PROMOTING THE BELIEF IN GOD AMONG MUSLIM YOUTH THROUGH PRIMARY SCIENCE LEARNING

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PP. 320-345
DOI: https://doi.org/10.24204/ejpr.2025.4790
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EUROPEAN JOURNAL FOR PHILOSOPHY OF RELIGION
Vol 17, No 1 (2025)

Abstract: The science curriculum serves as a crucial avenue for enhancing children's comprehension and deepening their religious faith, particularly for Muslim students. Recognising the role of science in fortifying belief in God, this study sought to investigate children's perspectives on fostering faith through primary science education. Employing a qualitative research methodology, 55 interviews were conducted with primary school teachers from three Arab nations: Jordan, Saudi Arabia, and another unspecified country. The data, analysed through grounded theory, revealed that children place significant importance on the integration of science with belief in God. They perceive science not merely as a collection of facts, but as a means of understanding the magnificence and omnipotence of the Creator. This educational strategy encourages children to recognise the world around them as a manifestation of divine signs, fostering a comprehensive understanding of nature and the universe. Children make connections between natural occurrences and divine power, learning that science serves to reinforce faith by elucidating how God governs the cosmos. Curiosity is nurtured, prompting children to explore natural phenomena and receive religious interpretations that further their scientific understanding. Activities such as plant growth experiments or investigations into the water cycle are employed to strengthen religious teachings, linking scientific findings to God's creation. Furthermore, children are taught that science should benefit both society and religion, promoting the idea that scientific advancements should be utilised to improve lives and address societal challenges. This fusion of science and religion aids children in recognising science as a tool to serve both God and humanity, thereby reinforcing their religious values and their sense of responsibility to society.

Keywords: Belief in God; Muslim Youth; Primary School; Science Learning; Islamic Values

1. INTRODUCTION

Instilling the belief in God in the hearts of children is one of the most fundamental aspects in shaping their religious and moral character. Faith in God is the primary foundation from which all behaviours and directions in a Muslim's life emanate (Abidin et al., 2025). During childhood, a child begins to form their initial concepts of the world around them, making this period of their life one of the most crucial times to instil the belief in God. When a child learns that God is the Creator and the Planner, and that nothing happens in the universe except by his will, they experience tranquillity and peace of mind. They begin to understand their place in this world and recognize that God is the source of their sustenance and blessings (Rediehs, 2022; Zulkifli et al., 2020). Instilling the belief in God in children from an early age helps them develop a sense of faith, responsibility, and social and moral awareness. Additionally, it fosters the understanding that their lives are not mere coincidences, but are destined and guided by God. Teaching a child that God is the

creator of everything strengthens their sense of security and trust in God's ability to do anything. In this way, the child becomes fully aware that God is watching over all their actions, encouraging them to embody Islamic values and morals in their daily interactions (Mahmudi et al., 2022; Malik, 2023; Rahman et al., 2019). It is the home setting, however, that plays an important role in the formation of a child's faith, in addition to his or her experience in educational and social settings. Schools play an important role as well because it is here that children have their daily interaction and practice within structured environments (Rahman, 2025). The process of instilling faith in God requires a practical and experiential approach. Schools have been identified as key educational and social institutions that contribute significantly to instilling the belief in God in children. Schools focus on fostering belief in God through daily behaviours and practices that consistently remind the child of God's presence (Salsabila et al., 2025). As a result, the child develops an internal understanding that their actions should be grounded in the belief in God. In order to achieve its goals of instilling the belief in God, the school curriculum is considered a primary source for realizing the school's vision, goals, and mission, especially since children begin forming their initial concepts about the world through formal curricula (Mahmudi et al., 2022; Rahman et al., 2019). Among the essential learning resources for instilling the belief in God in children's hearts is the science curriculum. Scientific education complements Islamic education in shaping a balanced, knowledgeable, skilful, socially responsible, and emotionally grounded personality (Rahmawati et al., 2023). When children are taught natural sciences such as biology, physics, and chemistry in schools, these subjects can be viewed as a means to understand God's power and majesty, especially by linking natural phenomena with faith. Learning about the universe, planets, and other natural phenomena gives children an opportunity to reflect on God's limitless power and reinforces the idea that the entire universe was created with care and divine will (Basri & Abdullah, 2024; Malik, 2023). This connection between science and faith opens the eyes of children to viewing the world as full of wonder and purpose. It helps to make them feel the beauty of creation and to appreciate its complexity, strengthening in them curiosity about God's existence in everything surrounding them.

Through the study of living organisms and their environments, children are able to observe the precision in creation, which awakens in them a sense of awe toward the greatness of God, who created this diversity in life and placed everything in its rightful place. One effective method of integrating the belief in God with scientific curricula is to guide children to think about how science connects with the doctrine of monotheism, which affirms that God is the creator and administrator of all things (Rahman et al., 2019; Rediehs, 2022). Teachers can also use examples from nature to

demonstrate that these processes are not merely random or the result of fixed scientific laws, but rather manifestations of God's wisdom and grandeur in creation. For instance, a teacher could explain how flowers grow and flourish due to God's ability to determine the right environmental conditions, reinforcing the child's understanding that behind every scientific phenomenon is the mighty hand of God (Assalihee et al., 2024; Rahmawati et al., 2023; Zulkifli et al., 2020). This paper examines the infusion of STEM in Islamic education, which is expected to spur scientific advancement in the Muslim world by equipping the student with modern challenges while conserving their religious and cultural identity. The cultivation of belief in God through the science curriculum equips the whole person to consider scientific knowledge as not only an instrument for grasping the world but also a manifestation of God's power. While many studies discuss the role of education in the formation of religious values, there is little research on the integration of faith into science teaching. This study bridges that gap by exploring teachers' views on how belief in God can be incorporated into science education.

2. LITERATURE SURVEY

Some previous studies have demonstrated that science curricula provide a significant opportunity to guide children toward strengthening their belief in God. In this context, a study by Schreiber et al. revealed that integrating Islamic values into science education not only contributes to the spiritual growth of students but also helps develop critical thinking skills that align with ethical principles (Schreiber et al., 2024). Mahmudi et al. conducted a study aimed at analysing the integration of science and religion within the Islamic educational system(Mahmudi et al., 2022). Using a library research approach, the study collected data by reviewing and interpreting relevant literature. The results indicated that the integration of science and technology has several impacts on Islamic education, including: first, its influence on the curriculum, enhancing students' ability and desire to conduct scientific research aimed at finding a "connection" between scientific facts and religious reality; second, its effect on the teaching and learning process, where teachers foster creative imagination, allowing them to create teaching methods that help students absorb lessons more quickly and efficiently; third, its impact on religious social education, where this integrative model encourages students to think comprehensively and balanced, promoting respect and appreciation for religious and belief diversity.

According to Javaid et al., Muslim university students' religious coping strategies in negotiations of stress and wellbeing situations include having faith decrease

psychological distress (Javaid et al., 2024); that is, turning to religion through prayer and seeking comfort for religious beliefs may help a given student cope positively with stress. However, negative forms of religious coping resulted in increased stress levels due to raised guilt or spiritual struggle. The study focuses on the importance of culturally sensitive support systems, such as counselling services and community programs, in helping students integrate faith into their coping strategies in a healthy and constructive way. Syahputra, J. aimed to analyse the quality of Islamic education in the digital age(Syahputra, 2022). Their research used a qualitative approach with descriptive analysis, drawing on secondary data from relevant literature. The study found that Islamic education in schools, aimed at shaping children's character, would be more effective if it originated from spiritual awareness, reflected in the nation's daily life behaviours. By integrating Islamic education with all subjects, along with science and technology, religious behaviour can be further developed. The integration of Islamic education with science and technology is essential, as religion plays a role in monitoring and regulating the negative impacts of technology in society. Share stories with children to help them know their Creator, a way of instilling a sense of faith in them. Storytelling is a great tool that can help spiritual concepts be more easily comprehended and realized by children to see God's presence in the world (Saharani & Suharyati, 2024). The first step in instilling this faith is by teaching the child about God through stories that highlight His greatness and power in creating humanity, the universe, and life. These stories help the child feel that God is in control of the universe and always present with His devoted servants (Assalihee et al., 2024). Examples of such stories include the creation of the heavens and the earth, which instils in the child a profound understanding of God's grandeur and omnipotence. Furthermore, teaching children to pray and turn to God through supplication strengthens their spiritual connection and reassures them that God is always near (Rediehs, 2022; Zulkifli et al., 2020).

In the same context, Basri & Abdullah highlighted the importance of integrative educational activities that guide teachers toward adopting a shared vision in their roles as religious educators (Basri & Abdullah, 2024). The integrated curriculum reflects a profound understanding of the role of education in shaping the student's character, where the effective integration of scientific knowledge with religious knowledge contributes to creating a balance between the spiritual and scientific aspects of a student's life, fostering their holistic and balanced growth. On the other hand, Aksan et al. presented a new model for narrowing the gap between religious and secular sciences through the adoption of an integrative approach based on the concept of tawhid, which forms the foundation for understanding the relationship between humans and the universe within the framework of divine revelation(AKSAN et al., 2023). Through this integration, STEM fields are seen not

only as cognitive tools but also as a means of understanding God's signs in the universe (Ayat Kauniyah), making the study of these fields a form of worship, thus enhancing students' ability to reflect on God's creations and explore the greatness of his creation. The research also examined the implementation of the I-STEM model developed in Malaysia, which aims to integrate Islamic principles into STEM education. This model is an innovative step towards enhancing Islamic education by integrating modern science with Islamic values, opening new horizons for balancing scientific progress with adherence to religious principles. Despite the promising potential of this model, its implementation faces several challenges, including gaps between philosophical conceptualization and practical application, as well as cultural resistance within some communities that may find it difficult to accept the integration of religious and scientific knowledge in such a comprehensive manner. Additionally, scientific curricula contribute to instilling moral values derived from belief in God, such as environmental stewardship. When teaching students about ecology, the importance of protecting the Earth and natural resources is emphasized as a trust (Amanah) from God. Children are taught that humans are accountable to God for how they treat the environment that He created and that they must preserve it, avoid waste, and prevent pollution. Through this teaching, children learn that science is not just theoretical knowledge but a tool to serve human welfare and the environment in a way that pleases God (Schreiber et al., 2024; Zulkifli et al., 2020). The teacher plays a pivotal role in reinforcing faith through science. The teacher is responsible for guiding students to connect what they learn in science with religious concepts such as monotheism and belief in God's power (Khasawneh & Altakhaineh, 2020). Through wise teaching methods, the teacher can turn every science lesson into an opportunity to reinforce the child's faith, thus achieving integration between scientific and religious education. A teacher who connects scientific lessons with Quranic verses or Hadiths can make science curricula a tool for deepening faith and guiding students toward a complete understanding of God and His power to create the universe (AKSAN et al., 2023; Basri & Abdullah, 2024). To address these challenges, several initiatives have been introduced, such as the development of culturally and religiously contextualized teaching materials and teacher training programs aimed at equipping teachers with the skills to integrate Islamic values into STEM education. The research emphasizes that such professional development for teachers is crucial for the effective application of this model. Aksan et al. stressed the importance of developing a balanced curriculum that integrates modern sciences with Islamic values, noting that combining STEM with Islamic education not only enhances students' scientific and technical skills but also contributes to building their character by fostering ethical and social values (AKSAN et al., 2023). This integration can significantly contribute to the development of a generation of scholars and

innovators who can uplift the Muslim community while respecting their religious identity. To conclude, integrating science and religion in education, especially within Islamic frameworks, is promising for nurturing both intellectual and spiritual growth. Practical challenges abound in implementing these models, but efforts in teacher training and relevant resource creation will be the backbone of making these models work. This future research will seek to address these challenges and find a way in which this integration helps to form students who, in addition to knowledge, are ethically centred.

3. Problem Statement and its Importance

This study aims to explore the role of science education in improving belief in God by Muslim youths with specific focus on the science education given to the child at early childhood. During this age period, children's religious beliefs and convictions take shape; it is during this period that education is crucial as it plays an important role in building an individual's intellectual and doctrinal structure for life. This research focuses on the integration of scientific topics like nature and living organisms (for example, plants, animals, ecological interactions, and so on) into the curriculum by science teachers in a way that will make children reflect upon God's power and grandeur.

For example, the following subjects could be used: how plants develop, how animals exist, how the sun maintains life, how these things are related to what is true: God is the one who Created and Rules over them all. That is because religious education is acknowledged to be essential for the spiritual growth of children, but there remains a space in the understanding as to how scientific education participates in building up the belief systems of children. Religious education centres around cultivating faith in God, but scientific topics do not become the epitome for faith boosting. Therefore, the present study focuses on how Islam can be brought into science teaching curricula for children to gain faith in God and how, in the meantime, children explore the principles with the help of scientific learning. The purpose of the study is to examine the ways in which science teachers enhance children's belief in God and how religious concepts can be incorporated into science lessons. In addition, the study seeks to understand the challenges teachers face when incorporating doctrinal principles into science content in the classroom. Despite some attempts to include religious education within scientific subjects, there is confusion over what would be effective methods and strategies for achieving this, and the practical difficulties teachers may experience in doing so are not addressed.

Furthermore, the study aims to answer the key question: What are the views of science teachers regarding the enhancement of belief in God through science

learning science? The study seeks to gather opinions from science teachers about the ways they can integrate religious concepts into teaching science, and what strategies can be adopted to achieve this integration in a way that contributes to building strong faith in children. It also aims to explore how these strategies can be improved and developed to strengthen the mutual understanding between science and religion. This study is important because it highlights the gap between science and religion in curricula and examines how science can be used as a tool to enhance belief in God. Therefore, it contributes to offering practical solutions for improving science teaching methods that integrate scientific knowledge with religious values. It aims to develop an educational framework that guides teachers toward the most effective methods of integrating Islamic doctrine with scientific content, thereby enhancing children's belief in God. Through this study, a deeper understanding is expected to be gained on how to integrate belief in God into science teaching, helping guide teachers toward using teaching strategies that encourage both spiritual and scientific growth simultaneously. This will contribute to developing a generation of students whose understanding extends beyond academic science to encompass a strong belief in God and a comprehensive view of the universe as a divinely orchestrated creation.

4. METHODOLOGY

• *Research Design*

This study was based on a qualitative approach to understand how belief in God can be promoted among Muslim youth through primary science education. The study is focused on the role of science teachers in instilling these spiritual values in the children they teach. It is appropriate for this study since it is in the qualitative approach, which will provide a deeply recognized way of knowing how teachers can infuse religious concepts into science lessons and how this infusion may contribute to fortifying belief in God among children. The qualitative method also helps understand the experiences and knowledge of teachers about the ways in which scientific concepts can be linked to the belief in God in school education. It further provides a comprehensive understanding of these experiences and the role of teachers in teaching doctrinal values indirectly through scientific subjects. To further strengthen the methodological approach, this study used an interpretive paradigm that aligns with the goal of exploring teachers' perspectives and lived experiences in integrating faith with science education. This paradigm allows a deeper exploration of subjective meanings that capture the nuances of how educators frame scientific knowledge within a religious framework. Given the complex interplay between faith and scientific reasoning, this study also utilises constructivist epistemology,

recognising that knowledge is co-constructed through experiences, interactions, and cultural influences. The qualitative approach of the study is supplemented by thematic analysis to detect repeated patterns and emerging themes in the response from the participants. Through the use of inductive reasoning, the imposition of pre-existing theory frameworks is avoided, which ensures that the findings themselves are clearly grounded in the data. Furthermore, credibility and validity were ensured through methodological triangulation through cross-comparison with sources across direct interviews, through reflections by teachers, and where necessary, through classroom observations. The contextual specificity is another very critical aspect of this research design; that is, the study takes place in the context of Islamic educational environments in Jordan and Saudi Arabia. Therefore, while being theoretically relevant, the findings will also be culturally embedded, providing insight into how regional educational policies, religious doctrines, and institutional curricula play a role in shaping and intertwining science and faith in particular socio-educational contexts. Furthermore, acknowledging the teachers' personal beliefs and pedagogical orientations, the study also takes into account positionality and reflexivity. The researchers are conscious of their own biases and are neutral in that findings are drawn strictly from the participants' views rather than assumptions about religious-scientific integration. With the integration of these methodological enhancements, this study aims to offer a richly contextualized, critical, and rigorous exploration of how primary science education can become a means of developing faith in God in Muslim learners.

- *Study Sample*

A purposive sample of 55 science teachers from early primary education was selected. The rationale for using purposive sampling is that the researchers aim to understand a specific phenomenon, which requires the willingness and cooperation of the participants, as this can only be achieved when participants voluntarily agree to participate. The sample was distributed across two countries: Saudi Arabia and Jordan, with 29 teachers from 13 schools in the city of Al-Ahsa in Saudi Arabia and 26 teachers from 13 schools in Amman, Jordan. This sample was strategically selected to feature cultural and educational diversity reflecting other contexts in which science is taught. The sample also strives for the representation of diverse experiences which may help contribute to offering several perspectives on how belief in God is integrated into scientific subjects. This may eventually provide a full view of educational strategies adopted by teachers in a culturally and religiously diverse environment. To make the sample more representative and contextually richer, the teachers from public and private schools were selected. It was considered that the

pedagogical approaches, curriculum structure, and institutional policies may vary in these schools. Furthermore, participants were selected from schools with different levels of religious influence in their curricula to make a comparative analysis of how faith-based and secular-leaning educational institutions approach the integration of religious beliefs with science education. Demographic factors including teaching experience, academic background, and subject specialization were also taken into account in order to have a diverse spectrum of teaching experiences. Some had been teaching for over ten years, while others had just joined the profession. The varying nature of professional exposure, therefore, can influence how faith is woven into scientific ideas.

The choice of study locations, namely Saudi Arabia and Jordan, is deliberate. In these countries, there is distinct yet comparable schooling framework. Since both the states include Islamic concepts in their curriculum, but are different in some educational policies and teacher training program, school-governing system, it seems to offer great comparative opportunity to identify patterns at the general levels and contextual deviations in the belief in God teaching by the science teachers of two different national settings. Efforts were made to include teachers from different school environments: some were located in cities with advanced education facilities, while others were remote, where the approach of teaching might differ due to infrastructural issues as well as religion; some schools had a greater influence from their religious communities. Therefore, findings are assured not to be restricted to a singular type of schooling experience but, rather to offer a broad understanding that crosses the boundaries of how faith and science are converging in early primary education within different teaching landscapes. Such a well-planned sampling technique guarantees that the study not only captures diversity in teaching method but also the social, cultural, and institutional factors that shape science teaching relative to religious beliefs. This study aims to provide a comprehensive and context-sensitive exploration of how science education can reinforce belief in God among young Muslim students.

- *Research Instrument*

In this research, an in-depth interview has been applied as the major data collection instrument. Semi-interview questions have been prepared in the study with respect to exploring ways through which the science teacher is able to establish belief in God among children during science education; however, through which strategy he links scientific knowledge with religious values. The initial interview questions were set up to have five key questions with the intention of exploring how

teachers use scientific content to instil ethical and social values such as critical thinking, collaboration, and creativity in teaching while focusing on the relationship of these values to the belief in God. These questions were valid because they went through a panel review of experts in science education, early primary education, and measurement and evaluation. The questions for the interview were developed from the comments of the panel and consisted of four main questions that focused on the core concepts of the study and ensured that they were relevant to the targeted educational contexts. To make the responses rich and valid, open-ended questions were included in the interview structure so that teachers could expand on their experiences, beliefs, and approaches in teaching. This would enable them not to be limited to a few answers but to provide exclusive insights grounded in their teaching experience.

Moreover, follow-up questions were also used where appropriate to explore the responses so as to clarify them and probe on the themes that emerged in greater depth. The interviews were conducted individually in a comfortable setting, ensuring that participants felt at ease while discussing their perspectives. To maintain accuracy, responses were recorded with participants' consent and later transcribed for thorough analysis. This method preserved the authenticity of the data while allowing for a comprehensive exploration of recurring patterns in teachers' responses. Moreover, structuring the interviews in this way was instrumental in making sure that a broad spectrum of perspectives was captured in the study, giving an all-rounded view of how science education can be effectively used to reinforce belief in God among young students. To enhance the strength of the dependability of analysis, multiple coding rounds were made. The very first round adopted open coding whereby the data are broken down to meaningful segments; axial coding thereafter was used wherein relationships between the themes were formed, and more refined categorizations of concepts had been established, and selective coding was used, which identifies a few significant themes that will maintain a coherent flow of the entire study in respect to its stated objectives. The findings were also enhanced in terms of credibility through peer debriefing, where the thematic categories were reviewed by more than one researcher to reduce personal biases. Moreover, member checking was done by presenting preliminary interpretations to selected participants to ensure that their voice is represented appropriately. The rigorous qualitative approach adopted in this study offers a rich and authentic understanding of how science education can strengthen belief in God among Muslim youth. The analysis is not only concerned with the pedagogical strategies of teachers but also reveals broader implications for curriculum development and the integration of religious perspectives into science education.

- *Ethical Considerations*

The highest ethical standards of data collection and analysis have been followed to ensure respect and protection of participants' rights. All participating teachers gave informed consent to participate in the study, clearly explaining the objectives of the study and an assurance that participation is voluntary. The right to withdraw from the study at any time without negative consequences was communicated to the teachers. All the data collected were guaranteed confidentiality and privacy. Pseudonyms were used instead of real names to ensure confidentiality of the identity of the participants. The data were used solely for academic research purposes and were stored in a secure environment, protected from unauthorized access. Furthermore, the interview questions were carefully designed to avoid causing any discomfort or addressing sensitive issues related to cultural or religious beliefs. The focus was on respecting the participants' cultural values and ensuring the creation of a safe and comfortable environment where they could freely express their views and experiences.

5. STUDY RESULTS

This study aimed to explore the perspectives of science teachers who teach in early primary education regarding *promoting the belief in God among Muslim Youth through primary science learning*. To achieve this, the data were analysed using a grounded theory approach, where the data were critically and analytically reviewed through an inductive method. As a result, a large number of coded words, phrases, and sentences emerged (data coding). This process led to the identification of a variety of main and sub-categories, based on which frequencies and percentages for each category were calculated. Table 1 displays the qualitative analysis results of the study data.

Table 1: Analysis of Study Sample Responses by Main Categories

No.	Main-Categories (Themes)	Frequency	%
1	Linking Science and Faith	54	%98.18
2	Encouraging Scientific Curiosity and Faith	50	%90.91
3	Using Qur'anic Stories in Parallel with Science Learning	48	%87.27
4	Scientific Activities as Opportunities for Faith Learning	47	%85.45
5	Teaching Children How to Use Science in the Service of Religion	45	%81.20
6	Involving Children in Exploratory Activities that Highlight the Magnificence of Creation	43	%78.81
7	Using Scientific Concepts as a Means to Understand God's Signs in the Universe	37	%67.27
8	Linking Science and Faith	35	%63.64

The results, as shown in Table 1, reveal that the teachers place significant importance on integrating science with faith in God. They encourage their students to explore the magnificence of creation, understand the signs of God in the universe, and use science for the service of both society and religion. This approach to education not only enhances the children's religious beliefs but also connects them to God, making science not just academic knowledge but a means to strengthen faith and draw closer to the creator (Afwadzi & Miski, 2021). The findings can be further elaborated as follows:

- *Linking Science and Faith*

The results of the interview analysis revealed that 54 teachers, representing 98.18% of the sample, affirmed that linking science with belief in God enhances children's understanding of the world around them and helps them appreciate God's power through natural phenomena. Respondents said:

"When we talk to our children about planets and stars, we make sure to explain to them that these are all creations of God, and the system by which these celestial bodies move is a proof of the greatness of their Creator. We use science as a tool to teach them how the universe reflects God's great power."

"When we talk about the evolution of animals and plants, we explain to our children how God created them in a complex and beautiful way, and that each creature carries within it the greatness of the Creator. This helps them link science with faith and gives them a deeper understanding of God's creation."

"We have taught our children that the Quran often refers to the universe as a sign of God's power. So, when we talk about natural phenomena, we emphasize that these are created by God and that science helps us understand these phenomena more deeply."

These quotations show that science teachers place great importance on linking scientific knowledge with faith in God. This approach helps children see that science is not separate from religion, but rather a tool for understanding God's power in creating the universe. Through this method, children can perceive the greatness of the Creator in every natural phenomenon, which reinforces a holistic understanding and enables them to appreciate both science and faith together.

- *Encouraging Scientific Curiosity and Faith*

The analysis of the data showed that 90.91% of the study participants confirmed that encouraging scientific curiosity in children while linking it to faith in God helps

increase their awareness and engagement with the natural world. Respondents expressed:

"*We encourage children to question everything around them, and in doing so, we connect these questions with both scientific and religious answers. When they ask why it rains, we explain how God sends the rain from the sky and teach them how this works scientifically in a way that demonstrates God's power in managing the universe.*"

"When a child asks how plants grow, we tell them that God has placed the ability in the earth to grow plants, and that this interaction between the earth, water, and air is part of the system that God created. This strengthens their deep understanding of the universe."

"We encourage our children to explore the world around them. When they ask about electricity or light, we explain how these natural forces are part of God's plan, helping them link science and faith in a practical way."

These quotations show how teachers encourage children to ask scientific questions, enhancing their intellectual curiosity, while simultaneously showing them how to link these questions with religious truths that strengthen their faith in God. Encouraging scientific curiosity in this way can lead to a deeper understanding of the universe and natural phenomena, increasing children's awareness of God's greatness and power.

- *Using Qur'anic Stories in Parallel with Science Learning*

The interview analysis results showed that 87.27% affirmed that using Qur'anic stories to teach children about natural phenomena enhances their understanding of faith in God and links religion with science.

"We tell our children the story of Prophet Ibrahim (Abraham) when he looked at the sky to observe signs of God's power, and we connect this story to learning about planets and stars in science. We explain to them how the faith of the prophets was based on their reflection on God's creation."

"We love to tell our children the story of Prophet Noah and the flood, then we discuss with them how water is essential for life on earth, and how God created this water cycle to ensure the continuity of life. We link the religious story with scientific elements to reinforce the idea that religion and science complement each other."

"When we teach our children about the formation of the earth and mountains, we tell them how God made the earth stable and the mountains firm, which strengthens their understanding that science helps them appreciate God's power and management of the universe."

These quotations reveal that teachers integrate Qur'anic stories that highlight God's ability to create the universe with scientific concepts related to nature. This integration helps children understand how science and religion can complement each other, deepening their understanding of natural phenomena from both a religious and scientific perspective. Moreover, using Qur'anic stories instils in children the idea that the Quran contains scientific references that affirm God's power and wisdom in creation.

- *Scientific Activities as an Opportunity for Faith Learning*

The analysis results indicated that 85.45% of respondents confirmed that scientific activities conducted in children's science learning environments can be an effective tool for teaching children faith in God. In this regard, participants expressed:

"We love to do simple scientific activities with our children at home, like planting seeds, and when they see the plants grow, we remind them that God revives the earth after it has died, and that every growth in nature is a divine miracle."

"When we do a scientific experiment at home, such as studying the water cycle or the effect of light, we use these activities to teach our children that God is the one who created all these natural phenomena in an organized and precise manner."

"We encourage our children to learn the laws of nature through experiments, and when they discover new things, we link these discoveries to their understanding that God is the one who has placed these laws in the universe."

These quotations show how scientific activities are used as an opportunity to deepen children's faith in God. Through these activities, children can observe how God's power is manifested in natural phenomena, helping them link science and faith in both a practical and emotional way. Scientific activities, in this context, enhance children's deep understanding of the universe from both a religious and scientific perspective simultaneously.

- *Teaching Children How to Use Science in the Service of Religion*

The results of the data analysis showed that 63.64% of teachers confirmed that they teach children how to use science in the service of religion and society. In doing so, they enhance children's sense of religious and social responsibility and explain to them the role of science in serving religion. Here are some quotes that illustrate this concept, using simple language appropriate for children:

"We love to teach our children that science is not just knowledge we acquire, but a tool we use to help others. For example, medical science helps in treating patients and improving people's lives, and this is what our religion asks of us."

"We tell our children that they should use their knowledge to help people. We teach them that science should be used to serve God, for example, in finding solutions to environmental problems or improving the lives of others, because this is part of worshiping God."

"We explain to our children that science helps us make the world a better place, just as God commands us. We teach them that using science for good is a way to show our faith in God through our actions."

It is clear from these quotes that linking scientific concepts with religion is important for children, as it demonstrates that science is not just academic knowledge but a tool that can be used to serve people and society in accordance with religious teachings. Through these concepts, teachers aim to instil the idea that science is not an end in itself but a means to achieve good and help improve the lives of others. This enhances children's sense of social and religious responsibility and motivates them to use what they learn in the service of God and humanity, making learning more valuable and deepening their understanding of their role in society.

- *Involving Children in Exploratory Activities that Enhance the Grandeur of Creation*

The results of the interview analysis revealed that 78.81% of respondents involve children in discovering the grandeur of creation through scientific activities that enhance their understanding of God's creation, instilling in them faith in God. Many respondents expressed:

"When we talk to our children about the development of life on earth, we explain to them how God is the one who created everything with His power. When we see birds flying or flowers growing, we link these phenomena to God's greatness in His creation and His organization of the universe."

"We help our children realize that everything around them, from the smallest creatures to the largest beings, is part of God's creation. We explain to them how the creation of humans or animals happens only by God's will, fostering a constant sense of gratitude toward the Creator."

"We explain to our children that the creation of the earth, sky, sun, and moon are signs of God's power. We teach them that science helps them understand how everything in the universe operates in a precise system created by God, strengthening their belief in God through the discovery of these scientific truths."

These quotes show how science teachers instil faith in God in their children through real-life activities that connect each scientific phenomenon to the greatness of the Creator. Teachers do not limit themselves to teaching children about natural phenomena from a scientific perspective alone but also reinforce the connection

between these phenomena and God's boundless power. This connection allows children to feel close to God in everything they observe around them, contributing to a deeper religious conviction and an understanding of nature as part of God's creation.

- *Using Scientific Concepts as a Means to Understand God's Signs in the Universe*

The results of the interview analysis revealed that 67.27% of respondents affirmed the importance of teaching children how to use basic scientific concepts to understand God's signs in the universe, which deepens their faith and brings them closer to God. Many teachers expressed:

"When we teach our children about the movement of planets and stars, we explain to them how God is the one who manages this cosmic system, and we link astronomy with the Quranic verses that talk about the universe, which strengthens their belief in God's unlimited power."

"We make sure to explain to our children that science is not just a collection of facts, but a means to understand how God manages the universe. When we teach them about the laws of physics or chemistry, we clarify that God created these laws and made them operate in this system."

"We help our children understand that every scientific discovery is actually a revelation of part of God's power in the universe. We teach them how space science or biology is not just a tool for understanding the material world but a means to deepen their faith in God and His greatness."

These quotes show that teachers are keen to teach children that science is not just a tool for understanding natural phenomena but a means to understand how God governs the universe. Emphasizing that every scientific discovery is ultimately a way to discover God's power strengthens faith and brings children closer to the Creator. This approach helps children realize that both science and religion share the same goal: understanding the greatness of the Creator and His organization of the universe.

6. DISCUSSION

The findings of the study indicated that early primary science teachers clearly recognize the importance of linking science as a key tool in deepening faith in God. This approach serves as a primary means for developing children's understanding of the world around them. The results of the interview showed that most teachers tend to use a scientific approach mixed with religious views that help build faith in God in

children (Usman et al., 2024). This outcome tends to show that science and faith combine to give children the opportunity to see how big God is by the formation of the universe, thus promoting the interpretation of natural phenomena as acts of God's power and wisdom in designing the cosmos. This can be credited to the religious view of the teachers concerning science and faith as all the interviewees were Muslim. It signifies that science is not just used to explain phenomena in nature but to understand God's will about these phenomena (Islamic et al., 2024). Moreover, the outcomes are also compatible with pedagogical systems which stress that there is holistic education that should join scientific rationality and spiritual faith to enlighten children better in understanding the world and in showing appreciation to God's creations. The findings of the study indicate that science education combined with religious faith helps a child develop deeper spiritual and intellectual relationships. Children do not think of science as an independent subject but as a tool to investigate and appreciate the divine order of the universe. This vision fits well into holistic education in which scientific wonder is included as part of the theological reflection. This, in turn, forms an educational context that fosters cognitive and spiritual development. For the science as a gateway to spiritual awareness, the study found that the vast majority of teachers emphasized the importance of linking scientific knowledge with faith in God. This approach challenges the conventional dichotomy between science and religion, suggesting that scientific exploration can serve as a pathway to deeper spiritual awareness. Teachers told how students were more actively engaged with scientific concepts when framed within the context of divine creation. At a very basic level, this entails that religious perspectives in science teaching never diminish scientific inquiry but add an additional sense of value in students' lives, which makes their curiosity and motivation towards learning come to life. It instilled in the discoveries of such natural complexity, however, an incredibly deep sense of awe and humility as children sat back and comprehended the complications of plant growth, physics rules, or cosmic outer space, with its galaxies and stars and other celestial entities-all directly resulting from what has been called "divine wisdom". It provides children with an intrinsic motivation to learn because they are portrayed as a participant in a divinely orchestrated system rather than a mere recipient of abstractions. Regarding the stimulation of scientific curiosity among children as a means of deepening their religious beliefs, the study confirmed the need to motivate children to ask questions and interact with natural phenomena by relating scientific and religious answers. This approach increases the awareness of children about natural phenomena, which in turn makes them more interested and exploratory about the world around them. Instead of treating science and religion as distinct entities, teachers appear to find a balance between the explanation of natural

phenomena by both scientific and religious dimensions, which strengthens the ability of children to link scientific knowledge with belief in God. Such type of questions should be encouraged about scientific phenomena including rain and grass growth, but directed towards developing faith in the power of God for creating all those phenomena thus, increasing more and more trust in God that he can look after the universal management. These findings coincide with earlier education researches indicating that the blend of scientific wonder and religious ideals develops both rational and spiritual reasoning among children within the initial phases of their development. The study results were found to be descriptive in nature, stating that the Holy Qur'an's stories of the Quran can really help guide children in the understanding of natural phenomena and thus strengthen the child's faith in God and scientific knowledge. Its findings were seen as directed in a way in which science teachers will use the stories in the Qur'an to help children understand more into the relationship between religion and science. For instance, stories such as the one of Prophet Ibrahim or Prophet Nuh can be used to explain scientific concepts such as stars, planets, or the water cycle, which contribute to strengthening children's connection with the natural world and their understanding of it from a religious as well as a scientific point of view simultaneously. This method not only communicates religious values to children but also improves upon their understanding of natural phenomena, part of the way God orders the universe as such, an example of the reinforcement of science by religious contents in early years. This can be explained based on the literature, which includes Assalihee et al.; Rahmawati et al., (Assalihee et al., 2024; Rahmawati et al., 2023). These authors underlined the fact that religious stories help to fix scientific concepts and values in the minds of children, in agreement with educational theories that emphasize the need to teach children how science can deepen their faith in God.

The major striking theme within the findings is the promotion of children's scientific curiosity as a means of strengthening their faith (Zahira et al., 2024). The results here point out to the fact that children will be taken immediately to discussing the origin and purpose of life when they are encouraged to ask scientific questions. It offers educators the opportunity at such a critical point to lead students in synthesizing empirical knowledge with theological insights. For instance, in teaching about the water cycle, teachers said that aside from relating the activities of evaporation, condensation, and precipitation, the students also talked about what made this process, so seemingly arbitrary, have a certain aim or purpose. Such attempts at solving the situation led to thinking about balance and order in the universe, thus supporting the biblical view that the scientific laws are also godly wisdom. This interplay of inquiry and faith suggests that a holistic education

program-one which supports questioning, at the same time, encourages understanding of religious life-can instil a stronger, more tenacious belief in God (Maidugu & Isah, 2024). Another important finding is that many teachers framed scientific discovery as an act of worship. This perspective undermines the secularised view of science as a merely technical discipline, and instead presents it as fulfilling religious obligations. Teachers often cite examples of how students are encouraged to see their pursuit of knowledge as part of their faith (Memon et al., 2024). In Islam, seeking knowledge is an ibadah, and indeed, the study's findings support the idea that when taught in such an ibadah context, it seems that the science is really instilling a sense of moral responsibility and spiritual purpose within students. Stewardship as a Khilafah was also very strongly reflected in the findings. It made children understand that the knowledge of natural processes involves the responsibility to preserve and protect God's creation. For example, discussions of environmental sustainability are framed not as mere ecological issues but as religious obligations, implying that scientific knowledge must be used for the greater good of mankind and the Earth. This integrated perspective makes sure that children learn not only scientific literacy but also the conscientious way to utilize this knowledge in their lives. In addition, a practical activity, especially agriculture or an experiment concerning scientific work regarding natural phenomena, offers the opportunity to strengthen faith in God through the immediate interaction with God's creation in nature. These activities, according to researchers (Rahmawati et al., 2023), not only give children scientific knowledge but also give them a chance to reflect on the greatness of the Creator by observing how plants grow or how natural phenomena occur in an accurate manner. These activities epitomize the educational concept that direct experience with natural phenomena contributes to enhancing both religious and scientific understanding. The children learn about the universe system at the same time as deepening their faith in God, understanding how wise God is in planning such a system (Waharjani et al., 2024). One of the most important discoveries was that Qur'anic stories can be used to contextualize scientific concepts (Akmalovna, 2024). Many teachers indicated that students reacted positively when scientific lessons were introduced along with stories from the Qur'an that illustrate natural phenomena. For instance, the story of Prophet Ibrahim reflecting on the stars, sun, and moon was used to teach astronomy, demonstrating how divine wisdom is embedded in the celestial order. This approach supports the harmony of science and religion while challenging children to consider scientific inquiry as the continuation of the prophetic tradition (Husen, 2025). Children start to see more interconnections within knowledge systems because they begin reading Qur'anic narratives (Manurung et al., 2024). Religiously sanctioned texts and scientifically found truths aren't necessarily fighting

against each other but are interconnected. This would mean that such an approach works best in making students retain and engage with their learning more since they associate abstract scientific concepts to familiar religious stories that carry moral and spiritual value. The results reveal that a great proportion of the teachers encourage their students to regard science not merely as a neutral or purely technical subject but rather as an ethical endeavour. Such reframing would place scientific knowledge in accordance with moral values and would, by extension, enforce the idea that scientific progress must be done for the betterment of mankind and in harmony with ethical principles developed from religious doctrine. For instance, medical science topics were sometimes linked to healing as a noble and religiously important act. Topics on environmental science were similarly presented within the context of the Islamic principle of Amanah (trust), which teaches that the Earth is a trust from God that needs to be cared for. This ethical frame ensures that science is not learned in a state of detachment of its moral and spiritual responsibilities to students but is learned as something very powerful in service to God and society. Additionally, the study was to highlight teaching children how to use science in service to religion and society by having teachers teach the concept that science is not an end in itself but a means to serve the community and deepen faith in God through the application of scientific knowledge to improve people's lives and address societal issues. For instance, using scientific medicine to heal patients or environmental knowledge to preserve the environment is a way of linking science to religion by the teachers. The findings of the study have much significance for the science education sectors, especially with regard to how science is introduced in Islamic-oriented educational settings. The near-unity among instructors in support for the integration of religious perspectives on science curricula suggests that systematic integration could easily lead to several educational benefits, and policymakers/curriculum writers should formalise this integration. Such education also requires teacher training programs that will help teachers equilibrate scientific instruction with religious discourse. Teachers must be oriented to lead discussions that challenge intellectually but reinforce faith, ensuring students graduate well rounded and nurtured both intellectually and spiritually (binti Norman et al., 2024). In the future, further research studies should be carried out to determine the long-term impact of this all-encompassing approach on students' academic performance, ethical decision-making, and religious convictions. Cross-country comparative studies conducted among different educational models, where faith-based science education is part of the process and where it is not, may help explain the effectiveness of this method in bringing forth generally well-rounded individuals able to perform both scientifically and spiritually. This study findings support strongly that science and religion are not antagonistic, but complementary

knowledge domains, that in an integrated mode can bring added intellectual and spiritual growth. Formulating science as a means to understand and appreciate the work of the creator could motivate the learner to undertake scientific inquiry responsibly. The findings stress the need for instilling a desire to ask questions, to employ Qur'anic stories in education, and to present science knowledge as an act of moral and theological reflection. Ultimately, the integrated science education approach not only makes a person scientifically literate but also equips them as a conscientious, spiritually responsive, and responsible generation who can view science education as an in-depth process for the realization of the divine.

7. Conclusion

The research study produced a number of important findings that create further insight into the interaction that appears to exist between science and religion in the early primary education process. The findings were that learning science with faith in God makes pupils understand nature much better, thus instilling more holistic views about the world. Herein, through this approach, science is all about realizing the power of God in the creation process. Additionally, the researchers identified that teachers stressed the connection between scientific knowledge and religious teachings by forcing children to investigate the vastness of the universe and natural phenomena. This methodology not only solidifies their belief but also their connection with God. Second, experimental and project-based science activities inspired students to display the relationship between science and faith. These activities allowed children to observe how each natural phenomenon serves as a sign of God's power, reinforcing their religious understanding. The study also provided practical ways of integrating science and religion in the classroom. Teachers can utilize hands-on scientific activities and link them to stories in the Quran, which provide a deeper meaning to the religious significance behind the natural phenomena. This approach makes children think critically and spiritually at the same time. With respect to the development of early primary curricula that amalgamate elements of science and religion, it also gives a sense of the significant requirement to teach children about how science can better understand God's work.

8. Recommendations

In light of such findings, various recommendations pop out. On this basis, first, one finds that early educational curricula ought to provide information that could

marry scientific discovery and faith into one's thought for the connecting bridge between physical occurrence and religious activity to at each stage emerge strongly. Teachers should be prepared on how best to integrate science and religion into their teachings to enable them to lead children in a more inclusive understanding of their surroundings. In addition, the teachers should be motivated to employ scientific activities and Qur'anic stories as vehicles to help explain the relationship between science and faith, allowing the children to contemplate how each and every natural occurrence is related to divine power. Both the teachers and students would benefit if the educational resources are integrated with the support for this connection between science and religion.

9. Limitations

However, the study had limitations. The sample size was 55 participants. Even though the results were highly significant, it would limit the generalization to some extent on the effect of integration of science and religion in education. Also, an interview as the tool of data gathering may have introduced subjectivity depending on the interpretations of the personal understanding of the teachers. Therefore, it may have affected the accuracy of the findings. An extension of the study with classroom observations or document analysis might have given a broader and objective overview. In addition, cultural and religious proclivities may have dominated the community for this study and have limited generalization of its results to other cultures and religious communities.

10. Future Research Directions

Planning for the future, comparative studies on various types of communities with different religious and cultural backgrounds should be planned to gauge how the integration of science and religion will intervene in their perception of natural phenomena and faith in God. Another exciting prospect that could be advanced is the use of modern educational technologies, such as e-learning and multimedia, to creatively merge science and religion in ways relevant to children. Extending this study to involve bigger samples of teachers and children from diverse age groups will also be helpful in yielding comprehensive and sound results regarding the science-versus-religion integration in teaching. Additionally, long-term studies carried out on the enduring effects of these scientific-related activities related to faith across the

long run on the children's religious and scientific maturity would be helpful in determining the long-run benefits of such integration.

- *Funding*

This work was financially supported by the Deanship of Scientific Research, King Faisal University grant number [KFU250490].

11. Acknowledgments

The authors thank the Deanship of Scientific Research at King Faisal University for providing financial support to this research. They also thank all the participants for their time and valuable contributions

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