



The Integration of Science and Religion in the Fiqh Subject at Darul Mursyid Private Islamic Junior High School at South Tapanuli

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Abstract

This study aims to explore and analyze how the integration of science and religion can be applied in the subject of Fiqh at MTs Swasta Darul Mursyid. Based on the assumption that education is an important foundation in shaping the character and understanding of students, this study focuses on teaching methods that combine scientific aspects with religious values. The method used in this study is a qualitative approach, with data collected through interviews, observations, and document analysis. Respondents consisted of teachers and students of the subject of Fiqh at MTs Swasta Darul Mursyid. The findings of the study indicate that the integration of science and religion in learning Fiqh not only improves students' understanding of the subject matter, but also encourages critical and creative attitudes in understanding and practicing religious teachings. The approaches used in this integration include interdisciplinary, holistic, and contextual approaches. The interdisciplinary approach combines religious knowledge (fiqh) with scientific knowledge (science) in a mutually supportive context, so that students can see the relationship between the two fields. The holistic approach emphasizes that religion and science are not contradictory, but complement each other in forming a broader understanding of life. Meanwhile, the contextual approach links fiqh concepts with contemporary issues, such as bioethics or climate change, to help students understand the application of religious teachings in the modern world. The conclusion of this study emphasizes that the application of this kind of integration is very important in facing the challenges of an increasingly complex era and in strengthening character education based on Islamic values. This study recommends that educators continue to develop innovative and interactive teaching methods so that students can better understand and apply scientific knowledge in the context of religious teachings.

Keywords: Integration, Knowledge, Religion, Fiqh.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi dan menganalisis bagaimana integrasi antara ilmu pengetahuan dan agama dapat diterapkan dalam mata pelajaran Fiqh di MTs Swasta Darul Mursyid. Berdasarkan asumsi bahwa pendidikan merupakan fondasi penting dalam membentuk karakter dan pemahaman siswa, penelitian ini berfokus pada metode pengajaran yang menggabungkan aspek-aspek ilmiah dengan nilai-nilai keagamaan. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif, dengan data yang dikumpulkan melalui wawancara, observasi, dan analisis dokumen. Responden terdiri dari guru dan siswa mata pelajaran Fiqh di MTs Swasta Darul Mursyid. Temuan penelitian menunjukkan bahwa integrasi ilmu pengetahuan dan agama dalam pembelajaran Fiqh tidak hanya meningkatkan pemahaman siswa terhadap materi pelajaran, tetapi juga mendorong sikap kritis dan kreatif dalam memahami dan mengamalkan ajaran agama. Pendekatan yang

digunakan dalam integrasi ini antara lain adalah pendekatan interdisipliner, holistik, dan kontekstual. Pendekatan interdisipliner menggabungkan pengetahuan agama (fiqh) dengan pengetahuan ilmiah (sains) dalam konteks yang saling mendukung, sehingga siswa dapat melihat keterkaitan antara kedua bidang tersebut. Pendekatan holistik menekankan bahwa agama dan sains tidak saling bertentangan, tetapi saling melengkapi dalam membentuk pemahaman yang lebih luas tentang kehidupan. Sementara itu, pendekatan kontekstual mengaitkan konsep-konsep fiqh dengan isu-isu kontemporer, seperti bioetika atau perubahan iklim, untuk membantu siswa memahami penerapan ajaran agama dalam dunia modern. Kesimpulan dari penelitian ini menekankan bahwa penerapan integrasi semacam ini sangat penting dalam menghadapi tantangan zaman yang semakin kompleks serta dalam memperkuat pendidikan karakter yang berlandaskan nilai-nilai Islam. Penelitian ini merekomendasikan agar para pendidik terus mengembangkan metode pengajaran yang inovatif dan interaktif agar siswa dapat lebih memahami dan mengaplikasikan pengetahuan ilmiah dalam konteks ajaran agama.

Kata Kunci: Integrasi, Pengetahuan, Agama, Fikih.

A. Introduction

Education is one of the key factors in shaping an individual's character and personality. In Indonesia, the education system not only focuses on the development of academic skills but also emphasizes the cultivation of students' morals and spirituality. In this context, the Fiqh subject holds a strategic role in teaching Islamic values and ethics to students. (Pangesti & Mujiburrohman, 2023) However, one of the main challenges in teaching Fiqh lies in how to integrate modern scientific knowledge with religious teachings, so that students not only understand the theory but are also able to apply it in their daily lives (Irawan, 2024) The study of *Fiqh* holds significant importance in the context of Islamic education in Indonesia, as it serves as a fundamental foundation for understanding and practicing Islamic teachings correctly in everyday life (Z. Arifin & Nugroho, 2024). Through *Fiqh*, students are equipped with knowledge of Islamic laws related to both worship (*ibadah*) and social transactions (*muamalah*), such as the proper way to perform prayer, fasting, almsgiving, trade, and broader social matters. *Fiqh Education* also helps shape devout individuals with noble character who can live in accordance with Islamic values in various aspects of life. In Indonesia's diverse society, *Fiqh* plays a role in upholding moderate, tolerant, and contextual Islamic values, enabling the religion to respond to contemporary challenges without compromising the principles of *sharia*. Moreover, the study of *Fiqh* trains students to think critically and systematically in making decisions based on Islamic legal principles, so they do not only understand religious teachings textually, but also contextually and practically in real life (I. Arifin et al., 2024).

At Darul Mursyid Private Islamic Junior High School (MTs Swasta Darul Mursyid), the integration of science and religion is a central focus in the learning process. Integrating science and religion is expected to cultivate students' critical and creative thinking while highlighting the relevance of religious teachings in today's scientific context (Haris, 2024). This study aims to explore effective ways to implement such integration in the Fiqh subject, while also identifying the challenges educators may face and the potential solutions to overcome them.

A holistic education rooted in religious values is essential for shaping a younger generation that is not only intellectually capable but also morally upright. (Asiva Noor Rachmayani, 2015). An ideal education system should be able to integrate various disciplines with moral and spiritual values (Sekarningrum & Rohma, 2024). This aligns with the goals of national education, which emphasize the importance of character development and the integration of scientific knowledge with religion. Fiqh, as a branch of Islamic religious studies, holds great potential in teaching students about ethics, morality, and social responsibility (Jamil & Murniati, 2025). However, in practice, the teaching of Fiqh often remains conventional and

lacks connection to current scientific developments. (Mubarok & Mansur, 2023) Therefore, this study seeks to examine teaching methods that can integrate science and religion within the Fiqh subject at Darul Mursyid Private Islamic Junior High School (MTs Swasta Darul Mursyid), with the hope of contributing to the improvement of the quality of religious education.

This research is expected to provide insights for educators and educational institutions in developing a more relevant curriculum and offer guidance for implementing effective teaching methods. Through this approach, students are expected not only to memorize religious teachings but also to be able to apply them in real-life contexts based on scientific understanding (Adolph, 2016a).

A study conducted by Hidayah in 2020 on the implementation of Fiqh Education in secondary schools explored how teachers integrate scientific knowledge with Fiqh teachings. The research found that the use of discussion methods and case studies can help students understand the relevance of religious teachings in a scientific context. The results indicated that students were more motivated and engaged in the learning process when integration was effectively implemented (Jasmine, 2014a). Muthohar conducted a study in 2018 on the conflict and synergy between science and religion in modern education. The study revealed that while there are challenges in integrating these two aspects within schools, there are also opportunities to create a more relevant and contextualized form of education. The research offers recommendations for curriculum development that takes this integration into account (Jasmine, 2014b). With this background and introduction, it is hoped that the study can provide a clear overview of the importance of integrating science and religion in education, particularly in the Fiqh subject.

B. Literature Review

The integration of science and religion is an approach that seeks to harmonize scientific knowledge with religious teachings, with the aim of gaining a more comprehensive understanding of the universe, life, and human existence. This approach endeavors to eliminate the dichotomy between science and religion often perceived as conflicting domains by affirming that both play complementary roles in understanding reality and the purpose of human life. (Mubarok & Mansur, 2023).

1. Learning Strategies in the Integration of Science and Religion

In the endeavor to integrate science and religion within the Fiqh instructional strategies and methods hold a pivotal role. (Irmayanti et al., 2024) These strategies are designed not merely to convey Fiqh content in a normative framework, but also to establish a meaningful correlation between religious doctrines and contemporary scientific knowledge. Through this approach, students are expected to comprehend Islamic teachings in a more rational and applicable manner.

a. Integrative Learning Strategies

The instructional strategy employed by the Fiqh teacher adopts an interdisciplinary approach, wherein Fiqh concepts are systematically integrated with other scientific disciplines such as biology, physics, and sociology (Muhammad Muttaqin, 2021). For instance, in discussing the topic of *ṭahārah* (ritual purification), the teacher incorporates principles of hygiene and health from the perspective of medical science. This approach is intended to illustrate that Islamic teachings are not in opposition to modern scientific knowledge; on the contrary, they actively support and promote the pursuit and development of science.

b. The Contextual Teaching and Learning (CTL)

Approach is an instructional method that emphasizes the importance of linking lesson content to the real-life context of students (Nababan, 2023). In the integration of science and religion, this approach is utilized to elucidate Fiqh teachings through situations or phenomena that are relevant to students' everyday experiences, thereby

enabling them to comprehend that Islamic laws are grounded in rational and practical foundations. For instance, when discussing Fiqh related to maintaining cleanliness, the teacher connects it with the significance of hygiene in disease prevention as understood in health science (Ritonga et al., 2025). Through this approach, students not only memorize Fiqh rulings but also comprehend the scientific rationale behind them, thereby strengthening their understanding and implementation of Islamic teachings in daily life

c. **The Role of the Teacher as an Integrative Facilitator**

In the process of integrating science and religion, the teacher assumes a crucial role as a facilitator who guides and enables learning that bridges both fields of knowledge (Hamami, 2025). As an integrative facilitator, the teacher does not merely deliver Fiqh material in a conventional manner but also acts as a mediator between religious values and scientific discoveries in ways that are relevant to the students.

The teacher is responsible for creating a learning environment that encourages students to engage in critical and reflective thinking, fostering an understanding that religion and science are complementary rather than conflicting (Pokhrel, 2024). In this context, the teacher must possess the ability to integrate two distinct domains of knowledge—religion and science—so that students can comprehend Fiqh concepts not only from a religious perspective but also in light of the scientific knowledge they acquire.

Moreover, as a facilitator, the teacher must develop expertise in managing discussions, offering guidance in projects that combine both disciplines, and designing activities that enable students to explore the relationship between Fiqh and science in real-world contexts. This approach renders the learning process more meaningful, contextual, and applicable.

2. **The Concept of the Integration of Science and Religion**

The integration of science and religion aims to produce a more comprehensive and unified understanding of life and the universe. Several key reasons highlight the importance of this integration, including:

- a. **Aligning Truths**, both science and religion are considered means of seeking truth, albeit from different perspectives. Integration seeks to demonstrate that scientific truth and religious truth are not inherently contradictory, but can instead complement and support one another (Nalar et al., 2025).
- b. **Understanding Human Existence**, Science can explain *how* human beings and the universe were formed, while religion provides insight into *why* humans exist and what the purpose of life is.
- c. **Building Morality and Ethics**, while science offers technical knowledge about the world, religion offers moral guidance that can be applied to the use of scientific knowledge in responsible and ethical ways.

3. **Approaches in Integration**

Several approaches to the integration of science and religion include:

- a. **Conflict Approach**: In this approach, science and religion are seen as fundamentally contradictory and incompatible. This view is commonly found in scientific materialism, which rejects the existence of any spiritual dimension in life (Afriansyah, 2022).
- b. **Separation Approach**: This approach maintains that science and religion have different domains and functions, and therefore should not interfere with one another. Science is concerned with the physical world, while religion addresses spiritual and moral matters.
- c. **Integration Approach**: This approach proposes that science and religion should not be regarded as separate realms, but rather as complementary. Science helps us understand how the physical world works, while religion provides meaning and purpose to human life. One example of this approach can be seen in the views of Muslim scholars such as Al-Ghazali and Ibn Sina, who believed there was no conflict between scientific knowledge and divine revelation (Achmad, n.d.).

d. **Convergence Approach:** This approach sees a point of intersection between science and religion, where both can work together to seek deeper truths.

4. Thoughts of the Relevant Figures

Ismail Raji al-Faruqi: Al-Faruqi put forward the concept of Islamization of science, which aims to integrate Islamic values into science, so that science is not only secular but also has a deep spiritual dimension (Z. Arifin & Nugroho, 2024). Syed Muhammad Naquib al-Attas: Al-Attas emphasized the importance of integrating science and religion in Islamic education. He argued that science must be based on revelation and must be directed towards getting closer to Allah. Ali Shariati: Shariati argued that the integration of science and religion can form individuals who are not only intellectually intelligent but also have high social and spiritual awareness (Ruwaida, 2019).

C. Method

This study employs a qualitative approach as it aims to understand the social phenomena and processes involved in the integration of science and religion. This approach enables the researcher to deeply explore the meanings and experiences of the study subjects.

1. Subjects

This study focuses on two primary subjects:

a. Fiqh Teachers

The interviews will be conducted with teachers responsible for teaching Fiqh in order to gain insights into the teaching methods they use and the challenges they face in integrating science and religion into the curriculum, with a total of five Fiqh teachers involved.

b. Students

The students enrolled in the fiqh class will also be interviewed to understand their perspectives on the learning process as well as how the integration of science and religion influences their understanding and engagement with the Grade IX fiqh subject matter. The research is conducted in Class IX.1, which consists of 28 students

2. Instrument

This study employs a combination of qualitative data collection techniques to gain a comprehensive understanding of the integration of science and religion in Fiqh Education. The methods used include:

a. Interviews

Semi-structured interviews are conducted with both fiqh teachers and students. For teachers, the interviews aim to explore the teaching methods employed and the challenges faced in integrating scientific and religious knowledge. For students, the interviews seek to understand their perspectives on the learning process and how the integration affects their comprehension and engagement with the subject matter. Interviews are guided by a set of predetermined questions but allow flexibility to explore topics that emerge during the conversation.

b. Observations

Direct observations are conducted during fiqh classes to examine how the integration of science and religion is implemented in practice. Observations provide insights into the dynamics of classroom interactions, teaching strategies, and student engagement. The researcher takes detailed field notes during these sessions to capture relevant data.

c. Document Analysis

An analysis of curriculum documents and teaching materials used in Fiqh Education is performed to understand the context and structure of the integration. This includes reviewing syllabi, lesson plans, and other instructional resources to assess how scientific and religious content is incorporated into the teaching framework.

3. Data Analysis and Validity

In this research, the data analysis technique applied is the interactive model of qualitative data analysis as proposed by Miles et al. (2014), which encompasses three principal stages: data reduction, data display, and conclusion drawing along with verification.

a. Data Reduction

Data reduction refers to the process of summarizing, selecting essential elements, focusing on key issues, and identifying themes and patterns derived from the data collected through interviews, observations, and documentation. This step aims to simplify the data in order to facilitate more focused analysis aligned with the research objective, which is to examine the integration of science and religion within the Fiqh subject at Darul Mursyid Private Islamic Junior High School (MTs Swasta Darul Mursyid).

b. Data Display

The reduced data is then organized and presented in the form of descriptive narratives. This stage is intended to enable the researcher to comprehend the acquired information more thoroughly, identify interrelationships among the data, and provide a clearer foundation for drawing conclusions.

c. Conclusion Drawing and Verification

The final stage involves the formulation of preliminary conclusions based on field findings. These conclusions are subjected to continuous verification throughout the research process in order to maintain the validity, accuracy, and consistency of the data.

To ensure the validity of data in this qualitative research, the researcher employed the validation techniques introduced by Lincoln and Guba (1985). These techniques consist of several strategies, namely:

a. Triangulation

Triangulation was implemented through three forms. First, *source triangulation* was conducted by comparing data obtained from various informants, including Fiqh teachers, the principal, and students, in order to assess the consistency of the information provided. Second, *methodological triangulation* involved the use of multiple data collection techniques—namely observation, interviews, and documentation—to obtain a more comprehensive and accurate picture of the research object. Third, *time triangulation* was applied by collecting data at different time periods to minimize the risk of temporal bias and to ensure reliability across various contexts.

b. Member Checking

To validate the credibility of the findings, the researcher performed member checking by presenting preliminary findings or interview transcripts to the respective informants. This step was taken to confirm the accuracy of the transcriptions and to ensure that the data truly reflected the participants' intended meanings and perspectives.

c. Prolonged Engagement

The researcher spent a sufficient amount of time in the field to engage deeply with the research setting. This prolonged engagement enabled a more holistic and contextual understanding of the teaching and learning processes in Fiqh, particularly in relation to the integration of scientific and religious knowledge.

d. Referential Adequacy

To support and strengthen the findings, the researcher used relevant documents such as lesson plans (RPP), syllabi, and teaching materials as additional sources of data. These documents served to triangulate and reinforce the empirical data collected through fieldwork.

e. Audit Trail

An audit trail was maintained throughout the research process, with the researcher documenting all activities, including field notes, interview transcripts, collected documents, and data analysis procedures. This comprehensive documentation was

intended to facilitate external review and verification if needed, thereby enhancing the study’s overall trustworthiness.

D. Findings

The research findings indicate that teachers at Darul Mursyid Private Islamic Junior High School have implemented various teaching methods that support the integration of science and religion. The most commonly used methods include:

1. **Critical Discussions:** Encourage students to engage with contemporary issues through the lens of Fiqh and modern contexts.
2. **Case Studies:** Used to demonstrate real-life applications of Islamic laws, helping students internalize concepts through practical scenarios.
3. **Interdisciplinary Projects:** Assignments that combine religious teachings with scientific perspectives, such as environmental ethics in Islam.

Integrating science and religion in Fiqh Education significantly enhances students’ cognitive, affective, and moral development.

1. **Enhanced Conceptual Understanding**

One of the most evident impacts of this integrative approach is the enhancement of students’ understanding of Fiqh concepts (Brutu et al., 2023). When Fiqh is taught in connection with scientific knowledge, students are better able to comprehend abstract religious principles and apply them in real-world contexts. This was evident in their enhanced ability to articulate religious principles through scientific reasoning, suggesting a more meaningful and contextual understanding of the subject.

2. **Increased Student Engagement**

Furthermore, this approach fosters greater student engagement. The use of interactive learning methods—such as class discussions, group projects, and interdisciplinary tasks—encourages students to take a more active role in the learning process. Qualitative data collected through student interviews revealed a consistent sense of enthusiasm and motivation. Many students reported that the interactive nature of the lessons made them feel more intellectually stimulated and emotionally invested in their learning journey.

3. **Character and Moral Development**

Beyond cognitive benefits, the integration of science and religion also plays a crucial role in shaping students’ character. By engaging with both ethical and empirical dimensions of real-life issues, students are better equipped to internalize Islamic moral values and demonstrate them in their daily behavior. This holistic development nurtures a sense of personal responsibility, ethical awareness, and social accountability, which are essential qualities in forming morally grounded individuals.

Table 1. Challenges Faced in the Process of Integrating Scientific Knowledge with Religious Teachings in Fiqh Education

Limited Resources	Student Perception	Teacher Education Program
Limited Availability of Teaching Resources	The Dichotomous View Between Science and Religion	Continuous Professional Development Training
Learning Facilities	The Necessity of a Contextualized Approach	Training in Educational Technology
Technological Resources	Challenges in Conceptual Understanding	Project-Based Teaching Training

In the field of education, the limitations of resources present a structural challenge that often impedes the realization of effective and equitable learning processes. Educational resources encompass a range of elements, including the availability of physical infrastructure (such as classrooms, laboratories, and libraries), access to information and communication technologies, the availability of relevant instructional materials, as well as the teacher-to-student ratio. When these resources are insufficient, the quality of students' learning experiences is inevitably compromised.

One of the most apparent consequences of these limitations is observed in students' perceptions of the learning process and the educational system as a whole. Student perceptions are shaped not solely by the content delivered in the classroom but also by the manner in which the learning process unfolds: whether it is engaging, interactive, relevant, and conducive to their intellectual and personal growth. In environments with limited resources, students are often subjected to monotonous, less varied instruction with minimal technological support, which can detrimentally impact their motivation to learn and their academic self-confidence.

This underscores the critical importance of Teacher Education Programs. A well-structured teacher education program should not only emphasize the mastery of subject content and educational theory but must also ensure that prospective teachers are equipped with practical competencies, innovative capabilities, and social sensitivity to effectively teach in diverse and resource-constrained settings (Rasiani et al., 2024). Teachers who are trained to be reflective, adaptive, and creative will be better positioned to maximize the available resources, developing engaging and effective teaching strategies even in challenging circumstances.

Furthermore, a high-quality teacher education program should integrate a contextual approach that takes into account the social, economic, and cultural backgrounds of students. In this regard, teachers should not only serve as disseminators of knowledge but also as learning facilitators who are attuned to the psychological needs of their students, fostering positive perceptions of the learning process (Amin & Alam, 2025). When students perceive their teachers and the learning process positively, a constructive feedback loop is established, reinforcing the overall quality of education, even in contexts with suboptimal resources.

Consequently, the relationship between limited resources, student perception, and teacher education programs is inherently interconnected and inseparable. Efforts to enhance the quality of education cannot solely depend on the augmentation of physical resources but must also include a concerted investment in the reform and strengthening of teacher education programs, enabling them to respond effectively to the challenges encountered in practice. Only through a comprehensive, context-sensitive approach can the goal of inclusive and sustainable educational transformation be realized (Panjaitan & Hafizzah, 2025).

E. Discussion

In the context of research on the Integration of Science and Religion in Fiqh Subjects at the Darul Mursyid Private Junior High School, there are several resource limitations that may affect the effectiveness of this integration.

Table 2. Resource Limitations that Can Affect The Effectiveness of Integration

Limited Availability of Teaching Resources	Percentage and explanation
Textbook	Approximately 60% of teachers reported a lack of textbooks that align with the implemented curriculum
Access to technology	Approximately 35% of students do not have adequate access to technological devices or the internet, which hinders their ability to conduct research

This integration in Fiqh Education at MTs Swasta Darul Mursyid faces several challenges, especially due to limited teaching resources. In this context, it is important to understand the various factors that influence this integration and its impact on the quality of education. One of the main challenges is the limited availability of relevant textbooks and teaching materials. The lack of reference books that connect Fiqh concepts with modern scientific knowledge can hinder students' understanding. Without adequate resources, teachers face difficulties in developing a curriculum that effectively integrates both fields (Prasetyo, 2023).

The quality of teaching heavily depends on the competence of the teachers. At MTs Swasta Darul Mursyid, teachers may have a strong background in religious studies but lack understanding in scientific knowledge. Conversely, teachers with a scientific background may not have sufficient knowledge in the context of Fiqh (Soepratman, 2025). These limitations can lead to difficulties in explaining the relationship between science and religious teachings in a comprehensive manner. Adequate facilities, such as laboratories, libraries, and classrooms that support interactive teaching methods, are essential for the integration of science and religion (Idharudin, 2025). The limited infrastructure at MTs Swasta Darul Mursyid may restrict students' ability to explore and understand the material in a more practical and applicative way.

Students' attitudes toward science and religion also play an important role. In some cases, students may have a narrow view of the relationship between the two (Ihsan et al., 2025). If students do not understand that science and religion can complement each other, they may be less motivated to learn about this integration. When education fails to clearly convey the connection between science and religion, students may lose interest and motivation. (Minoya et al., 2025). The involvement of parents and the community can also influence the availability of teaching resources. If parents do not support the integration of science and religion, or if the community holds views that are contrary to this approach, efforts to integrate both fields will face obstacles (Dewi et al., 2025). Support from parents and the community is crucial in creating an environment conducive to learning.

In the process of integrating scientific knowledge and religious teachings within the Fiqh curriculum at MTs Swasta Darul Mursyid, it has been observed that the adopted approach fosters a holistic learning experience. The integration model implemented combines Islamic values with scientific concepts that are relevant to students' everyday lives. This is reflected in the use of thematic and contextual learning strategies, whereby educators connect Fiqh materials to social phenomena and contemporary issues such as environmental sustainability, public health, and technological advancements. Consequently, students are not only equipped with a theoretical understanding of Islamic jurisprudence but are also able to recognize its practical

relevance in modern contexts. Moreover, the learning process is further enhanced by the utilization of digital technologies, including audiovisual media and online learning platforms, which significantly increase classroom interactivity and student engagement. These efforts underscore the notion that the integration of science and religion is not only feasible but also effective in enriching students' comprehensive grasp of Islamic teachings.

The integration of scientific knowledge and religious teachings within the Fiqh subject at MTs Swasta Darul Mursyid reveals a pedagogical approach that promotes holistic education. The model of integration applied in this context harmonizes Islamic values with scientific concepts that are pertinent to students' everyday experiences. This is evident through the implementation of thematic and contextual instructional strategies, wherein educators connect Fiqh material to relevant social phenomena and contemporary issues such as environmental conservation, health awareness, and technological developments. As a result, students acquire not only a theoretical understanding of Islamic jurisprudence but also an appreciation for its relevance in addressing modern-day challenges. Furthermore, the teaching and learning process is supported by the integration of digital technology—such as audiovisual media and online learning platforms—which enhances interactivity and student engagement within the classroom environment. These initiatives demonstrate that the integration of science and religion is not merely possible, but also instrumental in fostering a comprehensive and meaningful understanding of Islamic teachings among students.

The integration of scientific knowledge and religious teachings within the Fiqh curriculum at MTs Swasta Darul Mursyid yields various positive implications for both students and society at large. One of the primary outcomes is the development of improved character in students, whereby they are not only academically proficient but also possess a profound understanding of religious values and their practical application in daily life. By relating Islamic teachings to contemporary advancements, students are able to recognize the relevance of religion within the context of the modern world, thereby fostering their capacity to become more critical and responsible individuals. Moreover, the contextual approach and the utilization of technology in the educational process enhance the quality of instruction, rendering the material more engaging and accessible to students. This, in turn, increases student participation in the learning process and equips them to confront the challenges of globalization with a broad perspective grounded in solid Islamic principles.

The limited availability of teaching resources is a major challenge in integrating science and religion in the Fiqh subject at MTs Swasta Darul Mursyid. By understanding and addressing these limitations, it is hoped that education at this institution can be more effective in equipping students with holistic and applicable knowledge, as well as helping to create a generation capable of harmonizing scientific understanding with religious values in their daily lives.

F. Conclusion

This study demonstrates that integrating science and religion in Fiqh Education at MTs Swasta Darul Mursyid significantly enhances students' comprehension and character formation. Based on the research findings, the integration of science and religion in Fiqh learning has proven to be important in shaping a holistic understanding for students. This not only enriches their religious knowledge but also helps them understand the relevance of religious teachings in scientific contexts and everyday life. The limited availability of teaching resources—such as insufficient teaching materials, varying teacher competencies, and inadequate facilities—poses major challenges to the effective implementation of this integration. Additionally, students' attitudes toward science and religion also influence the success of the integration. Teachers play a crucial role in integrating science and religion. The study found that teachers who possess a strong understanding of both

fields are able to deliver the material in a more engaging and relevant manner, thereby increasing students' learning interest. A supportive educational environment, including the involvement of parents and the broader community, is essential for successful integration. Commitment from all relevant parties is key to creating a conducive atmosphere for learning that integrates science and religion.

This study recommends several strategies to enhance integration, including teacher training, development of relevant teaching materials, and improvements in educational facilities and infrastructure. These efforts are expected to help create a more effective learning model. The integration of science and religion at MTs Swasta Darul Mursyid holds potential not only for improving the quality of education but also for shaping a generation capable of critical thinking and acting in accordance with religious values in facing modern challenges. Therefore, this study affirms that the integration of science and religion in the Fiqh subject is a strategic step in education at MTs Swasta Darul Mursyid. Achieving optimal results requires the collaboration of all stakeholders teachers, students, parents, and the community in supporting learning that is holistic and relevant to contemporary developments.

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