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THE SYNERGY OF RELIGIOUS AND SCIENCE LEARNING; IMPLEMENTING THE FIVE-DAY SCHOOL CONCEPT

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Abstract: This study aimed to analyze the implementation of the five-day concept in religious and science learning which aimed to create synergy between the two disciplines in supporting the academic development and character of students. The concept of five days in this school integrated religious and science lessons with the aim of strengthening students' understanding of the two fields of science holistically. This research used a qualitative approach with a case study method, with data collection techniques through deep-interviews, observations, and documentation. The results of the study showed that the implementation of the five-day concept had succeeded in creating a balanced learning environment between religious values and scientific knowledge, despite challenges in adjusting the curriculum and teaching approaches. The synergy between religious and science learning in this school had a positive impact on the spiritual and intellectual development of students, as well as fostering a critical and creative attitude in facing life's problems. This research was expected to contribute to the development of a learning model that integrates religious values with scientific knowledge in Islamic schools.

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INTRODUCTION

The contemporary educational landscape integratesdmoral values and scientific rationality into a challenge as well as an urgent need. Religious education and sciences learning, which have been taught separately and tend to stand in different classrooms in terms of approach and paradigm, actually have great potential to strengthen each other (Hanley et al., 2024). Religious education does not only teach theological and spiritual aspects, but also forms the character, ethics, and social responsibility of students. Meanwhile, sciences learning offered a logical, critical, and empirical framework for understanding natural phenomena and life (Ulfat, 2020).

Uniting the two in synergistic learning is a strategic effort in realizing holistic and transformative education. However, in practice at at SDIT Darul

Hasan Padangsidempuan, there was a tendency for extreme separation between these two fields in the learning process in schools. Students experience a gap between objective scientific knowledge and normative religious values. As a result, many students failed to see the relationship between science and religious values in real life (Tomayko et al., 2021). For example, learning about ecosystems or climate change in science classes was often not associated with human responsibility in preserving nature according to a religious perspective. On the contrary, religious lessons are often delivered in a dogmatic framework without touching on actual scientific and social issues (Vanani et al., 2023). This separation has the potential to produce individuals who are intellectually competent, but morally and spiritually weak – or conversely, faithful but unskilled in solving life's problems based on science (Erduran et al., 2022; Menard et al., 2024).

Education provided from an early age is not just a transfer of knowledge, but also the cultivation of love for Allah and His Messenger (Nabi Muhammad SAW), respect for parents, and the formation of a noble personality (Momani et al., 2023; Wannapiroon & Pimdee, 2022). Children raised with good Islamic education have great potential to become role models, not only for their peers, but also for future generations. For this noble goal to be achieved, education needs a system that is structured and relevant to the needs of the times (Ali, 2020). One approach that is now being implemented in Indonesia is the five-day school system. This system, in addition to trying to streamline learning time, also provides more space for children to develop other potentials outside the school environment. By integrating Islamic values into the modern education system, it is hoped to create a generation that is not only intellectually intelligent, but also spiritually and socially superior (Kuchma et al., 2025). This system not only aimed to produce students who are intellectually intelligent but also excel in moral and spiritual aspects, in line with the school's mission to produce future generations who are resilient and have integrity.

According to Strube (2022), the five-day school system was designed on the basis of noble values that become the main philosophy, namely religion, nationalism, mutual cooperation, independence, and integrity. This policy not only regulated the duration of learning to eight hours a day for five days, but also carries a mission to create a better quality of education (Harahap & Ritonga, 2023; Putri et al., 2024). This system provided space for students to learn with a more creative and innovative approach, so that they do not just learn in class, but also engage in character and skills-based learning. Opinion's Ve Bilim et al. (2021) also emphasized that the five-day school system came as a solution to improve the quality of education to produce a generation that is ready to face global challenges.

Along with the implementation of the Five-Day School policy in a number of schools in Indonesia, the space to synergize cross-disciplinary learning has become more open. A denser and more structured time scheme for five days allows teachers to design thematic learning that integrates two or more subjects, including Religious Education and Science (Fahyuni et al., 2020). This was in line

with the spirit of the Independent Curriculum which encourages contextual, project-based learning, and prioritizes cross-field collaboration. The implementation of this concept allows students not only to gain knowledge, but also to internalize values and life skills that are relevant to the challenges of the times, such as environmental awareness, critical attitudes, and social and spiritual responsibility (Israel et al., 2020; Suciati et al., 2022).

Through the synergy of Religious and Science learning within the Five-Day School framework, students were expected to be able to build a complete understanding between faith and knowledge. Education is no longer just the transmission of information, but becomes a process of forming a whole person (Gümüş, 2024; Thompson et al., 2022). Therefore, this research is important to be conducted in order to explore more deeply how the synergy can be implemented effectively in the school context, what are the challenges and opportunities, and how it impacts the development of students' character and scientific reasoning. This research is also expected to contribute to the development of a more integrative and contextual cross-disciplinary learning model in national education. With this approach, students are not only equipped with knowledge, but also deep moral and social values, so that they grow into individuals who excel, have character, and contribute positively to the future of the nation

This study aimed to analyze how the planning, implementation, and evaluation of learning that integrates Islamic Religious Education (PAI) and Science in the five-day school system at Darul Hasan Integrated Islamic Elementary School in Padangsidempuan. The main focus of this research was to evaluate the extent to which the implementation has been in accordance with government regulations, especially those related to national education policies. This study explored the planning process, from curriculum to learning strategies, as well as how the integration of religious values and science takes place in daily practice. It also assessed the evaluation mechanisms used to ensure the success of this integrated learning, both in terms of academic achievement and student character building. With this approach, the research was expected to provide an in-depth description of the effectiveness of the PAI and Science integration model within the framework of the five-day school policy, as well as offer recommendations for the development of an education system based on religious and scientific values.

RESEARCH METHOD

The research entitled "Synergy of Religious and Science Learning: The Implementation of Five-Day School at SDIT Darul Hasan Padangsidempuan" uses a qualitative approach with a case study design. This approach was chosen to explore complex phenomena related to the implementation of synergy between religious and science learning within the framework of the five-day school policy. The study involved an in-depth investigation of various aspects of the program implementation, including the planning, implementation and evaluation of learning (Creswell, 2018).

Data collection methods included direct observation, interviews and documentation from various parties involved. The research subjects (there were 5 informants) included the principal, vice principal in charge of curriculum, and teachers involved in learning integration. The sampling technique was purposive to ensure relevant and in-depth interviews through semi-structured guidelines The selection of this subject was based on the criteria of informants whom were well informed about curriculum integration that combines Islamic values and science learning along with its application.

The data analysis process was conducted through four stages: data collection, data reduction, data presentation, and conclusion drawing. Data credibility was tested using triangulation, dependability, and confirmation methods simultaneously, ensuring the validity and accuracy of the research results. The researcher also applied transferability to ensure that the findings can be applied to similar contexts.

This research provided insight into the function of education management in creating synergy between religious values and science, and how the integrative approach was implemented at SDIT Darul Hasan. The results were expected to be a meaningful contribution to the development of integrated learning models that are relevant to today's educational needs.

RESULT AND DISCUSSION

Result

This study aims to analyze the implementation of the five-day school system at SDIT Darul Hasan Padangsidempuan with a learning approach that integrates religious and science education.

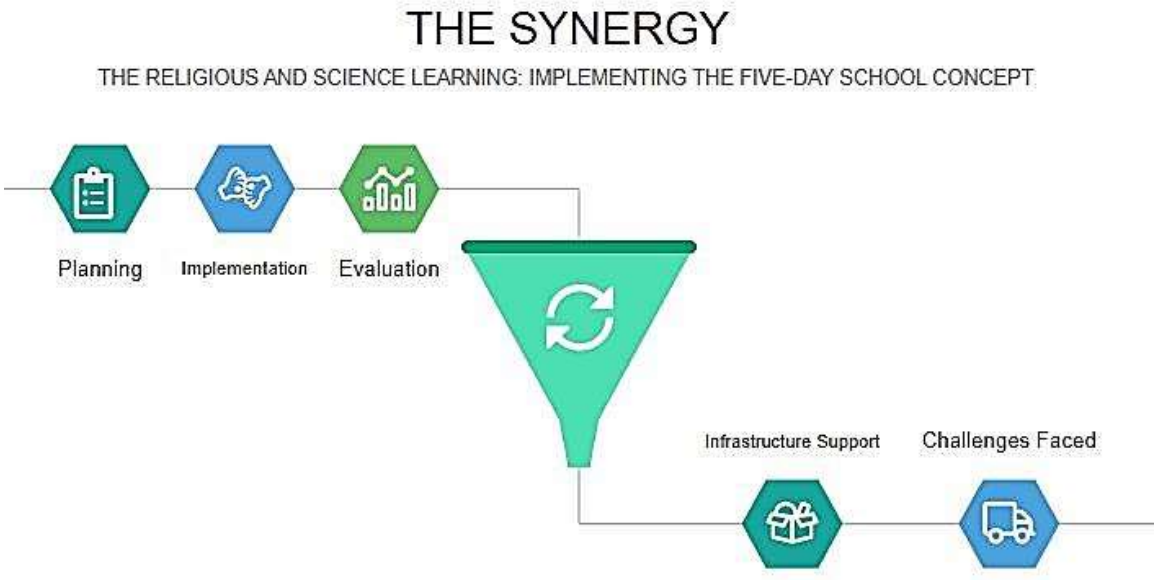

Figure 1. The Role Synergy Religion and Science Learning

Based on the results of data collection conducted through interviews, observation and documentation, the following are the main findings obtained:

Learning Planning for the Integration of Religion and Science

The first finding found in this study is the existence of careful planning in the integration of religion and science learning at SDIT Darul Hasan. Based on interviews with the principal and teachers, it was revealed that learning planning in this school is based on the curriculum set by the government, but with adjustments and adaptations to suit the needs and vision of education in SDIT Darul Hasan. Such planning includes mapping out subject matter that connects Islamic concepts with science. One of the clearest examples can be found in the way teachers teach science material related to the creation of the universe. In science lessons, for example, teachers relate scientific theories about the origin of the universe and life to the Islamic religious view that everything in this world is God's creation. This provides a spiritual dimension to students' understanding of science, so that they not only learn about natural phenomena scientifically, but also understand that everything is part of God's will and greatness.

In addition, in learning Islamic Religious Education (PAI), the concept of ethics and morals taught does not only focus on aspects of worship, but also on daily life attitudes that include treatment of nature and the environment. Teachers at SDIT Darul Hasan integrate material about the importance of protecting nature and the environment as part of Islamic teachings that emphasize the sustainability of life and respect for God's creation. For example, in a science lesson on ecosystems, students are taught that preserving nature is not only the job of scientists, but also part of their responsibility as Muslims who care about the earth as a mandate from God.

Lesson planning at SDIT Darul Hasan not only taught science scientifically, but also enriched students' understanding with relevant religious values. This integration allowed students to see the strong connection between science and religious teachings, as well as forming an attitude that values both in daily life.

Implementation of Five-Day School Learning

The implementation of the five-day school system at SDIT Darul Hasan Padangsidempuan took place from 7:00 am to 2:30 pm, with a total learning time of 8 hours per day. Within this considerable time, learning time was clearly divided between science and religion, with equal attention given to both areas. This division of time was designed in such a way that students can absorb the material optimally without feeling bored, while still maintaining a balance between learning science and strengthening religious values. Based on the observations made by the researchers, it was found that each learning session was planned and implemented effectively. In practice, the time available is used wisely to integrate science and religion learning. For example, in the morning session, students are taught about scientific concepts in science, such as material about the universe, plants or ecosystems, which is then followed by a discussion about the link between scientific findings and Islamic religious views. Science learning is not only limited to theoretical explanations, but also involves relevant religious values, such as the importance of taking care of the earth and God's creation. After the break, Islamic religion lessons are given in more depth, with

material that discusses religious teachings related to ethics, morals, and the responsibility of Muslims towards nature and the environment. This reinforces the goal of integrating religion and science learning, which is for students to not only understand the world through science, but also realize their role as part of God's creation who must protect and care for the earth. Overall, learning at SDIT Darul Hasan does not only teach science and religion separately, but rather combines the two fields of knowledge in a harmonious unity. This allows students to gain a broader and deeper understanding, as well as develop an attitude that values scientific knowledge and religious values simultaneously.

In the classroom, SDIT Darul Hasan Padangsidempuan adopts a thematic-based learning approach to create a clear relationship between science and religion. This approach not only separates the two subjects, but instead connects them in a single relevant theme. For example, when studying material about the universe in science lessons, teachers will associate it with Islamic religious teachings regarding the creation of the universe by God. In this way, students not only learn scientific facts, but also understand the spiritual meaning behind the natural phenomenon.

This thematic-based approach provides an opportunity for students to see the relationship between science and religious teachings in a more concrete way. In each learning theme, students are invited to think about how science can support and deepen their understanding of religion, and conversely, how religious values can guide them in making wise use of science (Crook et al., 2022; Lewin et al., 2023). For example, when studying the water cycle in science, students will be taught about how these natural processes are part of God's creation that must be guarded and preserved. Here, students not only learn about scientific processes such as evaporation, condensation, and precipitation, but also learn about human responsibility in preserving water as a gift from God. This gave them a deeper understanding of the relationship between science and religious teachings.

The application of thematic-based learning, teachers also encourage students to apply the knowledge they get from both science and religion in their daily lives. For example, they are invited to understand the importance of maintaining the cleanliness of the environment as a form of their responsibility to nature created by God (Guilfoyle et al., 2023; Kuchma et al., 2025). Thus, students not only acquire theoretical knowledge, but also form attitudes and behaviors that reflect the integration between science and religious values in their lives. This approach has proven to be very effective in helping students relate the lessons they receive in school to the realities of their daily lives, as well as teaching them to become individuals who are not only intellectually intelligent, but also of noble character and responsible for the environment and others.

Learning Evaluation

Learning evaluation at SDIT Darul Hasan Padangsidempuan is carried out holistically, with the aim of assessing not only students' academic understanding in science and Islamic Religious Education (PAI), but also their

character development. Based on interviews with teachers and principals, this evaluation involves various aspects, namely cognitive, affective and psychomotor. This is in line with the vision of education that emphasizes character building as well as students' scientific competence in a balanced manner.

Daily Tests and Midterm Examinations (UTS): Daily tests and midterm exams are used to measure academic mastery of science and religion materials. In the daily tests, students are tested on their understanding of the concepts that have been taught, both in science lessons related to the universe, ecosystems, and in Islamic religious materials that teach moral and ethical teachings. The mid-term test provides a broader picture of students' ability to integrate the two fields of science in their daily lives.

Character Assessment: In addition to academic aspects, student character assessment is also an important part of the evaluation at SDIT Darul Hasan. Character assessment is done through observation of student behavior during the learning process, such as discipline, honesty, sense of responsibility, as well as how students apply religious values in their daily lives. Teachers routinely observe students' behavior in every activity, both inside and outside the classroom, to assess their character development. For example, do students show a sense of responsibility for the tasks assigned or do they apply the value of honesty in interactions with friends?.

Project and Group Assignment Assessment: Group projects and assignments are assessment methods that integrate religious aspects in the application of science. Students are asked to work together in groups to complete projects related to certain topics, for example projects related to the environment, where students are not only required to use their scientific knowledge, but also to consider religious values in the project. For example, students could create a project on how to keep the environment clean by linking it to Islamic teachings on the importance of keeping nature clean and harmonious.

Overall, the evaluation conducted at SDIT Darul Hasan Padangsidempuan covers various aspects of broader student development, not only limited to academic assessment. With this approach, students are expected to not only be intellectually intelligent, but also have strong character and religious values internalized in every aspect of their lives.

Infrastructure and Resource Support

One of the significant findings in this study is the importance of infrastructure and resource support in the implementation of the five-day school system as well as the integration of religious and science learning at SDIT Darul Hasan Padangsidempuan. Adequate infrastructure is one of the determining factors for success in the implementation of effective and quality learning.

Comfortable Classrooms: SDIT Darul Hasan has provided comfortable classrooms that are conducive to learning. The classrooms are equipped with ergonomic desks and chairs, and equipped with teaching aids that support both fields of learning, both science and religion. The design of the classroom also pays attention to the aspects of good ventilation and lighting, thus creating a

comfortable learning environment for students. This condition is very important in supporting students' focus and concentration during the learning process.

Science Laboratories: One of the advantages found in this study is the existence of adequate science laboratories. This laboratory allows students to conduct practicum experiments that can connect scientific theories with real practice. In science learning integrated with religion, this laboratory is not only used to teach scientific concepts, but also to strengthen students' understanding of the connection between God's creation and natural phenomena studied in science. For example, students conduct experiments that explain natural processes such as photosynthesis, while relating them to Islamic teachings about the importance of maintaining the balance of nature created by God.

Access to Digital Learning Resources: SDIT Darul Hasan also utilizes digital technology to support learning. Access to a variety of digital learning resources, such as learning videos, e-books, and educational apps, provides flexibility in the teaching and learning process. Teachers can use digital resources to enrich learning materials, both in science and religion. For example, teachers can take advantage of educational videos about the universe or scientific processes linked to Islamic religious knowledge of God's creation, which can spark awe and increase students' gratitude for His greatness.

Trained Human Resources: In addition to physical facilities, human resources are also an important aspect in supporting the success of the five-day school system and the integration of religious and science learning. Teachers at SDIT Darul Hasan not only have expertise in their respective fields, but are also trained to integrate religious values in each subject taught. Teachers engage in training and workshops to develop their skills in connecting religion with science, so that learning becomes more relevant and meaningful for students.

Overall, these findings show that adequate infrastructure support, both in the form of physical facilities and digital resources, is an important factor in the successful implementation of the five-day school system and the integration of religious and science learning. With good facilities and well-trained resources, schools can create a learning environment that supports the achievement of holistic learning goals, namely students who are intellectually intelligent, both in science and religion, and have good character.

Challenges Faced

Although the implementation of the five-day school system at SDIT Darul Hasan has gone well, some challenges remain. Some of them are: *Time constraints*: Although there are 8 hours in a day, some teachers feel that there is not enough time to cover the material in depth, especially in science lessons. *Student understanding*: Some students still need more time to connect the science material with religious teachings in depth. *Limited resources*: Although the facilities are adequate, some of the practicum equipment in the science laboratories still need updating and maintenance to be more optimal in supporting the learning process.

Discussion

Based on the findings above, it can be concluded that the implementation of the five-day school system at SDIT Darul Hasan Padangsidempuan has successfully integrated religious and science learning in an effective and creative way. This is in accordance with government policy that calls for holistic and character-based education. However, to maximize learning outcomes, improvements are needed in the aspect of learning time and increasing supporting resources, especially in terms of facilities and practicum tools.

Evaluation of learning that included cognitive and affective assessments shows that the synergy between religion and science not only enriches students' knowledge, but also shapes their character in accordance with religious values. The existing challenges, such as time constraints and student understanding, need to be overcome by developing more flexible and technology-based learning strategies, so that this integration process can run more optimally (Manca et al., 2020; Prendeville et al., 2023).

Overall, the implementation of the five-day school in SDIT Darul Hasan Padangsidempuan provided a positive picture of efforts to create a generation that is not only intelligent in science, but also noble in accordance with religious teachings. This research had quite significant practical implications, especially in the development of a more contextual and relevant cross-disciplinary learning model to the needs of 21st century learners. By integrating religious values and scientific approached into a single learning process, teachers can create a learning atmosphere that not only encourages cognitive understanding, but also strengthens students' affective and psychomotor aspects. According to Barnes & Mckenzie (2023; Sumarni et al. (2020; Thompson et al. (2022), this had the potential to create learners who think critically scientifically, but still have a strong moral and spiritual foundation in every action and decision they take. On the other hand, for educational policy makers, the results of this study can be used as a reference in compiling integrative thematic curriculum guidelines, as well as perfecting the implementation of the Five-Day School policy to be more oriented towards holistic character development. The theoretical contribution of this study lies in its efforts to bridge the dichotomy between science and religion in the world of education, through a synergistic and complementary learning approach.

This study enriched the integrative pedagogical discourse by presenting an applicable interdisciplinary approach, and inspires the birth of learning innovations that not only emphasize academic achievement, but also the formation of personality and ethics. By combining two domains that have been considered contradictory, this study encourages the birth of educational thinking that is more inclusive, dynamic, and adaptive to changing times. However, this study has several limitations. One of the main limitations was the scope of the study which is still limited to the context of a particular school with a number of respondents that are not nationally representative. In addition, the implementation of synergy between Religion and Science learning was highly dependent on the readiness and creativity of teachers, which may vary from school to school. The less than optimal collaboration between subject teachers

and time constraints in planning thematic learning were also challenges in themselves. Therefore, further research with a broader approach and involving various levels of education, social backgrounds, and diverse geographic areas is needed to produce more generalizable and comprehensive findings. In-depth research on teacher training, integrative curriculum design, and the long-term impact of cross-disciplinary learning models was also recommended to strengthen the validity and impact of this approach in the future.

CONCLUSION

This study shows that the implementation of the five-day school system at SDIT Darul Hasan Padangsidempuan successfully integrates religious and science education thematically, so that students gain a holistic understanding from both cognitive, affective, and psychomotor aspects. The implications of this study emphasize the importance of developing a contextual and relevant cross-disciplinary learning model to meet the needs of 21st-century learning, particularly in strengthening character values and students' academic intelligence. The scientific and practical contribution of this study lies in providing an integrative framework of religion and science that can serve as a reference for teachers in creating a more meaningful learning atmosphere. The strength of this study lies in the completeness of comprehensive learning planning, implementation, and evaluation, while its limitations include limited time in deepening the science material and the need to improve educational facilities; therefore, further research is recommended to examine the long-term impact of the integration of religion and science on student character formation using a quantitative approach or mixed methods so that the results are more general and applicable in various educational units.

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