (Afif & Ningrum, 2024; Antika & Husni, 2025). Thus, integrative learning not only improves students' cognitive abilities but also helps them develop interdisciplinary thinking patterns in understanding science.

Integration of the Quran and Science Increases Students' Interest in Learning

Research shows that the integration of the Quran and science has a positive impact on students' learning interest. Students appear active and enthusiastic in participating in learning when teachers link biology material with relevant Quranic verses. According to Qowin et al., (2024), learning interest is an important factor influencing the success of the learning process because students who have a strong interest tend to be more active and motivated in learning. In this study, students felt that learning became more interesting because the material studied not only contained scientific concepts but also linked to religious values close to their lives. The use of Quranic verses in learning also created a more interactive and reflective learning atmosphere so that students were more encouraged to ask questions and discuss. In addition, the integration of the Quran and science helps students understand that science is related to spiritual life (Manan, 2023; Antika & Husni, 2025). This makes students have a more positive view of biology learning and no longer view science as a science separate from religion. This finding aligns with Bakar's (2024) opinion, which states that Islamic education must integrate scientific knowledge with moral values to produce individuals with a balance between intellectual and spiritual aspects. Increased student interest in learning is also evident in their involvement in the learning process. Students are more active in providing responses, expressing opinions, and demonstrating a greater curiosity about the material being studied. Thus, integrative learning can create a more effective and meaningful learning environment.

Integrative Learning Shapes Students' Spiritual Awareness

The results of the study indicate that integrative learning between the Quran and modern biology can shape students' spiritual awareness. Understanding the process of human creation makes students more aware of the greatness of Allah SWT and understand that science is part of the signs of His power (Wijayanti, 2023; Alfikri & Alif, 2025; Mumtazah, 2025). This spiritual awareness is seen in the increasing sense of gratitude and admiration of students towards the process of human creation. According to Hamka in Tafsir Al-Azhar, verses about human creation not only aim to explain the origins of humans, but also invite humans to think and reflect on the power of Allah SWT (Kurniawan et al., 2026). In the context of learning, the integration of the Quran and science helps students understand that studying science can be a means to get closer to Allah SWT. The results of interviews showed that students felt more appreciative of life after understanding the process of human development in the womb. They also realized the importance of maintaining morals and behavior as a form of gratitude for the blessings of life given by Allah SWT. These findings indicate that integrative learning impacts not only cognitive aspects but also character development and students' spirituality (Muflikhun et al., 2025; Rahmani, 2025). Furthermore, integrative learning helps students build a balance between intellectual and spiritual intelligence. Education that integrates the Quran and science can shape students who not only possess academic abilities but also possess religious awareness and moral responsibility in their daily lives.

CONCLUSION

Based on the research results, it can be concluded that the concept of human creation in the Quran has systematic stages and is related to modern biological studies, particularly in the field of embryology. The alignment between the verses of the Quran and biology shows that revelation and science can be understood harmoniously and complement each other in explaining the process of human creation. The implementation of integrative learning at SMA Negeri 1 Kerinci has a positive impact on the learning process, especially in improving conceptual understanding and student learning interest. In addition, the integration of the Quran and science is also able to shape students' spiritual awareness through an understanding of the greatness of Allah SWT in the process of human creation. Thus, integrative learning based on the Quran and modern biology can be an effective approach in developing academic abilities, religious values, and character of students in a balanced manner.

REFERENCES

- Adyatama, M. F. (2025). Integration of Religion and Science in Islamic Education: Holistic-Integralistic Model. *Abjad Journal of Humanities & Education*, 3(2), 98-110.
- Afif, Y. U., & Ningrum, A. R. S. (2024). The Peran Strategis Pendidikan Agama Islam (PAI) Dalam Membentuk Generasi Berakhlak Dan Berwawasan Keislaman Di Era Digital: Peran Pendidikan Agama Islam (PAI) Dalam Pembentukan Akhlak. *MA'ALIM: Jurnal Pendidikan Islam*, 5(2), 308-324.
- Afirda, I., & Hasibuan, R. (2024). Human Essence and Spiritual Need: A Comparative Analysis of Religious Doctrine and Human Nature. *Al-Maktabah: Jurnal Studi Islam Interdisiplin*, 1(3), 178-190.
- Ahmad, F. H., & Iksan, Z. H. (2023). Science Teachers' Perspectives on the Integration of the Quran in Science Learning. *Islamiyyat: International Journal of Islamic Studies*, 45(1).
- Al Fikri, R. D., & Alif, M. (2025). Psikologi dan Pendidikan Dalam Perspektif Al

- Qur'an: Studi Al Qur'an Tematik. *Sinergi: Jurnal Ilmiah Multidisiplin*, 1(2), 2488-2499.
- Aldi, M., & Khairanis, R. (2025). Integrasi Ilmu Pendidikan Islam Dan Psikologi Pendidikan Dalam Membentuk Karakter Dan Kecerdasan Spritual Siswa. *Aekblak: Journal of Education Behavior and Religious Ethics*, 1(1).
- Amin, A. M., Ahmad, S. H., & Adiansyah, R. (2022). RQANI: A learning model that integrates science concepts and Islamic values in biology learning. *International Journal of Instruction*, 15(3), 695-718.
- Amir, S., Norasid, M. A., & Hilmi, A. B. A. (2023). Scientific Studies of the Qur'an in the Contemporary Era: An Analysis of Concept, History, and Methodology. *Journal of Islamic Thought and Civilization*, 13(1), 188-202.
- Amrullah, A. (2023). Pendidikan Islam: Membangun Generasi Unggul dalam Bingkai Kebijakan Pendidikan yang Holistik. *Scholastica: Jurnal Pendidikan Dan Kebudayaan*, 5(1), 74-86.
- Annur, P. A., Susanti, E., & Gera, I. G. (2023). Urgensi Pendidikan Moral Sekolah Dasar dalam Membentuk Karakter Religius di Era Digital menurut Henry Alexis Rudolf Tilaar. *Jurnal Edukasi*, 1(3), 271-287.
- Antika, A. N., & Husni, M. (2025). Konsep Pendidikan Islam Prof. Dr. H. Muhaimin, MA: Menjawab Tantangan Era Modern. *QOSIM: Jurnal Pendidikan Sosial & Humaniora*, 3(1), 284-294.
- Antoro, K. D., Nurhidayah, R. E., & Ali, M. M. (2025). Qur'anic Persfective on Science: Implications for Islamic Education Curriculum. *JISEI: Journal of Islamic Studies and Educational Innovation*, 1(1), 01-09.
- Arselia, S. (2025). Peran pendidikan Kristen dalam membentuk karakter dan nilai spiritual di era modern. *Humanitis: Jurnal Homaniora, Sosial dan Bisnis*, 3(2), 314-332.
- Asghar, A., Hameed, S., & Farahani, N. K. (2014). Evolution in biology textbooks: A comparative analysis of 5 Muslim countries. *Religion & Education*, 41(1), 1-15.
- Atika, N., Salminawati, S., & Dahlan, Z. (2025). Integration of Islamic Religious Education, Al Quran Science and General School Subjects at Adzkia Babalan Integrated Islamic Junior High School, Langkat Regency. *QiST: Journal of Quran and Tafseer Studies*, 4(1), 221-240.
- Bakar, M. Y. A. (2024). Rekonstruksi falsafah madrasah sebagai lembaga pendidikan Islam yang unggul. *Journal Sains Student Research*, 2(6), 228-240.
- Bakkum, B. W. (2003). The developing human: clinically oriented embryology. *Journal of Manipulative and Physiological Therapeutics*, 26(8), 536-536.
- Basori, B., Pasaribu, M. Y., & Amalya, R. N. (2025). Filsafat Pendidikan Islam: Integrasi Nilai-Nilai Spiritual dalam Sistem Pendidikan Modern. *Reflection: Islamic Education Journal*, 2(2), 256-268.
- Cahyadi, T. D., Marlia, A., Al-Ikhsan, M. F., Adelia, N. H., & Andriani, P. (2025). Pendidikan Berbasis Nilai dalam Peradaban Islam Klasik: Solusi untuk Krisis Moral dalam Dunia Pendidikan Modern. *Jurnal Ilmu Sosial dan Humaniora*, 1(2), 199-211.
- Chanifatur, R. D., Ummah, A. Z., & Muqtada, M. R. (2025). Integrasi Nilai Religius dalam Pembelajaran IPA Melalui Kajian Penciptaan Manusia. *Symfonia: Jurnal Pendidikan Agama Islam*, 5(2), 15-27.
- Dalimunthe, D. S. (2023). Transformasi pendidikan agama Islam: Memperkuat nilai-nilai spiritual, etika, dan pemahaman keislaman dalam konteks modern. *Al-Murabbi Jurnal Pendidikan Islam*, 1(1), 75-96.
- England, M. A. (1989). The developing human: clinically oriented embryology. *Journal of anatomy*, 166, 270.
- Engkizar, E., Kaputra, S., Mutathahirin, M., Syafril, S., Arifin, Z., & Kamaluddin, M. (2022). Model Pencegahan Konflik Antarumat Beragama Berbasis Kegiatan

- Masyarakat. *Harmoni*, 21(1), 110-129.
<https://doi.org/10.32488/harmoni.v21i1.603>
- Engkizar, E., Munawir, K., Kaputra, S., Arifin, Z., Syafril, S., Anwar, F., & Mutathahirin, M. (2021). Building of Family-based Islamic Character for Children in Tablighi Jamaat Community. *Ta'dib*, 24(2), 116-126.<http://dx.doi.org/10.31958/jt.v24i2.4847>
- Fandra, A., Rambe, H., & Gusmaneli, G. (2025). Peran pendidikan Islam dalam pembentukan karakter dan moral siswa: Konsep pendidikan Islam dalam membangun akhlak mulia. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 2(11).
- Halistin, H., Patih, T., Amalia, H. A. M., Ahmad, A., Zur, S., & Kadir, A. (2022). Interconnectedness of Math, Biology and Islamic Education: Designing Teaching Materials for High School. *KnE Social Sciences*, 217-228.
- Haryanto, S., Nugroho, M. Y. A., El Syam, R. S., & Khairi, M. (2026). A Semantic-Conceptual Analysis of Human Terminology in the Qur'an: Insān, al-Nās, Bashār, and Banī Ādam and Their Educational-Psychological Implications. *Al-Karim: International Journal of Quranic and Islamic Studies*, 4(1), 143-168.
- Hasanah, M. R., Syarif, A., & Fadillah, N. (2025). The Relevance Of Modern Cell Theory to The Verse Of The Qur'an About The Creation Of Living Creatures. *Jurnal Hadratul Madaniyah*, 12(2), 82-92.
- Hassan, N. J. (2017). Constructing Islamic Secondary School Curricula and Textbooks for Natural Science: An Integration Framework Based On The Ūlū Al-Albāb Model. *Al-Burhān: Journal Of Qur'an And Sunnah Studies*, 1(1), 20-37.
- Herlanti, Y., Noor, M. F., & Zein, N. (2022). The integration of Islamic values and biology education using Pedagogical Content Islamic Knowledge (PCIK). *Jurnal Tarbiyatuna*, 13(1), 43-62.
- Hosaini, H., & Akhyak, A. (2024). Integration of Islam and Science in Interdisciplinary Islamic Studies. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 9(1), 24-42.
- Husamah, H., Suwono, H., Nur, H., & Dharmawan, A. (2022). Innovation integration of Islamic values in learning environmental themes in biology education. *JINoP (Jurnal Inovasi Pembelajaran)*, 8(1), 1-19.
- Ibrahim, Yusoff, N., Awang, M. I., & Marwan. (2018, September). Learning of reproduction system with an integrative curriculum approach in junior high school. In *Journal of Physics: Conference Series* (Vol. 1088, No. 1, p. 012013). IOP Publishing.
- Irwansyah, M., Perkasa, M., Muchlis, M., Bakhtiar, B., & Azmin, N. (2021). Developing of character science teaching tools integrated with the value of Qur'an for junior high school students. *Edubiotik: Jurnal Pendidikan, Biologi Dan Terapan*, 6(02), 123-131.
- Jannah, S. N. S., Elwidat, F. S., & Bakar, M. Y. A. (2024). Urgensi filsafat pendidikan Islam dalam membentuk sumber daya manusia yang berkualitas di era modernisasi. *Jurnal Ilmiah Penelitian Mahasiswa*, 2(6), 311-323.
- Kautsar, E. S., Alwiyah, U., & Jabbar, A. (2025). The Practice of Qur'anic and Tafsir Integration in Thesis Writing: Challenges and Patterns at Biology Education Department UIN Alauddin Makassar. *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 23(1), 148-169.
- Kurniawan, C., Ridwanulloh, M. U., Hamidah, T., & Fanani, B. (2026). Integrasi Nilai-Nilai Al-Qur'an dan Hadith dalam Pengelolaan Pendidikan Islam. *Paradigma: Jurnal Filsafat, Sains, Teknologi, dan Sosial Budaya*, 32(1), 32-49.
- Madhar, M. (2024). Pemikiran pendidikan Imam Al-Ghazali dan relevansinya dalam sistem pendidikan Islam kontemporer. *TARQIYATUNA: Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah*, 3(2), 115-126.
- Manan, A. (2023). Pendidikan Islam dan perkembangan teknologi: Menggagas

- harmoni dalam era digital. *SCHOLASTICA: Jurnal Pendidikan Dan Kebudayaan*, 5(1), 56-73.
- Mardalena, R., Shofiah, V., & Lestari, Y. I. (2025). Psikologi Pendidikan Islam: Kunci Pembentukan Karakter Anak di Era Modern. *Jurnal Ilmu Pendidikan dan Psikologi*, 2(3), 260-267.
- Muflikhun, M., Nurjaman, I., Erihadiana, M., Hasanah, A., & Arifin, B. S. (2025). Restorasi Pendidikan Berbasis Nilai-Nilai Al-Quran: Tawaran Konseptual Bagi Tranformasi Pendidikan Modern. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 8(02).
- Mumtazah, M. A. N. (2025). Integration of Science and Qur'anic Education: A Solution to Heal Inner Wounds in the Modern Era. *Spiritus: Religious Studies and Education Journal*, 3(1), 1-11.
- Muzazzinah, M., Ramli, M., & Wulandari, E. (2022). Literature Study of Islamic Values Integration in Biology Subject in SMA/MA (Senior High Schools/Islamic Senior High School). *Biosfer: Jurnal Tadris Biologi*, 13(2), 163-172.
- Nugroho, B. T. A. (2017). Integration of Islamic education with science and technology in Islamic junior high school. *MUDARRISA: Jurnal Kajian Pendidikan Islam*, 9(1), 1-27.
- Qowin, A. N., Afif, N., Mukhtarom, A., & Fauziah, E. (2024). Pendidikan karakter dalam era digital: Pengintegrasian nilai-nilai moral dalam kurikulum berbasis teknologi. *Tadarus Tarbany*, 6(1).
- Rafferty, K. A. (1973). The developing human: Clinically oriented embryology. *JAMA*, 226(3), 360-360.
- Rahma, F., Zain, A., Mustain, Z., & Rokim, R. (2024). Penguatan nilai-nilai spiritual dan moralitas di era digital melalui pendidikan agama Islam. *JEMARI (Jurnal Edukasi Madrasah Ibtidaiyah)*, 6(2), 94-103.
- Rahman, A. F., & Faizuddin, A. (2025). Integration of science and thematic Qur'anic exegesis in strengthening contemporary Islamic understanding. *Journal of Studia Islamica Muhammadiyah*, 1(1), 66-80.
- Rahmani, M. (2025). Membangun Kurikulum Sains Islami: Relevansi Al-Quran dan Hadis dalam Pendidikan STEM di Era Digital. *Arba: Jurnal Studi Keislaman*, 1(3), 176-196.
- Riwanda, A. (2023). Comparative Typology of Science and Religion Integration of Syed Muhammad Naquib Al-Attas and Amin Abdullah and Its Implications for Islamic Education. *Journal of Islamic Civilization*, 5(1), 91-111.
- Saputra, A. M. A., Tawil, M. R., Hartutik, H., Nazmi, R., La Abute, E., Husnita, L., ... & Haluti, F. (2023). *Pendidikan Karakter Di Era Milenial: Membangun Generasi Unggul Dengan Nilai-Nilai Positif*. PT. Sonpedia Publishing Indonesia.
- Sari, A. P., & Munir, M. (2024). Peran filsafat ilmu dalam membangun karakter pendidikan di era digital dan teknologi. *Digital Transformation Technology*, 4(2), 952-958.
- Solihah, I., Aljauhany, I. H., Akmaluddin, K., Mustafidin, A., Alrumayh, S., Rochmawan, A. E., & Azid, A. (2025). Integrating al-Qur'an, Hadith, and science in Islamic education: Tracing scientific insights. *Jurnal Ilmu Pendidikan dan Sains Islam Interdisipliner*, 123-131.
- Sugiarto, K. R. M. (2022). *Model Pembelajaran Sains Melalui Ayat-Ayat Penciptaan Manusia: Dalam Perspektif Syaikh Nawawi Banten*. Maghza Pustaka.
- Sumiyati, L., Nada, F. S., Prasetiadi, F. L., & Aziz, A. (2025). Menerapkan Pendidikan Holistik dan Komprehensif untuk Meningkatkan Perkembangan Moral, Intelektual, dan Sosial Siswa. *Jurnal Budi Pekerti Agama Islam*, 3(3), 165-180.
- Suparjo, S., Hanif, M., & Senja, D. I. (2021). Developing Islamic science based integrated teaching materials for Islamic religious education in Islamic high schools. *Pegem Journal of Education and Instruction*, 11(4), 282-289.

- Sutiana, D., & Nugraha, M. S. (2025). Integration of Islamic values and science in Islamic primary schools: A philosophy of science approach. *Journal of Elementary Education Research and Practice*, 1(1), 21-34.
- Ulum, M. N., Ramadhan, M. A., & Iryandi, M. F. R. (2026). Revitalisasi Nilai Nilai Pendidikan Agama Islam Dalam Pembelajaran Modern: Strategi Penguatan Karakter Peserta Didik Era Digital. *Jurnal Pendidikan Agama Islam*, 5(1), 219-225.
- Wahyudin, W., Ruslan, R., & Ahmadin, A. (2026). Integration of Science in Islamic Education to Develop Students' Multiple Intelligences. *Fitrah: Journal of Islamic Education*, 7(1), 148-165.
- Wasehudin, W., Syah, D., Rahman, M. T., & Hasanah, U. (2022). Developing class instruction for linking the Qur'an to biological science. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 3641-3658.
- Widiyanto, F. H., Fhajri, J., Asysyiddah, I. N., & Azis, A. (2025). Menghadapi Problematika Pendidikan Modern: Solusi Islam Dalam Era Globalisasi. *Jurnal Ilmiah Penelitian Mahasiswa*, 3(3), 331-339.
- Wijayanti, I. (2023). Islamisasi Sains Melalui Integrasi Ayat-Ayat Kauniah Dalam Pembelajaran Ipa Sekolah Dasar. *Jurnal Madrasah Ibtidaiyah*, 1(2), 58-78.
- Zahro, N. F. (2024). Pendidikan dasar islam sebagai fondasi pembangunan moral dan sosial di era globalisasi. *MODELING: Jurnal Program Studi PGMI*, 11(4), 1-12.
- Zamhariroh, N. M., Azis, A. R., Nata, B. R., Fahmi, M., & Salik, M. (2024). Relevansi pemikiran pendidikan Al-Ghazali dengan pendidikan islam kontemporer tentang keseimbangan intelektual dan spiritual. *Kariman: Jurnal Pendidikan Keislaman*, 12(2), 169-181.
- Zulfikar, Z. Z., Pratama, Y. H., & Syahbana, M. N. S. (2025). The Integration of Natural Science and Theology in Tafsir Al-Jawahir: A Study of the Thought of Imam Ṭanṭāwī Jawharī. *Indonesian Journal of Islamic Theology and Philosophy*, 7(2), 111-134.

Copyright holder :

© Amelisastri, W., Sari, N., Sindayani, S., P., Jamin, A., Mitra, O.

First publication right:

Diniyyah Jurnal

This article is licensed under:

CC-BY-SA