



THE ROLE OF ISLAMIC EDUCATION IN FOSTERING A BALANCE BETWEEN RELIGIOUS VALUES AND KNOWLEDGE IN ELEMENTARY SCHOOL

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Abstract: This study was conducted to understand the role of Islamic education in fostering a balance between religious values and knowledge in elementary schools. This research is a type of descriptive qualitative research that describes how Islamic education can integrate values and religious teachings with knowledge in elementary schools. Data were collected through interview techniques, observation, documentation, and literature study. Interviews were conducted with the principal, vice curriculum section, and Islamic Religious Education teachers. Observations were made while the researcher conducted field research. Documentation was obtained from existing printed data. The author also obtained data in the form of books, journals, and articles to support the theory in the research. The results of the study show that Islamic education is able to cultivate religious values that are reflected in the formation of good character, morals, and personal qualities in students. Islamic education is also able to enhance the intellectual aspects and intelligence of students, stimulate reasoning and critical thinking, and be responsive to scientific and rational knowledge. Thus, Islamic education plays a role in balancing the spiritual side of students with their intellectual intelligence, which impacts the formation of well-characterized and strong individuals. The author recommends the importance of improving the quality of teachers in understanding the concept of knowledge and integrating it with the religious values taught. In addition, it is necessary to develop and increase the number of tools and media that support the learning process in schools.

Keywords: Islamic education, balance, knowledge, religion

Abstrak: Penelitian ini dilakukan untuk mengetahui tentang peran pendidikan Islam dalam menumbuhkan keseimbangan antara nilai-nilai keagamaan dan ilmu pengetahuan di sekolah dasar. Penelitian ini adalah jenis penelitian kualitatif deskriptif yang menggambarkan bagaimana pendidikan Islam dapat mengintegrasikan nilai-nilai dan ajaran agama dengan ilmu pengetahuan di sekolah dasar. Data dikumpulkan melalui teknik wawancara, observasi, dokumentasi dan studi pustaka. Wawancara dilakukan terhadap kepala sekolah, wakil bagian kurikulum dan guru pendidikan Agama Islam. Observasi dilakukan saat peneliti melakukan penelitian di lapangan. Dokumentasi diperoleh dari data yang sudah ada yang telah tercetak. Penulis juga memperoleh data berupa buku, jurnal dan artikel untuk mendukung teori dalam penelitian. Hasil penelitian menunjukkan bahwa pendidikan Islam mampu menumbuhkan nilai-nilai agama yang tercermin dalam terwujudnya karakter, moral dan pribadi yang baik pada peserta didik. Pendidikan Islam juga mampu meningkatkan aspek intelektual dan kecerdasan peserta didik, membangkitkan daya nalar dan kritis serta responsive dengan pengetahuan yang bersifat ilmiah dan rasional. Dengan demikian pendidikan Islam mempunyai peran dalam menyeimbangkan sisi spiritual peserta didik dengan kecerdasan intelektualnya yang berdampak pada pembentukan pribadi yang berkarakter baik dan kuat. Penulis merekomendasikan pentingnya peningkatan kualitas guru dalam memahami konsep ilmu pengetahuan dan

mengintegrasikan dengan nilai-nilai agama yang diajarkan. Selain itu, perlu dikembangkan dan diperbanyak perangkat dan media yang mendukung proses pembelajaran di sekolah.

Kata kunci: pendidikan islam, keseimbangan, pengetahuan, agama

INTRODUCTION

Education is one of the key factors in forming individuals who are well-characterized, intelligent, and knowledgeable. According to Indonesian Law No. 20 of 2003 on the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual religious strength, self-control, personality, intelligence, noble character, as well as the necessary skills for themselves, society, nation, and state (Pertwi & Zahro, 2018) Marimba states that education functions as conscious guidance by educators to students to shape both physical and spiritual development (Kurniawan, 2017)

(Mustadi, 2020) defines education as a scope and objective that is broader than an individual's life itself. Mustadi quotes the slogan of Ki Hajar Dewantara, which has a broad meaning. The slogan "tut wuri handayani" means to give encouragement, spirit, and support from behind. The slogan is completed with the terms "ing ngarsa sung tuladha" (leading by example), "ing madya mangun karsa" (creating enthusiasm among peers), and "ngerti, ngarsa, nglakoni" (understanding, leading, practicing), along with "saling asah, asih, asuh" (to sharpen, to care, to nurture), forming a strong foundation for meaningful education aimed at developing holistic intelligence. Holistic intelligence, which combines children's knowledge with moral character, courtesy, and life skills in the face of progressive civilization challenges, is the goal of education. Syafril & Zen (2019) argue that education's main concern is humanity. Educational actions are directed at humans to develop their basic potentials to become real (Hasiolan et al., 2025).

A child's basic education is not limited to intellectual development; character and moral education are key to aligning education from its roots. Batubara (2022) states that character education is a system of instilling character values that include components of knowledge, patience, or ability, and actions, specifically obtained from kindergarten to high school. Character education is continuously shaping personality and training abilities for a better life.

The general role of education is to shape personality, character, and knowledge perspectives of students. Education is crucial in developing intelligent and noble individuals based on the religious values they adhere to (Sutarto et al., 2024). Education bears a significant responsibility to nurture intellectual growth alongside the formation of moral and spiritual values based on students' religions or beliefs, especially at the elementary level, which is the initial step or main foundation in formal education.

In the modern era, one of the challenges faced by schools is how to integrate general knowledge with the religious values believed by students. The dichotomy between religious education and general knowledge remains a concern that needs to be addressed. Moreover, knowledge now wrapped in increasingly sophisticated technology allows students easy access to it, reaching the outside world even without teacher guidance.

Wathani, (2023) argues that humans must be able to balance the rapid development of science and technology. Mastering science and technology without being balanced by religion will make humans secularistic and materialistic, thus mastering science and technology becomes very important. Religion requires humans to believe in both the visible and the unseen (ghaib).

The issue that arises here is whether it is possible to grow a balance between religious values and scientific knowledge in education, especially in elementary schools. A study by (Kamila, 2023) found that integrating Islamic and moral education in the school environment is crucial in shaping the religious character of elementary school children. Another study by Musya'adah (2020) stated that the goal of Islamic education is to instill students' faith in Islam, making them Muslims who continuously grow in their faith and piety to Allah. This education aims to create religious, intelligent, noble, honest, productive, ethical, fair, tolerant humans who maintain personal and social harmony (Hasiolan Nasution, 2022).

According to Kamila's research, Islamic education can be a solution in forming the religious character of children based on Islamic values. In Musya'adah's research, Islamic education is capable of fostering intelligent, productive, and disciplined students. However, it has not been explained whether Islamic education can foster students' spiritual sides, and at the same time, grow interest and intellect in science knowledge? The author suspects that education can play a role in growing a balance between religious values and scientific knowledge in elementary schools.

METHODS

This research is qualitative and descriptive. According to (Sulistiyo, 2023), qualitative research is research that uses an inductive approach and is descriptive. Qualitative research involves data collection, analysis, and interpretation without using statistics. In the digital era, qualitative research emphasizes the use of IT-based media in collecting and processing research results. Erickson, as quoted by Albi Anggito (2018) states that qualitative research aims to narratively represent activities undertaken and the impacts of those activities.

The data sources in this research are primary and secondary data. According to Hakim, primary data refers to data that directly relates to the problem statement or, in other words, data that can answer the questions in the problem. Primary data is collected through documentation procedures. Secondary data is supportive of primary data, making it accurate (Hakim, 2022),

Primary data is obtained from three informants: the principal, the curriculum vice-principal, and one Islamic education teacher. Secondary data in this research includes documents, books, and journals that support the research. The research methods used in this study are observation, interviews, and documentation. Observation is conducted when the author directly goes to the field to observe the surrounding conditions, allowing for descriptions in line with the research objectives. Interviews are conducted face-to-face by the author to obtain information relevant to the research theme. Documentation consists of images and written forms that have been archived.

The data analysis technique used is qualitative descriptive technique. According to Hakim (2020), qualitative descriptive technique involves collecting data in the form of descriptions rather than numbers. Data analysis is performed by the researcher after all data and documents are collected, leading to data conclusions. After data analysis, the next step is to conclude the data, which then becomes the research findings.

RESULTS AND DISCUSSION

RESULTS

Islamic Education

According to (Ahdar, 2022) Islamic education is a method or scheme in education that forms individuals to become leaders in their lives according to Islamic values and goals. This is done as a manifestation of the Islamic values that have settled in and colored their souls. (2024) states that Islamic education means nurturing, directing, guiding, supervising, and evaluating children until educational goals are achieved. Islamic education is not just theory but, more importantly, practicing according to the established Sharia. Azhar (2024) mentions that even though a child is born into an Islamic family, Islamic education must still be taught from an early age. This is because elementary education is the initial foundation for introducing and fostering an understanding of Islam itself. Rini (2024) explains that Islamic education aims to form pious children based on the Quran and Sunnah.

Islamic education should reflect the values of Islam as a mercy to all creations. Islamic values such as noble character, good morals, strong character, simplicity, and compassion are values that should be embodied and displayed by Muslims. Islamic education is inseparable from moral and character education. Yaqin (2020) argues that moral education is an asset for a nation in shaping and transforming society. Good moral education leads to a favorable climate in society. This positive climate creates a social environment that grows according to norms. Societies with a good social environment tend to create harmonious, orderly, comfortable, safe, and prosperous living arrangements. Conversely, societies with low morals often become sources of problems in the community. T. Ramli (Hidayat, 2019) states that character education has the same principles and goals as moral education, which is to form individuals to be good in society and the nation.

From the various definitions of Islamic education above, the author concludes that Islamic education is education provided to individuals to instill Islamic values, guide and direct, and evaluate to become pious individuals based on the Quran and Sunnah. Islamic education should be instilled from an early age because it is the crucial foundation for character and moral development, introducing the values of monotheism, and making worship a habitual practice that hopefully becomes a lifestyle until adulthood. Islamic values are not mere memorization or theory but must be manifested and become daily behavior for everyone (Chaerunnisa et al., 2024).

In introducing Islamic education, several parties play important roles, including parents and schools (teachers). Purwanto (in Musa and Firmansyah, 2024) formulates the significant role of parents in a child's growth and development. The education provided by parents greatly influences a child's morals and character (Khairia et al., 2024). Parental education for their children is based on love. Parents are the true educators, educators by nature. Therefore, parents' love for their children should be pure from the heart for their development and growth to become morally upright individuals. The role of parents in religious education can be carried out in the form of aqidah education, as the essential and important part, moral education, and Quranic education (Hasiolan, 2020).

Secondly, the role of schools or teachers. Rini (2024) states that schools play an important role in introducing Islamic education to children. Islamic education is a continuous process aimed at forming Islamic character or noble morals. Azhar (2024) explains that Islamic education in schools facilitates children in recognizing Islam according to their age level, providing an understanding of Islam according to their nature, and becoming a living provision for Muslim children. Further, Azhar explains that Islamic education in schools cannot stand alone but must collaborate with parents at home. Nurhasanah (2024) mentions that Islamic education in schools is crucial for children in character formation, which cannot be found at home. Education solely at home has not been tested when facing others outside the home. According to her, the frictions that occur within students at school, both positive and negative, will develop a strong character in children. The act of forgiving occurs when facing others, not alone. Character development in schools is like the meeting of pestle and mortar in pounding rice. The rice husk peels off not just because of the meeting of pestle and mortar, but due to the friction caused by the gathering of rice (Nasution, 2024). This means that a child's character will be evident from the frictions that occur with friends and the school environment.

According to the author, Islamic education in schools is an essential part of character formation and instilling Islamic values. Parents need partners in guiding and educating their children and evaluating their development process. When parents and schools can work well

together in introducing Islamic education, it is hoped that the foundation of children's religious values becomes strong. Religious values are crucial as a guide or life compass for children in facing the times in their lives.

Integration of Religious Values and Science

Science is part of the knowledge that complements human life. Religion and science are two inseparable aspects. As expressed by M. Quraish Shihab, quoting Muthahhari in Muslih (2021:3), science can speed up humans in achieving their goals, while religion determines the direction to be pursued. Science adjusts humans to their environment, while religion adjusts to their identity. Science adorns the external, while religion adorns the internal. Science provides strength and lights the way, while religion provides hope and spiritual encouragement. Science answers questions starting with 'how,' whereas religion answers questions starting with 'why.' Science can complicate its possessor, while religion brings peace to its adherent.

Sutrisno and Suyatno (2015) state that "The civilization of humanity has always been influenced by science. Likewise, science is influenced by human civilization. There is a reciprocal relationship between human civilization and science. The progress of Islamic civilization in the 7th-13th centuries AD was inseparable from scientific advancements. Likewise, the decline since the 14th century was also due to a decline in science. The progress or decline of modern civilization is influenced by science. The progress achieved by the West today is inseparable from their advancements in science. Conversely, the decline of Islamic civilization today is due to their decline in science."

According to Azhar (2024), integrating religious values and knowledge is very important to introduce to students. By integrating scientific knowledge and religious values, there will be a balance between the knowledge acquired and the religious teachings adhered to. Azhar believes that this integration also instills confidence in the truth of one's religion. In an interview, Nurhasanah (2024) explains that the integration of Islam and science was originally introduced by Muslim scholars of the past. However, this history was erased by the West to prevent society from knowing the history of Islamic civilization. The fact is, we still know Ibn Sina, Ibn Rushd, and other Muslim scholars who are expected to motivate the current Muslim generation to study science.

The author agrees with several expert opinions that it is not enough to know religion alone today, but science must also be studied to balance and align values and norms in daily life. By knowing religion, the soul will be at peace in living life. However, by being filled with scientific knowledge, the soul becomes complete and can perceive things from a broad perspective. These

two aspects, religion and science, should be passed on to the next generations, especially among Muslims, to help them rise again and lead civilization.

In practice, science is generally introduced by educational institutions. Schools and teachers are the main sources for children to learn about science and other general knowledge. However, introducing science and religion together to elementary school students must also consider their characteristics and learning styles. Sumantri (Van Harling et al., 2023, p. 9) states that the characteristics of elementary school students are unique. Students view things concretely, still show traits from their family or environment, and have varied characteristics. This is a major consideration for educators in adjusting learning to meet students' needs at this concrete stage. Thus, teachers must emphasize using sensory processes that can be seen, heard, smelled, touched, and manipulated by students.

Science and Islam are inseparable in elementary education. Science and Islam are always intertwined in human daily life. From an early age, students should be introduced to scientific concepts integrated with religious values to apply them in real life. Nurhasanah gives an example of the relationship between science and religion in the process of ablution (wudhu). Religiously, ablution is a condition for valid prayer that Muslims must perform. Scientifically, ablution can be explained to clean and maintain the body's health. According to Nurhasanah, performing proper ablution, such as thoroughly rinsing the mouth and inhaling water into the nose, can prevent diseases like flu and sinusitis.

From the example of ablution, elementary students can be given a rational understanding of its benefits from both scientific and religious perspectives. Religiously, if someone performs proper ablution, their prayer becomes valid. With the conditions of validity met, the worship performed will be accepted by Allah. Following the correct religious practices increases faith, piety, and gratitude for the blessings of worship. From a scientific perspective, proper ablution keeps the body clean and healthy. Idris (2021) states that before performing obligatory prayers or reading the Quran, Muslims perform ablution to maintain high physical and spiritual cleanliness. The mind rests from worldly disturbances and pressures, conditioning the soul to focus on acts of obedience to Allah. During prayer with a clean body and intention, a Muslim feels in a good state to communicate with Allah. This act, performed at least five times daily by Muslims, has been scientifically noted to relax the mind and reduce stress levels when busy with worldly activities.

The integration of science and Islam is also evident in the body's metabolism system during fasting. Teachers should explain the benefits of fasting from both religious and scientific perspectives. Religiously, fasting is an obligation for mature Muslims under certain conditions.

Teachers can explain the obligations of fasting as stated in the Quran. By fasting, one develops piety, discipline, patience, and obedience to Allah.

From a scientific perspective, fasting also has health benefits for the human body. Idris (2021) states that metabolic effects vary in each individual based on their condition. In 1944, a conference in Morocco discussed the health benefits of various metabolic effects during fasting. These include: 1) fasting gives the digestive system a break. The stomach, intestines, and liver as the main metabolic factory reduce their workload, indirectly reducing the burden on other organs; 2) fasting can lower blood sugar levels and is safe for diabetics as it helps control their condition; 3) during fasting, we delay eating for 12 hours, leading the body to seek other energy sources through glycolysis by breaking down stored fat; 4) during fasting, gastric acid levels normalize, which helps eliminate bacteria in the stomach.

By explaining religious rituals from a legal perspective, the religious values they contain, and their scientific benefits, it becomes possible to achieve a balance between scientific knowledge and religious values for elementary students. Children are encouraged to critically understand things. Teachers should foster students' curiosity in learning new things.

The Influence of Islamic Education on Student Character Development

According to Azhar (2024), students are actually very enthusiastic about learning that integrates religion and science. The use of increasingly sophisticated media today greatly helps teachers introduce science to children. According to Nurhasanah (2024), schools have tried to introduce the integration of science in learning. For example, in introducing the concept of the theory of evolution proposed by Harun Yahya. Through educational videos, teachers introduce the process of human creation according to the Qur'an. Harun Yahya's theory is starkly contrasted with the existing theory of human origins. This is where teachers play a role in providing wisdom to students so they can choose and sift through the knowledge they gain. Students are invited to think critically about Charles Darwin's theory of evolution, which contradicts human reasoning and logic. With evidence from Harun Yahya's video, the truth of the Qur'an and scientific explanations can be clarified, providing new knowledge to students about the origins of human life.

Islamic education has a significant impact on students. According to Nurhasanah (2024), the current teaching methods often lead students to become reminders or ustads (Islamic teachers) advising their peers. Some also become role models because of their virtues and goodness. Students who focus on learning activities, memorize the Qur'an, and engage in studying knowledge tend to have strong character and personality. These students exhibit discipline, honesty, and responsibility in their daily lives.

Challenges and Obstacles

Teachers play a crucial role in the process of introducing knowledge and religion in schools. Teachers are considered role models for their students. What teachers do is seen as right and good, and worthy of imitation. According to Abdul Gahafur in Muslih (2021), exemplary behavior is one of the important factors in the success of the integration process. Therefore, how can we integrate and promote Islamic science if we as educators do not improve ourselves to become role models (uswah) for our students?

This is the challenge faced by teachers. As the cornerstone in the learning process, teachers need special attention. As Azhar (2024) stated, teachers guide students in schools to introduce primary education, so teachers must be given training, upgrading, and self-quality improvement. According to Azhar, there are many verses in the Qur'an that need to be explicitly examined to gain comprehensive knowledge. Nurhasanah (2024) mentions that a holistic improvement has been made, involving school foundations, teachers, all stakeholders, and students to align knowledge and religion comprehensively. Additionally, the challenges faced by teachers in implementing Islamic values and knowledge, according to Rini (2024), include changing times, technological advancements, and shifting values. Changing times require teachers to remain adaptive to always dynamic situations. Changes should not be feared but faced with knowledge. Technological advancements have two sides: positive and negative. The positive side of technological advances helps teachers in the learning process. The negative side is that many students are exposed to increasingly concerning technology, such as gadget addiction and unrestricted access to information. This results in a shift in values.

According to Azhar (2024), besides the changing times, parents also pose a challenge for teachers in aligning knowledge and religious values. Similarly, Nurhasanah (2024) states that some school programs aimed at balancing religious values and knowledge are opposed and rejected by parents. However, teachers and schools hope that parents can synergize in their children's development.

CONCLUSION

From the research conducted, it can be concluded that Islamic education plays an important role in shaping students' character and instilling moral values in accordance with Islamic teachings. This research also shows that integrating scientific knowledge with religious studies can help students understand topics taught by teachers. Integrating knowledge with religious values increases students' confidence in the truth of the Qur'an, which can be explained scientifically and rationally. A balanced introduction to science and religious values enhances students' intellectual, moral, and spiritual levels. Thus, students become well-informed individuals capable of wisdom in their daily lives. The author recommends training for teachers and schools to improve quality.

Training, book discussions, skill upgrading, multimedia training, and the introduction of the latest digital technology are needs that cannot be avoided. Additionally, adding learning media devices will further optimize the learning process.

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