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Article

**Analysis of the Integration of Islamic Values in Science Learning
towards Students Environmental Awareness**

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ABSTRACT

The 21st century demands that education emphasize not only mastery of scientific knowledge but also character development, spirituality, and social responsibility towards the environment. Science learning in schools currently faces the challenge of low environmental awareness among students. Many students understand scientific concepts theoretically and otherwise, but lack the ability to connect them to moral and spiritual responsibility. In the context of Islamic education, it has great potential to strengthen environmental awareness. Integrating Islamic values into science learning can help students see the connection between knowledge and responsibility towards God's creation. Science learning integrated with Islamic values is believed to foster gratitude, trustworthiness, and ecological responsibility in students. This article aims to analyze the integration of Islamic values in science learning and its influence on the development of student awareness. The research method used is a literature review. It is hoped that this integration will not only enrich scientific understanding but also internalize faith values that encourage concrete actions in schools.

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INTRODUCTION

21st-century education demands that students not only master scientific knowledge but also develop strong character, morals, and environmental awareness (Angga et al., 2022). In the context of science learning, students often grasp scientific concepts cognitively but are unable to connect them to moral and spiritual responsibility (Parisu et al., 2025). This phenomenon presents a new challenge for Islamic education. Integrating Islamic values into science learning is a strategic effort to foster ecological awareness through an understanding that fosters a sense of responsibility and gratitude to Allah SWT (Baharuddin et al., 2024). Furthermore, research specifically analyzing the integration of Islamic values into science learning and students' environmental awareness is still limited, necessitating further in-depth research (Diana, 2025).

The main questions addressed in this study are: how Islamic values are integrated into science learning in schools, how the concept of integrating Islamic values into science learning is conceptualized, how previous research demonstrates the influence of this integration on the development of students' environmental awareness, and which Islamic values are most relevant to apply in science learning to foster ecological awareness (ZALMI, 2024). This research

problem formulation serves as the basis for exploring the relationship between science education and Islamic values through an in-depth literature review (Mumtazah et al., 2025).

The purpose of this study is to analyze various research findings and theories related to the integration of Islamic values in science learning and to identify their contribution to increasing students' environmental awareness (Najla et al., 2025). Furthermore, this study aims to develop a conceptual understanding of how science learning can serve as a means of internalizing spiritual and moral values (Zuairiyah et al., 2025). Through a literature review approach, this study seeks to map the ideas and integration models developed in various scientific sources as a basis for developing learning strategies (SUKIASTINI, 2024).

The integration of Islamic values in science education is based on a holistic view of science, namely that all aspects of knowledge are tangible manifestations of the greatness of Allah SWT. Numerous verses in the Quran encourage humans to think and explore the universe as a way of strengthening faith (Hasanah et al., 2025). This aligns with the concept of integrated education, which emphasizes the importance of integrating knowledge and values. Science education integrated with spiritual values encourages students to understand that protecting the environment is part of worship and a form of obedience to Allah SWT. Thus, science learning is not only oriented towards cognitive achievement but also fosters sustainable ecological attitudes in students (Mardiyah, 2024).

This research is expected to provide theoretical and practical benefits. Theoretically, the results of this study can enrich scientific thinking regarding the integration of Islamic values in science learning and its relevance to environmental character development. Practically, this research can serve as a reference for educators in designing learning that integrates scientific aspects and Islamic values (Hamzah et al., 2025). It is also hoped that these results will yield an understanding of science learning models based on Islamic values that can be applied at various levels of education (Lubis et al., 2024).

METHOD

This research employed a qualitative method with a literature review approach (Adlini et al., 2022). This study explored scientific sources such as journals, books, and articles relevant to the topic of integrating Islamic values in science learning and enhancing students' environmental awareness (Miterianifa & Mawarni, 2024). This research employed a descriptive qualitative model, focusing on content analysis and interpretation of findings from various previous studies. Data were collected through a literature review by selecting references relevant to the research theme. The collected data were analyzed using interactive analysis techniques, which included data reduction, data presentation, and conclusion drawing. Through this technique, each reference was selected, organized, and interpreted to identify patterns of relationships between Islamic values and increased environmental awareness in science learning (Achjar et al., 2023).

RESULT AND DISCUSSION

The study's findings indicate that the integration of Islamic values into science learning provides a new direction for 21st-century education, oriented not only toward mastering scientific concepts but also toward developing students' character and spirituality (Yunita & Mandasari, 2025). In this context, science is viewed not merely as empirical knowledge, but as a means to recognize the greatness of Allah SWT through His creation. Learning that combines scientific aspects and Islamic values has been shown to increase moral awareness and strengthen attitudes of ecological responsibility. Therefore, science education integrated with Islamic values can be a solution to low environmental awareness among students (Khairullina & Fathonah, 2024).

On the other hand, the scope of this research is limited to a conceptual analysis of the integration of Islamic values in science learning through a literature review. Although the discussion highlights the importance of internalizing Islamic values in the learning process, Several Islamic schools, or Islamic boarding schools, demonstrate a significant gap between knowledge and practice. In many Islamic boarding schools, students have memorized Islamic verses or teachings, but this knowledge is often not connected to the science learning process (Septayuda, 2024).

This limitation indicates that while students may have a strong foundation in religious memorization, they often do not apply these values contextually in science learning. Therefore, the integration of Islamic values remains superficial, failing to achieve the goal of building a holistic understanding that unites faith, science, and environmental responsibility (Mumtazah et al., 2025).

The Importance of Integrating Islamic Values

The integration of Islamic values into science learning plays a crucial role in shaping students who are faithful, knowledgeable, and have noble character. Values such as trustworthiness, gratitude, and responsibility form the moral foundation for understanding their surroundings (Khafidhoh et al., 2024). These values, when internalized through science learning, can shift students' mindsets from merely understanding scientific concepts to applying knowledge for the benefit of nature and humanity (Warits, 2024).

Thus, science is understood not only as empirical knowledge but also as a means of recognizing the greatness of God through His creation. A learning process based on Islamic values helps students cultivate spiritual awareness and scientific ethics in every scientific activity they undertake. This fosters the character of Muslim scientists who are not only intellectually intelligent but also possess integrity and are responsible for the social and environmental impacts of the application of their scientific knowledge (Fadli, 2020).

Education based on Islamic values instills the principle of monotheism, namely the awareness that all knowledge and human activity must be oriented towards devotion to God Almighty. Thus, Islamic education is not merely the transfer of knowledge, but also the process of developing a personality that is faithful, knowledgeable, and moral (Ramli, 2025).

Furthermore, the integration of Islamic values in education also encourages the creation of a balance between students' spiritual, emotional, and intellectual intelligence. Values such as trustworthiness, honesty, discipline, and responsibility serve as guidelines in learning activities and in daily life at school. In this way, education becomes a means of fostering strong moral, spiritual awareness, and characterful (Ramadhan, 2025).

Character is the values that lead to goodness, embedded in the individual and implemented in daily behavior. These character values are related to faith, morals, attitudes, and behavioral patterns/habits that influence a person's interactions with God and their environment. Character determines one's attitude, words, and actions. Character is a person's distinctive characteristic, encompassing values, self-competence, moral capacity, and resilience in facing all challenges and trials (Mulyana, 2024).

Good character in Islam is found in the personal character of the Prophet Muhammad (peace be upon him), who possessed noble and noble character values. This is explained in Surah Al-Ahzab 21;

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ﴿٢١﴾

"Indeed, in the Messenger of Allah you have a good example to follow, for those who hope in Allah and the Last Day and remember Allah often." This verse explains that character education, from the perspective of the Quran, has existed since the time of the Prophet Muhammad (peace be upon him), where the Prophet himself served as a role model. There is

no doubt that the character of the Prophet Muhammad (peace be upon him) is great, not only among Muslims but also for all people throughout the world (Solihin et al., 2023).

Islamic Values in 21st-Century Science Learning

21st-century science education demands innovative, collaborative learning that is oriented toward solving real-life problems. For example, when studying the water cycle, students not only understand the scientific process but also develop a sense of awe for the greatness of Allah SWT's creation. Science learning integrated with Islamic values can create a balance between students' intellectual and spiritual intelligence. This approach aligns with the principles of integrated science learning, which connect empirical knowledge, making learning more meaningful and contextual. Improving student understanding is also greatly influenced by the level of understanding possessed by subject teachers and class teachers. Therefore, subject teachers are expected to have a good understanding of Islamic values (Haryanti & Sarwi, 2025).

Islamic values in 21st-century science learning play a crucial role in shaping the character of students who are not only intellectually intelligent but also ethical and possess noble morals. Furthermore, the application of Islamic values in 21st-century science also aligns with the strengthening of critical, collaborative, and creative thinking skills, or the 4Cs (21st-century skills), which are a global demand. Thus, science is not viewed solely as a discipline of scientific thought separate from spiritual values, but rather as a vehicle for developing Islamic character relevant to the needs of 21st-century education: producing a generation of believers, knowledgeable individuals, and those who contribute to the advancement of civilization (Anwar & Huda, 2025).

Furthermore, it is also necessary to cultivate the habit of imparting knowledge of Islamic values. This is one of the consistent patterns in the learning process to achieve the vision and mission of educators, namely teachers. Therefore, teachers need to shape behaviors that meet the needs of students regarding Islamic values within themselves, especially in science learning. Learning to achieve a high level of habituation focuses more on educational efforts to encourage students to apply what they learn in their daily lives (Basri, 2021).

Integration of Islamic Values in Science Learning to Improve Students' Environmental Awareness

The integration of Islamic values in science learning in schools has demonstrated tangible results in increasing students' environmental awareness. Through learning that links scientific concepts with Islamic values such as trustworthiness, gratitude, and responsibility, students begin to understand that protecting the environment is part of their worship of Allah SWT (Anas & Iswantir, 2024).

In Islam, protecting the environment is considered an important responsibility of every individual. This is because nature is considered a sign of Allah's greatness and must be protected. Environmental awareness in the Islamic context means understanding and acting according to the command to manage the world responsibly, avoiding the unnecessary destruction or waste of natural resources. It is crucial for every Muslim community to strengthen efforts in environmental education and awareness practices. This can begin at home and at school, teaching children the values of environmental conservation from an early age (Noviani, 2024).

This integrative approach can be applied across various science disciplines, regardless of educational level. By linking scientific concepts to relevant verses from the Quran and Hadith, science learning not only improves scientific literacy but also builds students' moral and spiritual awareness of environmental protection. The following are examples of the implementation of the integration of Islamic values in science learning at various educational levels (Kamaliyah et al., 2025).

Table 1. Integration of Islamic Values in Science Learning towards Students' Environmental Awareness

Science Learning	Al-Qur'an	Implementation of Islamic Values in Science Learning	Contribution to Students' Environmental Awareness
Integrated Science (Nasution et al., 2023).	Q.S. At-Tahrim Verse 6	The teacher teaches the material on changes in the state of matter due to heat by emphasizing the responsibility of using energy efficiently and the importance of avoiding wasting natural resources.	Students understand that thermal energy is a blessing from God that must be protected and used wisely. This fosters energy conservation, discipline, and responsibility in maintaining environmental balance.
Biology (Apriyoza et al., 2025)	QS. Al-Baqarah Verse 164 QS. Al-An'am Verse 99	The teacher teaches the material on biodiversity by linking the greatness of God in creating various living creatures and the balance of the ecosystem.	Cultivating awareness that the diversity of living things is a sign of God's power that must be protected. Students become more concerned about environmental sustainability, avoid habitat destruction, and understand the importance of ecological responsibility..
Physics (Sirajudin et al., 2024).	QS. Nuh Verse 16	The teacher relates the material to the properties of light, such as reflection, refraction, and absorption. Through this lesson, students are encouraged to understand that light is not only a physical phenomenon but also a sign of God's greatness, enabling life on Earth to exist in balance.	Students realize the importance of sunlight as the main source of energy for life, thus raising awareness to utilize natural energy wisely and reduce dependence on artificial energy that can damage the environment.
Chemistry (Putri, 2024).	QS. An-Nur Verse 35	The teacher links the concept of electric	Students learn not to waste electricity,

Science Learning	Al-Qur'an	Implementation of Islamic Values in Science Learning	Contribution to Students' Environmental Awareness
		current and energy with the symbolic meaning of "the light of Allah" in QS. An-Nur: 35, which illustrates that all energy and resources come from the power of Allah SWT and must be used wisely.	understand the importance of environmentally friendly energy sources, and develop a sense of gratitude for the blessings of light and energy created by Allah SWT..

From these examples of implementation, it can be concluded that the integration of Islamic values in science learning can foster students' environmental awareness. Through learning activities that link scientific concepts with Islamic values, students understand science not only as knowledge but also as a means to recognize the greatness of Allah SWT and foster a sense of responsibility for nature (Hidayati & Julianto, 2025).

The integration of Islamic values in science learning not only impacts knowledge but also fosters students' ecological character. When students understand that every natural phenomenon is a sign of Allah's greatness, an inner awareness arises to protect and respect His creation (Febriyanto et al., 2022). This aligns with Allah's words in Surah Al-An'am 141:

وَهُوَ الَّذِي أَنشَأَ جَنَّاتٍ مَّعْرُوسَاتٍ وَعَبَّارَاتٍ مَّغْرُوسَاتٍ وَالنَّخْلَ وَالزَّرْعَ مُخْتَلِفًا أَكْثُهُ وَالرَّيْتُونَ وَالزَّيْتُونَ مُمْتَسَاتٍهَا وَعَبَّارَاتٍ مَّغْرُوسَاتٍ كُلُّوا مِنْ ثَمَرِهِ إِذَا أَثْمَرَ وَآتُوا حَقَّهُ وَلَا تُسْرِفُوا إِنَّهُ لَا يُحِبُّ الْمُسْرِفِينَ ﴿١٤١﴾

We can take wisdom from that verse "And do not be excessive. Indeed, Allah does not love those who are excessive." This verse provides an important foundation for developing energy-saving attitudes, wise management of natural resources, and instilling ecological responsibility in students. Thus, the integration of Islamic values in science learning can shift students' mindsets from simply understanding scientific concepts to understanding ethical and moral values in the application of science to the environment (Maula, 2024).

The application of Islamic values in science learning fosters awareness of the role of humans, as Through this understanding, students learn that maintaining cleanliness, conserving energy, and maintaining ecosystem balance are part of worship and obedience to Allah SWT. Teachers can facilitate this through contextual learning, such as projects, experiments, or observations linked to the values of monotheism and trustworthiness. With this strategy, environmental awareness becomes not only a matter of knowledge but also embedded in students' morality and spirituality as part of implementing faith in daily life (Agustin et al., 2023).

The results of this study indicate that the integration of Islamic values into science learning has strong potential to improve students' environmental awareness and spiritual character. However, most previous studies, including this one, are still descriptive and based on literature reviews, so their effectiveness has not been proven through experimental approaches in the classroom. Therefore according to Rohmaniah, S., & Kurniawan, W., further research needs to be directed at implementing learning models that explicitly integrate Islamic values, for example through the Inquiry-Based Learning (IBL) approach based on the Kauniyah

verse or the Problem-Based Learning (PBL) model with religious nuances (Rohmaniah & Kurniawan, 2025). This approach allows students not only to understand scientific concepts but also to explore the relationship between natural phenomena and the signs of Allah SWT's greatness through scientific presentation activities (Mumtazah et al., 2025).

Beyond experiments, According to Adedo, E., & Deriwanto, D.. further research can also focus on developing interactive infographic-based learning media or other Islamic-themed tools to bridge science and spiritual values in the digital literacy era. This is relevant because 21st-century learners are more responsive to visual media and technology (Adedo & Deriwanto, 2024).

It is hoped that the integration of Islamic values in science learning will not only enrich students' scientific understanding but also internalize faith values that drive concrete actions in school. Science learning that combines rationality and spirituality will produce a generation that is intelligent, ethical, and environmentally aware. Teachers play a crucial role in instilling these values through contextual methods, reflections on Kauniah verses, and environmentally-based scientific projects. Thus, learning outcomes include not only increased knowledge but also the development of a religious, environmentally conscious character (Prabowo et al., 2025).

Despite its many positive potentials, the integration of Islamic values into science learning still faces challenges, such as limited teaching resources, the role of teachers, and an incompletely integrated curriculum. Training is needed for educators to understand how to link scientific concepts with Islamic values without diminishing their scientific essence (Kurahman & Rusmana, 2025).

Overall, the integration of Islamic values into science learning has been shown to significantly contribute to increasing students' environmental awareness. The harmonious relationship between knowledge and faith makes science learning more meaningful and shapes students' character and cares for Allah SWT's creation. Through this process, it is hoped that a generation of Muslims will emerge who are not only intellectually intelligent but also possess a strong sense of ecological responsibility (Amaliyah et al., 2025).

CONCLUSION

The integration of Islamic values into science learning has proven effective in increasing students' environmental awareness. Through the connection between scientific concepts and the teachings of the Quran, students not only understand natural phenomena rationally but also interpret them as evidence of Allah SWT's greatness. Values such as trustworthiness, gratitude, and responsibility help foster energy-saving attitudes, concern for environmental sustainability, and an awareness that protecting the environment is part of worship and a form of obedience to Allah SWT. In addition to strengthening scientific knowledge, Islamic values-based science learning also shapes students' character and spirituality, leading to intelligent, ethical, and ecologically minded individuals. Therefore, strengthening the integration of Islamic values in science learning needs to be done through teacher training, integrated curriculum development, and the application of contextual methods based on Kauniah verses to create meaningful, relevant learning that supports the realization of sustainable environmental awareness.

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