

Philosophy as integration in science and islamic education

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ABSTRACT

Studying something using knowledge essentially constitutes one of humanity's efforts to obtain truth. Truth itself is a state that corresponds to the actual object, so studying something through philosophical knowledge is a step towards acquiring true and objective knowledge. This research aims to understand the nature of philosophy as a unifier of science and education. In this study, the research methodology involves a comprehensive literature review combined with qualitative research methods. The literature review will critically analyze existing philosophical literature to explore the interconnectedness of philosophy, science, and education. Additionally, qualitative research methods such as in-depth interviews, observations, and content analysis will be employed to delve into the perspectives and experiences of experts in the field. Through this combined approach, a deeper understanding of the essence of philosophy as a unifying force in science and education will be achieved. Truth is the essence of philosophy, serving as the foundation for every branch of knowledge. Science, or natural sciences encompassing physics, chemistry, biology, employs scientific methods, scientific thinking, and scientific frameworks.

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Introduction

The existence and presence of humans are intriguing subjects to understand and study. Humans are complex yet mortal beings ([Husna Nashihin, 2023](#)). In their brief lives, the purpose of human existence is often questioned, with the ability to learn, read, comprehend, evaluate, and utilize scientific information and knowledge to make informed decisions and engage in critical thinking ([Susanto, 2022](#)) in their lives. Natural Sciences or science is a part of human life that has been present since the inception of humanity, understanding itself and the surrounding environment ([Kholis & Yunita, 2023](#)). Humans are both subjects and objects in education ([Triana et al., 2023](#)). Objects in education include humans and everything related to them, both living and non-living environments. Humans are endowed with reason and intellect, always striving to learn and engage in activities ([Robbaniyah et al., 2022](#)) to understand the phenomena occurring in their surrounding lives to clarify their truth ([Kholish, 2022](#)). Along with the passage of time, human life experiences relatively rapid dynamics, and hence science also undergoes

development.

The presence of science in human life has an impact on the increasingly rapid progress of time. This is inseparable from the role of philosophy (Ngabdul Shodikin et al., 2023). However, many scientists do not fully engage in philosophy in developing science, thus philosophy (Julkifli, 2022) should ideally unify science and education (Nashihin et al., 2019). They have the idea of developing science to obtain great benefits without considering the effects and impacts arising from what they do, especially concerning nature (Kholish et al., 2020). This condition requires philosophy to participate in the development of science in human life. Humans can seek true knowledge related to science and its development to obtain benefits in life without causing significant losses when philosophizing.

Based on the above explanation, humans need to clearly understand Philosophy, which is the basis of all knowledge, including science and the development of science, and its relevance, to ensure that scientific development remains in its proper position without causing losses that impact life and the order of nature, in line with the goal of meeting human needs and preserving the environment so that philosophy as a unifier of science and education does not cause loss or misunderstanding. This research is conducted based on literary or library studies. This research also aims to obtain various perspectives on the development of science and education as well as research conducted by scientists.

Method

This article employs a literature review method. The literature sources utilized consist of books and articles relevant to the issues discussed in the article (Syaiful Anam, 2023). The analysis employed in this article is content analysis. Firstly, it involves identifying various related sources for the purpose of article composition. This entails searching academic databases, libraries, and online repositories for scholarly literature that addresses the research topic (Hadisi et al., 2023). Secondly, it employs content analysis techniques to uncover key issues and ideas from these diverse sources. This involves systematically reviewing and categorizing the content of the selected literature to identify recurring themes, arguments, and perspectives. Lastly, it draws conclusions based on the findings obtained through the literature review and content analysis process.

Results and Discussion

Philosophy

Philosophy etymologically originates from the Greek word *philosophia*, comprising *philos* meaning love, and *sophia* meaning wisdom or insight. Love can be interpreted as a profound or fervent desire, while wisdom represents genuine truth or absolute truth. Philosophy literally means the love of wisdom. Philosophy is a profound desire or earnest longing for genuine truth.

Various opinions about philosophy by scholars include John Dewey's assertion that philosophy is the expression of continuous human effort and struggle to adapt various traditions, thereby shaping moral character (Nashihin, 2019a) with political aspirations and new scientific tendencies that are not in line with recognized authorities. According to Immanuel Kant (1724-1804), philosophy is the fundamental science encompassing epistemological, ethical, and theological issues. Philosophy, when viewed from its activities, is a mode of thinking with specific characteristics. This can be understood based on the views of scholars such as: (1) Sutan Takdir Alisjahbana (Hamdani, 2011) states that the conditions for philosophical thinking include meticulousness and adherence to definite rules. (2) Sidi Gazalba defines philosophical or philosophical thinking as radical, systematic, and universal. (3) Sudarto characterizes philosophical thinking as methodical,

systematic, coherent, rational, comprehensive, radical, and universal.

Understanding philosophy can be achieved through various approaches and perspectives. The commonly referred approach is viewing philosophy as a process and philosophy as a product. Philosophy as a process describes a method or mode of thinking in accordance with the principles of philosophical thinking (Nashihin, 2017), while philosophy as a product can be understood as a collection of thoughts and opinions expressed by philosophers. Through these two perspectives, a deeper understanding of philosophy can be attained.

Science

Referring to the Indonesian Dictionary or KBBI, science is systematically organized knowledge about nature and the physical world, including botany, physics, chemistry, geology, zoology, and others; natural science (Nashihin et al., 2020). Through science, many phenomena occurring in human life are objectively understood to some extent. Furthermore, science also fulfills human daily needs.

Natural Sciences or Science, as one of the disciplines evolving from the philosophy of science, is a vital field in human life. The understanding of science according to various scholars includes: (1) According to Amien, Science, as a scientific field covering matter and energy, whether living or non-living, mainly discusses natural phenomena like physics, chemistry, and biology. (2) According to Wahyana, Science is a systematic compilation of knowledge primarily focused on natural phenomena. The development of science is not only marked by the accumulation of facts but also by scientific methods and attitudes. (3) Colle and Chiapetta (1994) state that "science should be viewed as a way of thinking in pursuit of understanding nature, as the way of investigating claims about phenomena, and as a body of knowledge resulting from inquiry". Science should be regarded as a method of thinking in understanding nature, as a way of investigating phenomena, and as a body of knowledge acquired through inquiry.

Science is viewed as a body of knowledge (science as a collection of knowledge), a way of thinking (science as a mode of thinking), and a way of investigating (science as a method of investigation) (Muchamad Chairudin, 2023). In essence, science is a collection of knowledge related to understanding and discussing the natural world. Through various research activities, humans seek to answer natural phenomena, fulfill life needs, and preserve the universe. The components of science include: (1) Scientific attitude, such as curiosity, humility, openness, honesty, precision, thoroughness, discipline, distinguishing between fact and opinion, caution, and patience. (2) Scientific Process, which consists of a series of systematic, consistent, and operational activities during research. This is evidenced by the scientific steps known as the scientific method. (3) Scientific products, including facts, concepts, principles, laws, and theories. These scientific products are ultimately acknowledged for their validity after repeated testing. These components are employed by scientists or researchers who eventually provide answers to various questions about natural phenomena according to reality.

Philosophy as a Unifier of Science and Education

Philosophy and science can intersect as both employ reflective thinking methods in efforts to address global information and life. Both demonstrate critical behavior, utilizing open-mindedness and impartiality to ascertain the truth. The current development of science is evident and tangible (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023). This development, in some aspects, benefits humanity greatly. Humans are privileged with various outcomes of scientific progress, thereby fulfilling most of their needs (Nashihin, 2019b). However, this rapid development often goes unnoticed, bringing negative influences on humanity, which may be the beginning of human destruction. Science is devoid of morality, meaning the goodness or badness of scientific development does not

depend on science itself but on humans. Humans play a primary role in controlling, regulating, and directing the development of science. Therefore, humans, particularly scientists, must adhere to the three components of science in conducting research to advance it.

Philosophy is needed by humans in addressing questions that arise in various areas of human life. The answers are the result of systematic, integral, comprehensive, and fundamental thinking. Such answers are also used to overcome problems involving various aspects of human life, including education (Husna Nashihin, 2017). The term education, as defined in the Indonesian Dictionary, refers to the process of changing someone's attitudes and behaviors in an effort to mature them through teaching and training (Nurul Umah Fijanati, Hafidz, Sukadi, 2023). In simple terms, education is often interpreted as human efforts to cultivate their personalities in accordance with the values in society and culture. In its development, the term education or *paideia* means guidance or assistance intentionally provided by adults to help individuals mature. Education is defined as efforts undertaken by individuals or groups towards others to help them mature or achieve a higher level of life or living. Maturity here implies being responsible for oneself biologically, psychologically, pedagogically, and sociologically.

Philosophy is highly necessary in times of increasingly specialized scientific developments. Scientists who develop scientific knowledge, by delving into philosophy, are expected to understand their limitations and the environment, preventing their thoughts and actions from being trapped in their intellectual arrogance (Nashihin, 2022). Mutual openness among scientists is crucial for greeting, communicating, reminding, and directing each other's potential knowledge for the benefit of humanity (Nashihin, 2022). According to Sulhatul Habibah, the scientific method and scientific attitude that scientists should develop have the following objectives: (1) Philosophy serves as a means to test scientific reasoning, making people critical of scientific activities. A scientist must critically assess their own field of study to avoid solipsistic attitudes, believing that their opinion is the only correct one. (2) Philosophy is an effort of reflection, testing, and criticizing assumptions and scientific methods. The tendency among modern scientists is to apply scientific methods without considering the structure of knowledge. One crucial attitude in the present time is to apply scientific methods in accordance with predetermined rules, not the other way around based on personal desires. The method is a means of thinking, not the essence of knowledge. (3) Philosophy provides a logical foundation for scientific methods. Any form of scientific method developed must be logically and rationally justifiable to be widely understood and used. The broader the acceptance and use of scientific methods, the more valid they become. Research that truly adheres to the rules and methods of research will have a positive impact on the field of study.

Conclusion

Based on the integration of philosophy as a unifier of science and Islamic education, it can be concluded that philosophy plays a crucial role in the development of science and its integration with Islamic education. Through the study of epistemology, ontology, and axiology, philosophy provides a solid foundation for scientists to navigate through fundamental questions and ethical considerations. By embracing a philosophical perspective, scientists can ensure that their research not only contributes to scientific progress but also aligns with ethical principles and serves the interests of humanity while upholding their accountability to the Creator. Thus, philosophy serves as a bridge between science and Islamic education, fostering a holistic approach that promotes both intellectual advancement and moral integrity.

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