



Exploring Interdisciplinary Approaches to Teaching Islam and Science: Strategies, Innovations and Best Practices

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Abstract: Islam and science are two fields that have been traditionally viewed as incompatible, but there has been an increasing interest in exploring their intersection in recent years. Interdisciplinary approaches to teaching Islam and science have emerged as a way to bridge the gap between these two fields and encourage critical thinking. This paper aims to explore interdisciplinary approaches to teaching Islam and science, including strategies, innovations, and best practices. The paper call the need for interdisciplinary approaches. It then examines different interdisciplinary approaches, such as integrating Islamic perspectives into science education and using science to explain Islamic concepts. One of the key strategies for teaching Islam and science is to provide a historical and cultural context for students. This can help students understand the development of science in Islamic civilization and how it relates to contemporary scientific advancements. Additionally, providing an Islamic perspective on scientific concepts can help students understand their compatibility. Another important approach is to use experiential learning methods such as field trips and lab experiments to help students understand the practical application of scientific concepts in the real world. This can be combined with traditional Islamic learning methods such as memorization and recitation to create a more holistic approach to teaching Islam and science. Innovative approaches such as the use of digital tools and social media can also be effective in engaging students and promoting dialogue. While, social media can be used to share scientific advancements in Islamic countries and highlight the contributions of Muslim scientists. Overall, interdisciplinary approaches to teaching Islam and science are essential for promoting critical thinking, dialogue, and a better understanding of the compatibility between these two fields. The strategies, finally, the paper can serve as a guide for educators looking to develop interdisciplinary approaches to teaching Islam and science in their classrooms.

Keywords: Interdisciplinary approaches, Islam, Science. Strategies, Innovations, Best practices, Exploration.

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1. INTRODUCTION

In recent years, there has been an increasing interest in exploring the intersection between Islam and science. Traditionally, these two fields have been viewed as incompatible, but interdisciplinary approaches to teaching Islam and science have emerged as a way to bridge the gap between them and encourage critical thinking. This paper aims to explore these interdisciplinary approaches to teaching Islam and science, including strategies, innovations, and best practices. The paper begins by discussing the historical view of incompatibility between Islam and science and the need for interdisciplinary approaches to promote a better understanding of their compatibility. It then

examines different interdisciplinary approaches, such as integrating Islamic perspectives into science education and using science to explain Islamic concepts. The paper also explores the importance of providing a historical and cultural context for students, utilizing experiential learning methods, and combining traditional Islamic learning methods with science education. Additionally, innovative approaches, such as the use of digital tools and social media, can be effective in engaging students and promoting dialogue. This paper serves as a guide for educators looking to develop interdisciplinary approaches to teaching Islam and science in their classrooms, and emphasizes the importance of promoting critical thinking, dialogue, and

a better understanding of the compatibility between these two fields.

1.1 A brief background on the historical view of incompatibility between Islam and science

Islam is a religion that has been around for over 1,400 years, and during that time, there has been a debate about whether it is compatible with science (Khalid, 2013). Historically, there have been differing views on the relationship between Islam and science. Some argue that Islam has always been supportive of science, while others believe that there has been an inherent incompatibility between the two.

One of the reasons for the historical view of incompatibility between Islam and science is the perception that Islam is anti-rational (Nasr, 1993). The Islamic Golden Age, a period of flourishing scientific and cultural development, occurred between the 8th and 14th centuries. However, after this period, there was a decline in scientific inquiry in the Islamic world, and some have attributed this to a shift towards more conservative and traditional interpretations of Islamic texts. This led to a perception that Islam is anti-rational and opposed to scientific inquiry.

Additionally, some scholars have argued that the doctrine of predestination in Islam has discouraged scientific inquiry (Husain, 2018). The belief that everything is predetermined by Allah has been interpreted by some to suggest that human action is irrelevant, which could be seen as a hindrance to scientific inquiry. Others have countered this argument by pointing out that the doctrine of predestination is not incompatible with the idea of human agency, and that many Muslim scientists have contributed to scientific knowledge despite their belief in predestination.

Another factor that has contributed to the perception of incompatibility between Islam and science is the influence of colonialism (Ahmad, 2013). During the colonial period, European powers took over many Muslim lands and imposed their own system of education and scientific inquiry. This led to a perception among some Muslims that science was a product of the West and incompatible with Islam.

Despite these historical views, there have been efforts to reconcile Islam and science. Many Muslim scholars have argued that Islam is not anti-rational, and have pointed to the Quranic injunctions to observe and reflect on the natural world as evidence of its support for scientific inquiry (Nasr, 1993). Additionally, there has been a revival of interest in Islamic scholarship, and many Muslim scientists are actively engaged in scientific research.

In conclusion, the historical view of incompatibility between Islam and science has been influenced by a variety of factors, including the

perception of Islam as anti-rational, the doctrine of predestination, and the influence of colonialism. While there have been efforts to reconcile Islam and science, the debate continues, and it is likely to remain a topic of discussion for the foreseeable future. There are several reasons why Islam and science have historically been viewed as incompatible. One major factor is the perception that Islam is anti-rational, which has been attributed to a shift towards more conservative and traditional interpretations of Islamic texts after the Islamic Golden Age, a period of scientific and cultural flourishing in the Islamic world.

Additionally, some scholars have argued that the doctrine of predestination in Islam has discouraged scientific inquiry, as it has been interpreted to suggest that human action is irrelevant (Husain, 2018). This could be seen as a hindrance to scientific inquiry, as it may be perceived that any discoveries made would be predetermined by Allah.

The influence of colonialism is also a significant factor in the historical view of incompatibility between Islam and science (Ahmad, 2013). During the colonial period, European powers imposed their own system of education and scientific inquiry in many Muslim lands, which led to a perception among some Muslims that science was a product of the West and incompatible with Islam.

1.2 Islam and Science have become increasingly intertwined in recent years.

In recent years, there has been an increased interest in exploring the intersection between Islam and science. This is due in part to a growing recognition of the contributions of Muslim scientists throughout history (Nasir, 2015) and the need to highlight the compatibility between Islam and science. Many Muslim scholars and scientists have been actively engaged in scientific research and have contributed to the advancement of various fields, such as medicine, mathematics, astronomy, and chemistry. This has led to a greater appreciation of the scientific achievements of the Islamic world (Al-Hassani, 2008) and a deeper understanding of the compatibility between Islam and science (Akhtar, 2010).

Furthermore, there has been a renewed focus on Islamic scholarship and a desire to incorporate Islamic principles and values into scientific inquiry. This has led to the development of fields such as Islamic bioethics (Padela, 2013), which seeks to apply Islamic principles to contemporary ethical dilemmas in medical research and healthcare.

Moreover, there have been efforts to bridge the gap between the Islamic world and the scientific community (Siddiqui, 2016) by promoting dialogue and collaboration. Many institutions have been established to foster the development of science and technology in

Muslim-majority countries and to promote the exchange of knowledge and ideas between the Islamic world and the West.

The increased interest in exploring the intersection between Islam and science reflects a growing recognition of the compatibility between the two and a desire to incorporate Islamic principles and values into scientific inquiry. This trend is likely to continue as more Muslim scholars and scientists become actively engaged in scientific research and as greater emphasis is placed on promoting dialogue and collaboration between the Islamic world and the scientific community (Al-Khalili, 2011).

1.3 The significance of multidisciplinary methods for teaching Islam and science

Islam and science are two areas of study that are often perceived to be incompatible (Al-Khalili, 2017). However, this perception is inaccurate as Islam encourages the acquisition of knowledge and the pursuit of scientific inquiry. The significance of multidisciplinary methods for teaching Islam and science cannot be overstated as it offers a comprehensive approach to understanding the relationship between the two fields.

Multidisciplinary methods for teaching Islam and science involve the integration of various disciplines such as history, philosophy, sociology, and theology (Osman, 2018). This approach recognizes that both Islam and science have complex histories and are influenced by a range of factors. For instance, the historical context of the Islamic civilization, its encounter with Hellenistic thought, and its interaction with other cultures all played a role in shaping its views on science.

Similarly, science is not a value-free enterprise and is influenced by various social, cultural, and philosophical factors (Collins & Pinch, 2018). Understanding the interplay between these factors is essential for a comprehensive understanding of the scientific enterprise. Thus, the multidisciplinary approach to teaching Islam and science recognizes that neither field can be understood in isolation from the other.

Another benefit of the multidisciplinary approach is that it promotes critical thinking and fosters a deeper understanding of the subject matter (Jafari & Yaqoob, 2021). By engaging with different disciplines, students are encouraged to think critically about the subject matter and are exposed to a range of perspectives. This approach also encourages students to draw connections between different disciplines, leading to a deeper understanding of the subject matter.

Moreover, the multidisciplinary approach to teaching Islam and science recognizes the diversity

within Islam and the scientific community. Islam is a global religion with followers from different cultures and traditions. Similarly, the scientific community is diverse, with different approaches and perspectives (Salman & Tariq, 2021). By adopting a multidisciplinary approach, teachers can acknowledge and incorporate this diversity into their teaching, leading to a more inclusive and culturally sensitive approach.

Finally, the multidisciplinary approach can help to bridge the gap between Islam and science by showing that the two fields are not necessarily incompatible (Nasir, 2020). Islam encourages the acquisition of knowledge and the pursuit of scientific inquiry, and the scientific enterprise is based on the search for truth and understanding of the natural world. By highlighting the compatibility between the two fields, the multidisciplinary approach can help to promote a more positive and constructive dialogue between Muslims and the scientific community.

2. The Need for Interdisciplinary Approaches in teaching Islam and Science

Highlights the importance of integrating knowledge and methods from multiple disciplines to address complex and multifaceted issues. In the context of exploring interdisciplinary approaches to teaching Islam and Science, this heading suggests that a multidisciplinary approach can provide a more comprehensive and nuanced understanding of the relationship between these two fields, which can benefit both students and educators. By drawing on diverse perspectives and methods, an interdisciplinary approach can facilitate a deeper appreciation of the complex and dynamic interplay between religion and science, and help bridge the gap between different worldviews and ways of knowing.

2.1 Advantages of interdisciplinary approaches to teaching Islam and Science

- **Holistic understanding:** According to Turner and Solomon (2015), interdisciplinary approaches allow students to develop a more comprehensive understanding of the relationship between Islam and Science, as they can draw on insights from various fields such as history, philosophy, theology, and science.
- **Overcoming biases:** As noted by Rehman (2016), by combining perspectives from different disciplines, interdisciplinary approaches can help students overcome their biases and assumptions, and appreciate the complexity and diversity of the issues at hand.
- **Encouraging critical thinking:** According to Lombardi *et al.*, (2016), interdisciplinary approaches can foster critical thinking skills by encouraging students to analyze information from different sources and evaluate the

strengths and weaknesses of various arguments.

- Promoting collaboration: As highlighted by Wiek *et al.*, (2011), interdisciplinary approaches promote collaboration among students and educators, as they work together to integrate knowledge and methods from different fields.
- Real-world relevance: As noted by Alkhateeb and Balkhi (2020), interdisciplinary approaches to teaching Islam and Science can demonstrate the relevance of these fields to real-world issues, such as ethical dilemmas, environmental challenges, and social justice concerns.
- Interdisciplinary research: According to Turner and Solomon (2015), interdisciplinary approaches can facilitate research that transcends disciplinary boundaries and allows for the exploration of new ideas and perspectives. For instance, an interdisciplinary research team that includes scholars from Islamic studies, history, and natural sciences can investigate the historical and cultural contexts that influenced the development of science in Islamic civilization.
- Improved communication: As noted by Nash and Safi (2018), interdisciplinary approaches can improve communication and understanding between scholars and practitioners from different fields. This can be particularly useful in areas where science and religion intersect, such as bioethics and environmental studies.
- Addressing global challenges: According to Wiek *et al.*, (2011), many global challenges such as climate change, pandemics, and poverty require interdisciplinary approaches that bring together experts from different fields. Teaching Islam and Science through an interdisciplinary lens can prepare students to address these challenges by providing them with the skills and knowledge to collaborate with experts from different backgrounds.
- Engaging diverse perspectives: As highlighted by Alkhateeb and Balkhi (2020), interdisciplinary approaches to teaching Islam and Science can engage diverse perspectives and voices, including those from underrepresented groups. This can promote inclusivity and equity in the classroom and beyond.

Generally, according to these sources, interdisciplinary approaches to teaching Islam and Science can provide numerous benefits, including a holistic understanding of complex issues, improved critical thinking skills, and the ability to address global challenges. Interdisciplinary research, improved communication, and engagement with diverse

perspectives are among the key advantages that can enhance the educational experience for students and scholars alike.

2.2 Critical Thinking can be used to enhance learning outcomes in teaching Islam and Science

In today's rapidly changing world, education plays a critical role in shaping the future of individuals and society at large. Among the various fields of study, Islam and science are two critical areas that require a high level of understanding and comprehension to be applied effectively. Critical thinking, as a skill set, is essential for individuals to achieve a deeper understanding of these fields and their implications. Below are the benefits:

- Critical thinking is crucial for teaching Islam, as it enables students to analyze and evaluate religious texts and teachings in a broader context (Siddiqui, 2015). Many religious texts can be open to interpretation, which requires individuals to develop a critical mindset to discern the underlying message. Through critical thinking, students can understand the historical and cultural contexts that influenced the religious texts and the different interpretations of these texts. Moreover, critical thinking helps students to identify and analyze the various arguments put forth by different scholars.
- Critical thinking is equally important in the study of science. Science is a dynamic field, with new discoveries and theories emerging regularly (Facione, 2015).
- Critical thinking helps students to question and evaluate scientific findings and theories, enabling them to identify their limitations and potential implications. This allows students to develop a deeper understanding of the scientific principles and theories.
- Combining critical thinking into teaching methods is vital to help students develop these essential skills. Educators can use various strategies to promote critical thinking, including asking open-ended questions, encouraging students to evaluate different perspectives, and promoting reflection and analysis (Paul & Elder, 2013). For instance, in the study of Islam, educators can use group discussions to encourage students to analyze and interpret religious texts and teachings, facilitating a deeper understanding of the faith. Similarly, in science, educators can use inquiry-based learning, which allows students to question, analyze, and evaluate scientific theories and findings, promoting critical thinking and creativity.
- One of the central tenets of Islam is the pursuit of knowledge. In fact, the very first word revealed in the Quran was "Iqra," which translates to "read" or "recite." This

emphasizes the importance of learning and gaining knowledge in Islam, as it is essential to understanding the world and one's place in it. Furthermore, Islam encourages individuals to question and critically analyze what they learn, as seeking knowledge is considered an act of worship (Haidar, 2021).

- Islam values reason and rationality, which are essential components of critical thinking. The Quran itself emphasizes the importance of observation and contemplation, encouraging individuals to study the world around them and seek out knowledge (Quran 3:190-191). In fact, many Islamic scholars throughout history have contributed significantly to the fields of science and mathematics, such as Al-Khwarizmi, who developed algebra, and Ibn al-Haytham, who made significant contributions to optics (Siddiqui, 2019).
- Islam also encourages individuals to question what they learn and to seek out knowledge for themselves. This is evident in the practice of Ijtihad, which refers to the process of independent reasoning and interpretation of Islamic texts. Ijtihad encourages individuals to think critically and analyze religious texts and teachings in a broader context, rather than simply accepting them at face value (Haidar, 2021).
- Incorporating critical thinking into science education can benefit. It will promote creativity and problem-solving skills. Additionally, critical thinking skills are essential for individuals to make informed decisions and judgments, particularly in matters related to science and technology.

2.3 Teaching Islam and Science to bridge the gap between Islam and science.

Islam is a religion that emphasizes the importance of seeking knowledge and understanding the natural world. This emphasis on knowledge and inquiry has led many Muslims to pursue scientific studies and to make significant contributions to various fields of science. However, there has been a gap between Islam and science in some Muslim societies, where science and religion are often viewed as separate and distinct domains.

The Quran itself provides evidence of this complementary relationship, as it contains numerous references to the natural world and encourages believers to observe and ponder the signs of Allah's creation. For example, in Surah Al-An'am, verse 95, Allah says: "Indeed, Allah is the cleaver of grain and date seeds. He brings the living out of the dead and brings the dead out of the living. That is Allah; so how are you deluded?"

This verse highlights the interconnectedness of the natural world and encourages Muslims to study and

understand it. Similarly, in Surah Al-Anbiya, verse 33, Allah says: "And it is He who created the night and the day and the sun and the moon; all [heavenly bodies] in an orbit are swimming." This verse acknowledges the scientific fact that the sun, moon, and planets move in orbits, and encourages Muslims to appreciate the beauty and complexity of the universe.

In light of these and other Quranic verses, it is important to incorporate scientific knowledge into the teaching of Islam, and vice versa. For example, in teaching Islamic history, educators can highlight the contributions of Muslim scientists and scholars to various fields of science, such as astronomy, mathematics, and medicine. This not only helps to bridge the gap between Islam and science, but also instills in students a sense of pride and appreciation for the rich scientific heritage of the Islamic civilization.

Likewise, in teaching science, educators can emphasize the ethical and moral dimensions of scientific inquiry and the importance of responsible stewardship of the natural world. This approach is consistent with Islamic teachings on the importance of protecting the environment and preserving the balance of nature. For example, in Surah Ar-Rum, verse 41, Allah says: "Corruption has appeared throughout the land and sea by [reason of] what the hands of people have earned so He may let them taste part of [the consequence of] what they have done that perhaps they will return [to righteousness]."

This verse highlights the consequences of human actions on the environment and serves as a reminder of the importance of responsible stewardship. By incorporating such teachings into the teaching of science, educators can help students develop a sense of moral responsibility and awareness of their role in the natural world.

Therefore, bridging the gap between Islam and science in teaching both subjects is crucial for fostering a more integrated and holistic understanding of the world. By incorporating scientific knowledge into the teaching of Islam and emphasizing the ethical and moral dimensions of scientific inquiry, educators can help students develop a more nuanced and sophisticated understanding of both Islam and science. As Muslims, we are encouraged to seek knowledge and understanding, and by integrating the two domains of knowledge, we can better appreciate the beauty and complexity of Allah's creation. As stated in Surah Al-Ankabut, verse 20: "Say, 'Travel through the land and observe how He began creation. Then Allah will produce the final creation. Indeed Allah, over all things, is competent."

3. Interdisciplinary Approaches to Teaching Islam and Science and Creative Strategies for Engagement

The study of Islam and science has gained significant attention in recent years (Ahmad, 2018), as the intersection of these two areas of study provides valuable insights into the development of Muslim intellectual tradition and scientific thought. To fully appreciate the relationship between Islam and science, it is important to use interdisciplinary approaches that draw from various fields of study.

One interdisciplinary approach to teaching Islam and science is to use historical and philosophical perspectives (Sabra, 2003). Another approach is to use comparative and cross-cultural perspectives (Rashed, 2018). A third approach is to use interdisciplinary perspectives that draw from other fields of study, such as anthropology, sociology, and psychology (Afsaruddin, 2013).

By examining the historical and philosophical contexts in which Muslim scholars developed scientific ideas, students can gain a deeper understanding of the relationship between Islam and science. For example, in a course on Islamic astronomy, students could study the works of Muslim astronomers such as al-Khwarizmi, al-Battani, and al-Tusi and examine the ways in which their work was influenced by Islamic philosophy and worldview. This approach can be applied to other areas of science as well, such as biology, chemistry, and physics. Another approach to teaching Islam and science is to use comparative and cross-cultural perspectives.

This approach involves comparing the ways in which scientific ideas developed in different cultural and historical contexts. By examining the similarities and differences between Islamic and Western scientific traditions, students can gain a more nuanced understanding of the relationship between Islam and science. For example, in a course on Islamic medicine, students could compare the medical traditions of Islamic and Western societies and examine the ways in which they influenced each other.

A third approach to teaching Islam and science is to use interdisciplinary perspectives that draw from other fields of study. For example, by incorporating perspectives from anthropology, sociology, and psychology, students can gain a better understanding of the social, cultural, and psychological factors that shape scientific thinking in Muslim societies. This approach can also be used to examine the ways in which scientific ideas are communicated and received in different cultural contexts."

In terms of creative strategies for engagement, one effective approach is to use technology to enhance the learning experience (Alaoui, 2019). For example, virtual reality can be used to recreate historical

scientific experiments and allow students to experience them firsthand. Another approach is to use gamification techniques to make learning more engaging and interactive (Ali, 2017).

Another creative strategy for engagement is to use storytelling to connect scientific concepts with real-life experiences (Ghosh, 2021). By using narratives and personal experiences, students can gain a deeper understanding of the relevance of scientific ideas to their own lives.

Teachers can use multimedia resources to bring science and continue on to Islam together in the classroom. For instance, teachers can show documentaries or videos related to scientific discoveries that have implications for Islamic beliefs and practices. Or, teachers can show educational videos that explain scientific concepts in the context of Islamic teachings. Through these multimedia resources, teachers can provide students with a comprehensive view of the relationship between science and faith.

Therefore, interdisciplinary approaches to teaching Islam and science are essential for gaining a comprehensive understanding of the relationship between these two areas of study. Creative strategies for engagement, such as the use of technology and storytelling, can make learning more engaging and effective. By using these approaches, educators can help students appreciate the rich intellectual tradition of Islam and its contributions to the development of science.

3.1 Combining traditional Islamic learning methods with science education

Combining traditional Islamic learning methods with science education is a topic of great significance, particularly in the context of contemporary educational practices. Islamic education has a long and rich history, with an emphasis on memorization, rote learning, and critical thinking. Science education, on the other hand, focuses on scientific inquiry, experimentation, and empirical evidence. Combining these two approaches can create a synergistic effect that enhances the learning outcomes of students.

According to Al-Sudairi and Al-Ahmari (2017), the integration of Islamic education with science education can create a more comprehensive educational experience, which better prepares students for the challenges of the modern world.

Another advantage of integrating traditional Islamic learning methods with science education is the promotion of ethical values. Islamic education emphasizes the importance of moral values and ethics, which can be applied to scientific research and innovation. According to Abu-Nimer and Nasser (2015), Islamic ethics can serve as a framework for

addressing ethical issues in science, such as the use of human subjects in medical research. This can lead to a more responsible and socially conscious approach to science education, which is beneficial for both individuals and society as a whole.

However, there are also some challenges to integrating traditional Islamic learning methods with science education. One challenge is the potential for conflict between the two approaches. Islamic education may emphasize faith-based beliefs, which can conflict with scientific principles that are based on empirical evidence. This can create tension and confusion for students, particularly if they are not able to reconcile the differences between the two approaches. As noted by Saleh and Al-Dhafiri (2016), the integration of Islamic education with science education requires careful planning and implementation to ensure that there is no contradiction between the two approaches.

Another challenge is the lack of resources and qualified educators who are trained in both Islamic education and science education. According to Al-Sudairi and Al-Ahmari (2017), there is a need for more qualified teachers who can integrate Islamic education with science education in a meaningful way. This requires specialized training and professional development, which may be difficult to obtain in some contexts.

Finally, the integration of traditional Islamic learning methods with science education can create a more comprehensive and effective educational experience for students. It can lead to the development of critical thinking skills, the promotion of ethical values, and a more responsible approach to scientific research and innovation. However, there are also challenges to be addressed, such as potential conflicts between the two approaches and the lack of qualified educators. With careful planning and implementation, however, the benefits of integrating traditional Islamic learning methods with science education can be realized.

3.2 Innovative approaches such as the use of digital tools and social media

1. The use of digital tools such as interactive apps, virtual reality simulations, and online resources can greatly enhance the teaching of Islamic and Science subjects (Dziuban *et al.*, 2018; Means *et al.*, 2017).
2. Social media platforms provide a valuable space for sharing knowledge, facilitating discussions, and building communities around these topics (Kirschner & Karpinski, 2010; Manca & Ranieri, 2016).
3. Innovative approaches like gamification, where students learn through games and challenges, can make learning more engaging

and effective (Deterding *et al.*, 2011; Sailer *et al.*, 2017).

4. Digital tools and social media can also increase accessibility to education, reaching learners who may not have had access to traditional classroom settings (European Commission, 2013; UNESCO, 2017).
5. Collaboration and knowledge-sharing through online platforms can facilitate interdisciplinary learning, promoting a more comprehensive understanding of Islamic and Science subjects (Liu *et al.*, 2017; Wang *et al.*, 2017).
6. While these innovative approaches can enhance the learning experience, it is important to ensure they are used in a responsible and ethical manner, with proper consideration for privacy, security, and accuracy of information (Kuhn *et al.*, 2019; Veletsianos & Houlden, 2019).

Summary and Conclusion

Interdisciplinary approaches to teaching Islam and science are essential for several reasons.

Firstly, they allow for a more comprehensive understanding of the subject matter, as they take into account the multiple perspectives and methodologies from different fields. This can lead to a more nuanced understanding of the complex relationship between science and religion, and can help to bridge the gap between them (Khalid and Khan, 2019).

Secondly, interdisciplinary approaches can provide a more inclusive and diverse perspective on the topic. By bringing together scholars from various backgrounds, including those from underrepresented groups, students can gain a better understanding of the cultural, historical, and social factors that shape the way science and religion are understood and practiced (Zaheer and Rehman, 2016).

Thirdly, interdisciplinary approaches can help to address contemporary issues and challenges related to science and religion, such as ethical dilemmas in scientific research, the role of religion in shaping scientific practices and policies, and the impact of science on religious beliefs and practices (Stark, 2020).

Finally, interdisciplinary approaches to teaching Islam and science are crucial for developing a more holistic and nuanced understanding of the subject matter. They allow for a more diverse and inclusive perspective on the topic, and can help to address contemporary issues and challenges related to science and religion. Educators and scholars should strive to incorporate interdisciplinary approaches in their teaching and research to promote a more comprehensive understanding of the complex relationship between science and religion.

RECOMMENDATIONS

1. Use innovative teaching methods: Interdisciplinary teaching requires innovative and engaging teaching methods that go beyond traditional lecture-style classes. Instructors can use a variety of techniques, such as case studies, debates, simulations, and field trips, to encourage students to think critically and creatively about the subject matter.
2. Incorporate diverse perspectives: To ensure a more inclusive and diverse perspective, instructors can invite guest speakers from different cultural, religious, and socio-economic backgrounds to share their experiences and viewpoints on the relationship between Islam and science.
3. Use technology: Technology can be a powerful tool to support interdisciplinary teaching. Instructors can use online resources, such as virtual labs, interactive simulations, and multimedia presentations, to enhance student learning and engagement.
4. Evaluate and revise: Interdisciplinary teaching is an ongoing process that requires continuous evaluation and revision. Instructors should regularly assess student learning and feedback, and use this information to refine their teaching strategies and approaches.

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