

INTEGRATING SCIENCE CONCEPT IN ALI ABDUL HALIM INTERPRETATION FOR CHARACTER EDUCATION IN ISLAMIC ELEMENTARY SCHOOLS

Parulian Siregar *

* STAIN Mandailing Natal

siregarparulian1987@gmail.com

Mahmud Arif **

**Pascasarjana UIN Sunan Kalijaga Yogyakarta

ayahandarifda@yahoo.com

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Abstract

The integration of scientific concepts in Ali Abdul Halim interpretation of character education in Islamic elementary schools is important because it is able to bridge understanding between modern science and Islamic values. By examining this interpretation, we can find a relevant approach to integrating scientific knowledge into a religious-based character education curriculum, thereby producing students who are not only academically intelligent but also have strong morals and ethics. This research aims to explore science concepts in Ali Abdul Halim interpretation of the Qur'an and their relevance to character education in Islamic elementary schools. Additionally, the study examined how the integration of these science concepts could be applied to character education. A descriptive qualitative methodology with a library research approach was utilized. Data sources included Ali Abdul Halim exegesis texts, books, and articles on character education. Data collection was achieved through document analysis and was thematically analyzed, categorized, interpreted, and comprehensively concluded. The findings describe the significance of integrating scientific knowledge with the understanding of Qur'anic verses using a holistic approach that incorporates linguistic, historical, and other scientific aspects. Ali Abdul Halim interpretation integrates the understanding of the Qur'an with modern science across various disciplines. His exegesis emphasizes the importance of character education, focusing on the development of good morals, and the roles of family and environment. His educational concept for elementary education merges Islamic values with modern education through active learning methods, linking science with the meanings of the Qur'an to enhance academic understanding and positive character formation.

Keywords: Integration of science, Interpretation of Ali Abdul Halim, Character education.

Abstrak

Integrasi konsep keilmuan dalam tafsir Ali Abdul Halim terhadap pendidikan karakter di SD Islam menjadi penting karena mampu menjembatani pemahaman antara ilmu pengetahuan modern dan nilai-nilai keislaman. Dengan mengkaji penafsiran tersebut, kita dapat menemukan pendekatan yang relevan untuk mengintegrasikan ilmu pengetahuan ke dalam kurikulum pendidikan karakter berbasis agama, sehingga menghasilkan peserta didik yang tidak hanya cerdas secara akademis tetapi juga memiliki moral dan etika yang kuat. Penelitian ini bertujuan untuk mengeksplorasi konsep-konsep sains dalam tafsir Al-Qur'an Ali Abdul Halim dan relevansinya dengan pendidikan karakter di sekolah dasar Islam. Selain itu, penelitian ini mengkaji bagaimana integrasi konsep sains ini dapat diterapkan pada pendidikan karakter. Metodologi yang digunakan adalah deskriptif kualitatif dengan pendekatan penelitian kepustakaan. Sumber datanya meliputi teks tafsir Ali Abdul Halim, buku, dan artikel tentang pendidikan karakter. Pengumpulan data dilakukan melalui analisis dokumen dan dianalisis secara tematis, dikategorikan, ditafsirkan, dan disimpulkan secara komprehensif. Temuan tersebut menggambarkan pentingnya mengintegrasikan ilmu pengetahuan dengan pemahaman ayat-ayat Al-Qur'an dengan menggunakan pendekatan holistik yang mencakup aspek kebahasaan, sejarah, dan keilmuan lainnya. Tafsir Ali Abdul Halim mengintegrasikan pemahaman Al-Qur'an dengan ilmu pengetahuan modern lintas berbagai disiplin ilmu. Tafsirnya menekankan pentingnya pendidikan karakter, menitikberatkan pada pengembangan akhlak yang baik, serta peran keluarga dan lingkungan. Konsep pendidikannya untuk pendidikan dasar memadukan nilai-nilai Islam dengan pendidikan modern melalui metode pembelajaran aktif, menghubungkan ilmu pengetahuan dengan makna Al-Qur'an untuk meningkatkan pemahaman akademik dan pembentukan karakter positif.

Kata kunci: Integrasi ilmu pengetahuan, Tafsir Ali Abdul Halim, Pendidikan karakter.

INTRODUCTION

The integration of science concepts in Ali Abdul Halim interpretation with character education in Islamic elementary schools is a significant approach to enhancing the quality of education. Ali Abdul Halim interpretation is one of the sources that attempt to explain the teachings of the Quran in a more relevant and contextual manner for the modern world, including the application of science concepts (Halim, 2019a). In this era of globalization, character education has become a primary focus within the Indonesian education system, particularly in Islamic elementary schools. Interpretation by Ali bin Abdul Halim, as a contemporary exegesis, offers an integrative perspective that combines science knowledge with Islamic values. This approach can serve as a reference for character education in Islamic elementary schools, as it is considered both relevant and capable of bridging the gap between modern knowledge and comprehensive religious teachings.

In this modern era, teaching science and character education have become two important pillars in the education system, especially in Islamic elementary schools. The integration between the two offers a holistic approach to forming a generation that is not only academically intelligent, but also has strong morality (Akyüz, H. İ., & Samsa, 2018). Tafsir Ali Abdul Halim, known for his progressive approach, offers a unique perspective in combining scientific concepts with character education. Through the interpretation of Al-Quran verses, Ali Abdul Halim invites educators to integrate scientific values in daily learning, so that students can understand the importance of science in their lives while still adhering to noble religious values.

This approach emphasizes the importance of learning that is contextual and relevant to real life. Ali Abdul Halim believes that scientific knowledge should not only be taught as a collection of facts, but as an integral part of students' character development (Ahmad, 2021). For example, the concept of honesty can be taught through the scientific method which emphasizes honesty in collecting data and reporting experimental results. In this way, students not only learn knowledge, but also internalize character values that will guide them throughout life. This innovation in integration makes a significant contribution to efforts to build a generation that is balanced between intellectual intelligence and moral maturity.

Character education in Islamic elementary schools plays a crucial role in shaping personalities from an early age. Character education integrated with Islamic values, as promoted in the interpretation of Abdul Halim, can undoubtedly help students develop strong, morally upright characters with a broad perspective (Halim, 2018). The integration of science concepts into character education aims to shape a generation that is not only intellectually intelligent but also morally strong. Interpretation by Ali Abdul Halim, a contemporary exegesis, offers an approach that is relevant and contextual for today's educational landscape (Ali, 2019). Currently, education in Islamic elementary schools faces significant challenges in effectively integrating religious values with science knowledge. Integrating Islamic values with science knowledge into the curriculum can help students develop strong character, good ethics, and broad knowledge (Halim, 2018).

Several previous studies have explored the integration of science and religion in Islamic education. For instance, Aisyah (Aisyah, 2017) and Rahmawati (Rahmawati, 2019) have discussed the integration of science concepts in Islamic education. This paper tends to be general and has not specifically examined the contribution of Ali Abdul Halim interpretation to character education in Islamic elementary schools. Additionally, it highlights practical implementation in the field and focuses more on theory without providing comprehensive guidelines. Therefore, this research aims to analyze the science concepts found in Halim's interpretation and their relevance to character education. It will then explore the science concepts in Ali Abdul Halim interpretation and their integration into character education in Islamic elementary schools.

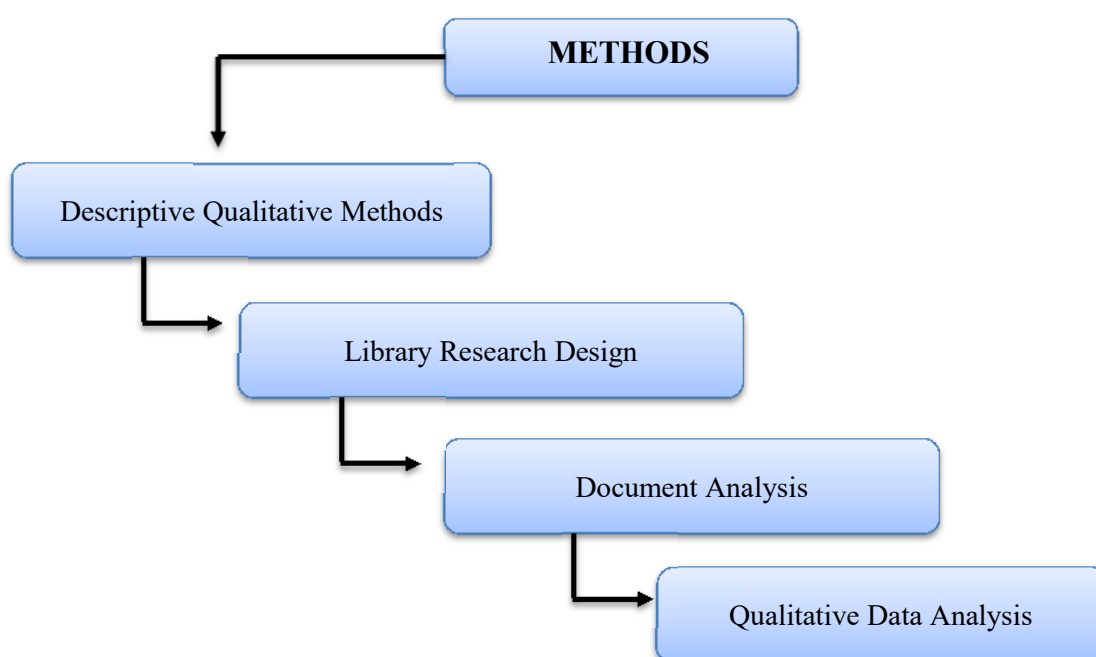
The importance of integrating science knowledge into character education is supported by various studies showing that understanding and applying science knowledge from an early age can help improve students' critical thinking and problem-solving skills. Holistic education emphasizes the integration of cognitive, affective, and spiritual aspects in the educational process (Miller, 2016). This approach aims not only to improve students' academic achievements but also to develop strong character and morals. Moreover, this approach is appropriate for holistic education. Character education that emphasizes science knowledge and moral values is key to the success of holistic education. Good character education should be able to develop multiple intelligences, including moral and spiritual intelligence (Howard Gardner, 2015). This approach aims not only to improve students' academic achievements but also to develop strong character and morals. Moreover, this approach is appropriate for holistic education. Character education that emphasizes science knowledge and moral values is key to the success of holistic education. Good character education should be able to develop multiple intelligences, including moral and spiritual intelligence.

METHODS

The research method employed in this study was descriptive qualitative (Creswell & Creswell, 2018b), chosen for its ability to thoroughly describe and explore the integration of science concepts within Ali Abdul Halim interpretation and their application to character education in Islamic elementary schools. This method prioritizes an in-depth understanding of textual materials and the broader context of character education, enabling the researcher to delve deeply into the nuances of science principles and their relevance to moral development. By adopting a descriptive qualitative approach, the study aims to generate comprehensive findings that shed light on the intricate relationship between science knowledge and character formation in the Islamic educational context.

Moving to the research design, a library research approach was utilized to gather and analyze a diverse range of literature pertinent to the study's objectives (Creswell & Creswell, 2018a). This encompassed not only Ali Abdul Halim interpretation but also books, journals, articles, and other relevant sources discussing character education in Islamic elementary schools. By leveraging this research design, the researcher could explore various perspectives and synthesize insights from multiple sources, thereby enriching the analysis and facilitating a holistic understanding of the subject matter. This design choice underscores a commitment to comprehensively examining the integration of science concepts into character education within elementary school settings.

Data collection in this study primarily involves document analysis, wherein the researcher identifies and collects relevant texts from Ali Abdul Halim interpretation and literature on character education in elementary schools. Through in-depth reading, note-taking, and meticulous organization of information, the researcher systematically gathers data to inform the thematic analysis process. Subsequently, data analysis adopts a qualitative approach, wherein themes related to the integration of science concepts into character education are identified and interpreted. This methodological framework ensures a thorough examination of the data, culminating in comprehensive conclusions regarding the implementation of science concepts in character education in Islamic elementary schools, as informed by Ali Abdul Halim interpretation (Creswell, 2012). Below is a chart of the methods used in this article:



RESULTS AND DISCUSSION

1. The Science Concept in Interpretation of Ali Abdul Halim

Ali Abdul Halim is known for his holistic approach to interpreting the Quran. He understands the Quran not only from a normative perspective but also by incorporating modern science knowledge. In his works, Ali Abdul Halim emphasizes the importance of integrating traditional understanding with contemporary thought and science methods. Linguistic, historical, cultural, and science aspects are crucial elements in interpreting Quranic verses. For example, he utilizes linguistics, history, anthropology, and other sciences to achieve a more comprehensive understanding (Halim, 2019a). Ali Abdul Halim strives to bring the understanding of the Quran into a contemporary context, ensuring that the messages are relevant to modern society and aligned with their true meanings.

In Ali Abdul Halim interpretation, he plays a crucial role in understanding the texts of the Quran. He emphasizes the importance of integrating science knowledge with the understanding of Quranic verses. For instance, in interpreting verses related to the universe, Ali Abdul Halim cites science discoveries in modern astronomy and physics to explain the concepts found in the Quran (Halim, 2005). The importance of intellect and intuition in understanding the Quran goes beyond general knowledge of the universe. In his interpretation of the concept of creation, Ali Abdul Halim combines science statements about evolution with a spiritual understanding of Allah's will in creating the universe.

In his interpretation, Ali Abdul Halim also references classical and contemporary scholars such as Ibn Kathir's tafsir, other historical interpretations, and the works of Imam Al-Ghazali. Abdul Halim uses these references to support and complement his own interpretations of the Quran. Additionally, he employs hermeneutic methods to understand the Quranic text (Arif, 2016). Thus, Ali Abdul Halim approach to the concept of science knowledge and his interpretation is holistic, combining science frameworks, spiritual insight, and Islamic intellectual traditions comprehensively. This approach enables readers to gain a thorough and integrated understanding of the Quran's messages, aligning them with contemporary developments and contexts.

2. Ali Abdul Halim's Interpretation-based Character Education

Character education based on Ali Abdul Halim interpretation focuses on the development of noble and personable character. In this context, character education is regarded as a necessity in addressing the moral crisis afflicting society (Fathul Amin, 2019). Character education must begin at the early stages of development by reinforcing children's behavior, even in its simplest forms. Ali bin Abdul Halim's interpretation-based character education also emphasizes the importance of the family's role in developing a child's personality and character (Edison, 2021). Parents are the first teachers for children in moral education. The family environment must serve as the foundation for instilling noble values in every child.

Character education must be consistently implemented so that children become accustomed to and aware of the values they believe in. In the context of Ali Abdul Halim interpretation-based character education, moral education should begin from early development and align with cognitive growth. According to Ibrahim Sirait (Ibrahim Sirait, 2022), character education can start with concrete, simple, and easy-to-perform exercises that do not evoke fear, embarrassment, anxiety, or guilt. Thus, individuals will discover values, and the results will be evident in their behavior and experiences living with others. According to Ali bin Abdul Halim, the concept of character education is a key pillar in developing noble character and personality (Halim, 2019a).

Character education contained in Ali Abdul Halim Mahmud educational interpretation encompasses spiritual, ethical, and moral values as well as self-development. These values serve as the primary foundation for developing a balanced character oriented towards virtue. An educator must understand moral education values and develop themselves to become a good example for their students. Thus, character education based on Ali Abdul Hakim interpretation becomes the foundation for developing an Islamic education concept that considers educational and moral aspects while understanding values and fostering potential (Arif, 2016).

3. Integrating Science Concepts in Ali Abdul Halim Interpretation for Character Education in Elementary School

The integration of the knowledge-based concept of interpretation by Ali Abdul Halim into character education in elementary schools combines Islamic values with modern education. This interpretation emphasizes the importance of a deep and practical understanding of the Qur'an, not only as a guide for worship but also as a moral and ethical compass applicable to everyday life (Halim, 2020). This approach aims to shape students' good character through comprehensive education.

The implementation of character education in elementary schools can be approached through various relevant learning strategies. One such strategy is the integration of values into the curriculum, where each subject incorporates relevant character values. For example, in science classes, students are encouraged to recognize the signs of Allah's greatness in the universe. Additionally, active learning methods that promote active participation and critical thinking among students are employed. Routine activities such as praying before and after lessons and orderly religious practices also reinforce character education (Azra, 2015).

Parental involvement in communication is also a crucial element in implementing character education. In addition to schools, parents and the community play a significant role in reinforcing children's character education and ensuring its application in daily life (Halim, 2020). The implementation of character education is evaluated periodically to monitor students' behavioral development. This approach aims for students to internalize Islamic values in their lives, enabling them to contribute positively to society and become a generation with noble character.

DISCUSSION

1. The Science Concept in Interpretation of Ali Abdul Halim

Ali Abdul Halim is a contemporary exegete who places special emphasis on the concept of knowledge in his interpretations. In his exegesis, he stresses that knowledge is one of the paths to understanding the greatness of Allah and the signs of His power scattered throughout the universe. Halim underscores the importance of knowledge in building civilization and advancing humanity by referring to the verses of the Qur'an. He encourages people to think, reflect, and seek knowledge. According to him, the first revealed verses, Q.S. Al-Alaq 1-5, highlight the importance of reading and learning as the foundation for the development of knowledge (Halim, 2021). Additionally, his view is that the concept of "Iqra'" in these verses is not limited to reading texts but also includes reading natural phenomena and surrounding events as sources of knowledge (Assegaf, 2026).

Halim connects the concept of knowledge with ethics and morality. True knowledge must be based on faith and piety to bring significant benefits to humanity. The use of knowledge should not be destructive, unethical, or devoid of human values and noble character. In his interpretation, Halim often cites verses that emphasize the balance between knowledge and faith, such as Surah

Al-Mujadalah, verse 11, which states that Allah will elevate the ranks of those who believe and have knowledge. This serves as an argument that knowledge should be used to strengthen faith and enhance human welfare. This approach aligns with the thinking of classical scholars like Al-Ghazali, who also emphasized the importance of integrating knowledge and ethics in Islam (Hossein, 1987). By advocating for the ethical use of knowledge, Halim underscores the necessity of applying scientific understanding in ways that uphold moral and ethical standards. He argues that knowledge without a foundation in faith and ethics can lead to harmful consequences, while knowledge grounded in these principles can contribute to the betterment of society.

Halim perspective insists that the pursuit of knowledge should not be an end in itself but should be directed towards achieving greater good, fostering a harmonious relationship between intellectual pursuits and spiritual growth. This holistic view promotes the idea that scientific advancements should be in service of humanity, ensuring that progress does not come at the expense of moral and ethical considerations. Through this lens, the role of knowledge is to support and enhance the spiritual and material well-being of individuals and communities, aligning with the broader objectives of Islamic teachings.

2. Ali Abdul Halim Interpretation-based Character Education

Character education is a crucial aspect of shaping individuals with noble character and integrity. Ali Abdul Halim, a contemporary scholar of interpretation, provides deep insights and perspectives on character education in his works. He emphasizes the importance of education that not only prioritizes cognitive aspects but also moral and spiritual dimensions. Character education should be grounded in Islamic values as embodied in the Qur'an and Hadith (Halim, 2003). It should encompass the development of virtuous qualities such as honesty, patience, and responsibility. These values must be taught through real-life examples and habitual practices in daily life, thereby becoming an integrated part of the students' personalities (Suyanto, 2011).

Ali Abdul Halim underscores the vital role that both family and community play in character education. He asserts that the community must support the development of good character by fostering an environment that encourages the growth of positive values in children. Effective character education requires a collaborative effort between families, schools, and the community to cultivate a generation endowed with strong character and noble morals (Halim, 2021). Ali Abdul Halim interpretation-based approach to character education emphasizes a holistic method. This method involves various life aspects and integrates Islamic values comprehensively into the educational and learning processes. He argues that character education should not be confined to the classroom; rather, it should be a continuous, all-encompassing endeavor that permeates all areas of a child's life.

Halim approach calls for the active involvement of all societal elements in the moral development of children. This includes not only formal education within schools but also the informal lessons learned at home and in the community. By creating a consistent and supportive environment across all these settings, children are more likely to internalize and practice the values being taught. Moreover, Halim emphasizes that the principles of character education should be modeled by adults and leaders within the community. This modeling provides children with tangible examples of good character and ethical behavior, reinforcing the lessons they receive through direct instruction. Through this comprehensive and integrated approach, Halim believes that children can develop into morally responsible and well-rounded individuals who contribute positively to society.

3. Integration of Science Concepts Based in Ali Abdul Halim Interpretations for Character Education in Elementary Schools

The integration of science concepts based on Ali Abdul Halim interpretations into character education at elementary schools represents an innovative and holistic approach. Ali Abdul Halim emphasizes the importance of understanding the Qur'an not only as a religious text but also as a rich source of knowledge imbued with moral and ethical values (Halim, 2019b). This integration can be implemented in elementary character education by linking the science concepts taught in the classroom with the meanings found in the Qur'an. In the context of character education at elementary schools, this integration can be achieved by relating science concepts taught in class to the teachings of the Qur'an. For example, lessons about ecosystems in science education can be connected to verses that discuss the creation and stewardship of the universe (Halim, 2019a). This approach not only enhances students' understanding of the subject matter but also emphasizes values of responsibility and environmental care from an early age.

This integrative approach can also help students develop positive character traits such as honesty, discipline, and cooperation. For instance, when learning mathematical concepts like fairness in resource distribution, teachers can link them to the principle of justice in Islam as taught through the interpretation of Ali Abdul Halim (Fithriyaani et al., 2021). Consequently, students not only grasp mathematical concepts but also apply the principle of justice in their daily lives. Integrating spiritual and moral values into education can enhance learning motivation and shape better students (Sumantri, 2022). Therefore, integrating knowledge based on Ali Abdul Halim interpretation is not only relevant but also essential in shaping students' characters in elementary school.

In character education in Islamic elementary schools, the integration of scientific concepts from Ali Abdul Halim interpretation offers a holistic approach that combines cognitive, affective and psychomotor aspects. This concept allows students to understand science not only from a theoretical perspective, but also in the context of Islamic values which emphasize morals and ethics (Abdullah, 2022). Thus, character education that is implemented not only equips students with academic knowledge, but also forms a personality based on Islamic values, such as honesty, responsibility and hard work. The scientific contribution of this research lies in the development of learning methods that integrate contemporary interpretation with character education in Islamic elementary schools. This research provides empirical evidence that this integrative approach is effective in improving the quality of character education. Apart from that, this research also opens up opportunities for developing a curriculum that is more adaptive and responsive to the challenges of the times, so that Islamic education at the elementary level can be more relevant and have a positive impact on student character development.

CONCLUSION

It can be concluded that there are three main points regarding the concept of science and character education based on the interpretation of Ali Abdul Halim. Firstly, Ali Abdul Halim integrates traditional Quranic understanding with modern science. He utilizes various disciplines such as linguistics, history, and anthropology to attain a more comprehensive interpretation relevant to contemporary contexts. Secondly, character education according to Ali Abdul Halim interpretation emphasizes the development of noble virtues and underscores the crucial role of family and environment in shaping children's personalities from an early age. Character education should commence during the early stages of child development and be consistently implemented. Thirdly, the concept of science based on Ali Abdul Halim interpretation in elementary school

character education aims to blend Islamic values with modern education. It employs active and critical learning methods and connects science concepts with Quranic meanings. This approach not only enhances students' academic understanding but also instills positive character traits and strong ethics in their daily lives.

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