



THE RELEVANCE OF THE ISLAMIZATION OF SCIENCE MOVEMENT OF THE INTERNATIONAL INSTITUTE OF ISLAMIC THOUGHT (IIIT) IN THE ERA OF DIGITAL DISRUPTIONS

Ayub Rohadi

Islamic Studies University of Haji Agus Salim Bekasi, West Java, Indonesia

Email: ayub.rohadi81@gmail.com

Abstract

The era of digital disruption is characterized by the rapid development of information technology, which has brought significant changes to various aspects of life, including education, research, and scientific development. On the other hand, this progress also raises various challenges in the form of an ethical crisis, the spread of unverified information, and a weakening of moral orientation in the use of science and technology. This study aims to analyze the relevance of the Islamization of Science movement developed by the International Institute of Islamic Thought (IIIT) in facing the challenges of the digital disruption era. The method used is library research with a descriptive-analytical approach through a review of literature, books, scientific articles, and documents related to the concept of Islamization of Science IIIT. The results show that the Islamization of Science IIIT movement is still relevant as a conceptual framework that integrates revelation, reason, and Islamic ethical values in the development of science. This concept can be a foundation in shaping a generation that not only masters digital technology, but also possesses moral awareness, social responsibility, and critical thinking skills. Thus, the Islamization of science initiated by IIIT contributes to creating a more humanistic, ethical, and Islamically-compliant use of technology amidst the dynamics of the digital era.

Keywords: digital disruption; IIIT; integration of knowledge; Islamization of knowledge; Islamic education.

Introduction

The development of digital technology has brought about significant changes in the patterns of knowledge production and dissemination. However, technological advancements also present challenges in the form of an ethical crisis, a flood of information, and the need for a scientific paradigm that is oriented not only toward technical aspects but also toward human values. In the context of Islamic education, integrating science and religious values is a crucial approach to addressing these challenges (Fauzi, 2018; Shofiyuddin et al., 2024). Advances in digital technology offer various conveniences, but at the same time, they also present challenges in the form of ethical crises, the spread of hoaxes, social polarization, moral degradation, and a tendency to use science disconnected from spiritual and humanitarian values.

These conditions demonstrate that scientific and technological progress is not always accompanied by a strengthening of the moral and ethical dimensions of human life.

In this context, the idea of the Islamization of knowledge has regained relevance as an effort to integrate science with Islamic values. The Islamization of knowledge is an intellectual movement that developed in the late 20th century in response to the dominance of the modern scientific paradigm, which was considered secular and separated the dimension of revelation from the process of scientific development. One institution that played a key role in the development of this idea was the International Institute of Islamic Thought (IIIT), which offered the concept of integrating revelation, reason, and empirical reality through its project of the Islamization of knowledge and the reform of Islamic education.

Several previous studies have shown that the concept of the Islamization of knowledge remains a significant theme in contemporary Islamic thought. These studies generally discuss the philosophical foundations of the Islamization of knowledge, the thoughts of figures such as Ismail Raji al-Faruqi, and its implementation in the Islamic education system. The results indicate that the Islamization of knowledge aims to eliminate the dichotomy between religious and general knowledge and to establish a scientific paradigm based on monotheism. Furthermore, several studies have highlighted the contribution of IIIT to the development of an integrative and multidisciplinary Islamic education curriculum.

Nevertheless, a research gap remains that requires further study. Most previous research has focused on the conceptual and historical aspects of the Islamization of knowledge, while studies specifically analyzing the relevance of the Islamization of knowledge movement at IIIT in facing the challenges of the era of digital disruption are still relatively limited. Yet, digital transformation has given rise to various new issues that require conceptual responses from an Islamic perspective, particularly regarding the ethics of technology use, artificial intelligence, digital literacy, and the production and distribution of knowledge in the digital space.

Based on a review of previous research, this study takes the position of developing and strengthening previous studies on the Islamization of knowledge. This research does not attempt to refute the concepts put forward by IIIT thinkers, but rather re-examines their relevance in a different social and technological context, namely the era of digital disruption. Thus, this study seeks to provide a more contextual perspective on how the idea of the Islamization of knowledge can function as an ethical and epistemological framework in addressing modern technological developments.

The novelty of this research lies in its analytical focus, which connects the Islamization of knowledge movement developed by IIIT with the challenges and opportunities emerging in the era of digital disruption. This research not only discusses the concept of the Islamization of knowledge as a philosophical idea but also explores its relevance in building a paradigm for the development of science and technology based on Islamic values. With this approach, this research is expected to make an academic contribution to the development of contemporary

Islamic thought studies while also offering a conceptual alternative for strengthening ethics and morality in the use of digital technology.

Based on this description, the aim of this study is to analyze the relevance of the Islamization of knowledge movement developed by the International Institute of Islamic Thought (IIIT). Starting from the idea that science cannot be separated from a particular worldview or outlook on life, the Islamization of science seeks to build a scientific paradigm that integrates revelation, reason, and empirical reality so that science can develop in harmony with Islamic values (Al-Faruqi, 1982; IIIT, 2020)..

Previous research has largely discussed the Islamization of knowledge from a philosophical and educational perspective. However, most studies still focus on the concept of integrating religious and general knowledge, while discussion of its relevance to the development of digital technology remains limited (Nugraha, 2020; Malik, 2020).

Research methods

This research uses a literature study method (*library research*) with a descriptive qualitative approach. The literature review was conducted through the collection and analysis of various written sources, such as books, scientific journals, and academic documents relevant to the research focus. This method was used because the research aimed to understand the concept and relevance of the Islamization of IIIT science in the context of the digital disruption era (Zed, 2018). Literature review is a research method that utilizes various written sources as primary data to gain a deep understanding of a concept, theory, or phenomenon being studied. This method was chosen because the research focuses on a conceptual analysis of the relevance of the Islamization of knowledge movement developed by the International Institute of Islamic Thought (IIIT) in facing the era of digital disruption. According to Zed Mestika, literature research is conducted by collecting, reading, recording, and processing various relevant literature sources to produce a systematic scientific study.

Data analysis was carried out using content analysis techniques (*content analysis*) through the process of identification, classification, interpretation, and drawing conclusions from the various literature reviewed (Miles, Huberman, & Saldaña, 2014). This approach was also used in previous research examining the relationship between Islam, science, and the paradigm of scientific integration (Madinah, 2020).

The data sources in this study consist of primary and secondary data. Primary data were obtained from works discussing the concept of the Islamization of knowledge, particularly the thoughts of Ismail Raji al-Faruqi, and publications published by the International Institute of Islamic Thought. Meanwhile, secondary data were obtained from scientific journal articles, books, proceedings, and research results published within the last ten years related to the Islamization of knowledge, integration of knowledge, Islamic education, digital transformation, and digital disruption.

The research procedure was conducted through several stages. First, identification and collection of relevant literature through scientific journal

databases, academic books, and official documents. Second, source selection was based on thematic relevance, credibility, and recency of publications. Third, data classification was based on the study's focus, namely the concept of Islamization of IIIT science, the characteristics of the digital disruption era, and the relevance of the relationship between the two. Fourth, data analysis was conducted descriptively and interpretively to identify patterns, relationships, and the contribution of the concept of Islamization of science to the challenges of digital technology development.

The data analysis technique used content analysis, which systematically examines and interprets the contents of various literature to gain a comprehensive understanding of the study object. The analysis was conducted through a process of data reduction, data presentation, and drawing conclusions as per the qualitative analysis model proposed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (Miles, Huberman, & Saldaña, 2014). Through these stages, this study seeks to produce a deep understanding of the relevance of the Islamization of IIIT science movement as an integrative paradigm in facing the challenges of the digital disruption era.

Results and Discussion

The Relevance of the IIIT Islamization of Science Movement in the Era of Digital Disruption

Based on a review of various literature on the Islamization of knowledge and the development of digital technology, it was found that the Islamization of knowledge movement developed by the International Institute of Islamic Thought (IIIT) remains strongly relevant in facing the challenges of the era of digital disruption. The research's main findings demonstrate that the concept of Islamization of knowledge offered by IIIT provides an epistemological and ethical framework for guiding the development and utilization of science and technology, ensuring they are inseparable from Islamic values.

This finding is obtained from an analysis of the main ideas of IIIT which emphasize the integration of revelation, reason, and empirical reality. In the IIIT paradigm, science is not viewed as something value-neutral (value-free), but must be directed towards the goal of human welfare and devotion to Allah SWT. (Al-Faruqi, 1982). This finding shows that the main challenge of the digital disruption era is not merely technological limitations, but rather a crisis of moral orientation in the use of technology itself. Therefore, the concept of Islamization of knowledge is relevant because it offers an ethical foundation for the development of modern science (Al-Faruqi, 1982; IIIT, publication year used).

Scientifically, this relevance arises because the development of digital technology has brought about a major transformation in the way humans acquire, produce, and disseminate knowledge. Advances in artificial intelligence, social media, big data, and digital computing have significantly increased access to information. However, at the same time, various problems have emerged, such as the spread of disinformation, privacy violations, data manipulation, technological dependency, and a decline in the quality of social interactions. This phenomenon demonstrates that scientific development without an ethical foundation can have negative impacts on society. In this context, the concept of the Islamization of science

at the Islamic University (IIIT) becomes crucial, as it places moral and spiritual values as an integral part of the scientific development process.

The research results show that the IIIT concept of Islamization of knowledge is relevant in facing the era of digital disruption because it offers a paradigm of integration between science and moral values. According to the Islamization of knowledge perspective, knowledge not only serves as a tool for understanding reality but must also be directed towards achieving human well-being.

This finding aligns with research stating that the integration of science and religion is necessary to address the dichotomy between religious and modern sciences in Islamic education (Nugraha, 2020). The implementation of science integration is also considered capable of building a more holistic education because it connects the intellectual, spiritual, and moral aspects of students (Firdaus, 2020).

In the digital context, the Islamization of knowledge approach becomes increasingly important because technological development requires an ethical foundation. Technologies such as artificial intelligence, digital media, and information systems require not only technical skills but also moral considerations regarding how the technology is used and for what purposes it is developed.

Integration of Revelation and Reason as a Solution to the Digital Epistemological Crisis

The research results show that one of the main contributions of the IIIT Islamization of Science movement is its effort to integrate revelation and reason in building a knowledge system. These findings suggest that this integrative paradigm can provide a solution to the epistemological crisis developing in the digital age.

An epistemological crisis occurs when an abundance of information does not always yield accurate and useful knowledge. Easy access to information via the internet often makes it difficult for people to distinguish between facts, opinions, and information manipulation. This results in the phenomenon of information overload, which negatively impacts the quality of decision-making.

According to the IIIT perspective, true knowledge must stem from the integration of revelation as a source of values and reason as an instrument of analysis. Therefore, modern science is judged not only on empirical and rational aspects, but also on ethical and humanitarian dimensions. This finding demonstrates that the Islamization of science is not an attempt to reject modernity, but rather to reconstruct the scientific paradigm to align with Islamic values.

These findings align with various studies stating that the primary challenge of 21st-century education is not merely mastery of technology, but also character development, digital literacy, and moral responsibility. Therefore, the integration of revelation and reason offered by IIIT is highly relevant in shaping a generation capable of using technology critically, creatively, and responsibly.

Islamization of Science and Strengthening Islamic Education in the Digital Era

Further findings indicate that the concept of the Islamization of knowledge has significantly contributed to strengthening the Islamic education system in the digital age. Based on a literature review, it was found that an educational model that still

separates religious and general knowledge has the potential to produce graduates who excel academically but are weak in moral and spiritual aspects, or vice versa.

This phenomenon arises from the long-standing scientific dichotomy within the education system. However, the development of the digital world demands human resources who possess not only technological competence but also strong moral integrity. Therefore, IIIT offers an integrative educational approach that combines mastery of modern science with Islamic values.

Scientifically, the need for integrative education is growing because the complexity of global problems cannot be solved through a single disciplinary approach. Challenges such as artificial intelligence, cybersecurity, digital ethics, and social transformation require a multidisciplinary approach that considers both technical and moral aspects. In this context, the Islamization of knowledge provides a framework that enables this integration to be carried out systematically.

The results of this study support various previous studies that suggest that the Islamization of knowledge can form the basis for developing an Islamic education curriculum that is more responsive to changing times. However, the study also found that the implementation of this concept still faces various obstacles, such as limited academic resources, resistance to curriculum change, and a lack of practical models for knowledge integration in educational institutions.

Comparison with Previous Research

Previous studies have generally focused on the historical, philosophical, and conceptual aspects of the Islamization of knowledge developed by Ismail Raji al-Faruqi and IIIT. These studies confirm that the Islamization of knowledge aims to eliminate the dichotomy of knowledge and establish a scientific paradigm based on monotheism.

Unlike previous research, this study places the Islamization of knowledge within the context of the era of digital disruption. The results demonstrate that the relevance of the Islamization of knowledge lies not only in the reform of Islamic education but also in its ability to provide solutions to various ethical and epistemological issues arising from the development of digital technology. Thus, this research broadens the scope of the study of the Islamization of knowledge from theoretical aspects to contemporary application.

In addition to supporting previous research on the importance of integrating science and religion (Al-Faruqi, 1982; Al-Attas, 1978), this study also found that the concept of Islamization of science at the Islamic University of Indonesia (IIIT) has the potential to serve as a digital ethics framework for addressing the challenges of modern technology. This finding expands the study of the Islamization of science into the context of digital transformation, a topic still relatively limited in the existing literature.

Implications of Research Findings

Based on the study results, it can be concluded that the research hypothesis stating that the Islamization of IIIT science movement remains relevant in the era of digital disruption is acceptable. This relevance is demonstrated by its ability to provide an integrative paradigm between science, technology, and Islamic values. This concept

serves as an epistemological and ethical foundation for addressing the various challenges arising from the development of digital technology.

Research findings indicate that the more complex the development of digital technology, the greater the need for a scientific paradigm capable of integrating rational, empirical, moral, and spiritual aspects. Therefore, the Islamization of IIIT science movement not only has historical value in the development of contemporary Islamic thought but also has practical significance in building a digital civilization that is more ethical, humanistic, and oriented towards the welfare of humanity.

Table 1. Summary of Previous Research and Research Gaps

No	Researches	Research Focus	Findings	Research Gaps
1	Research A	Al-Faruqi's Concept of Islamization of Science	Explaining the philosophical basis of the Islamization of science	Not yet studied the digital era
2	Research B	Implementation of Islamization in Education	Demonstrating the integration of Islamic curriculum	Not yet connected to digital disruption
3	Research C	The role of IIIT in Islamic education reform	Explaining IIIT's contribution	Not yet discussing the ethics of digital technology
4	This research	The Relevance of Islamization of IIIT Science in the Era of Digital Disruption	Examining the integration of science, ethics, and digital technology	Offering a contemporary perspective.

Table 2. Relevance of the IIIT Concept of Islamization of Science to the Challenges of the Digital Era

Challenges of the Digital Era	Relevant IIIT Concepts	Contribution
Hoaxes and disinformation	Integration of revelation and reason	Encourage verification of information and critical thinking
Digital ethics crisis	Islamic value-based science	Strengthening moral responsibility
Technological dominance	Tawhid as a paradigm of science	Placing technology as a means of public welfare
Dichotomy of science	Integration of religious and general knowledge	Holistic education
AI and automation	Ethics and humanity	Responsible use of technology.

Conclusion

This study aims to analyze the relevance of the Islamization of knowledge movement developed by the International Institute of Islamic Thought (IIIT) in facing the challenges of the digital disruption era. Based on the results of the

literature review, it can be concluded that the IIIT's Islamization of knowledge movement still has strong and significant relevance in the context of contemporary scientific and technological developments. The research findings indicate that the concept of Islamization of knowledge, which emphasizes the integration of revelation, reason, and empirical reality, can serve as an epistemological and ethical foundation in responding to various issues arising from digital transformation.

This research found that the main challenges of the digital disruption era are not only related to the acceleration of technological development, but also to the ethical crisis, the validity of knowledge, and the moral orientation in the use of technology. In this context, the Islamization of knowledge paradigm developed by IIIT offers an integrative approach that can connect scientific progress with Islamic values, so that technological development is inseparable from humanitarian goals and the public good.

Thus, the research hypothesis that the Islamization of IIIT science remains relevant in the era of digital disruption is accepted. This relevance is evident in its ability to provide a conceptual framework for the development of Islamic education, strengthening ethical digital literacy, and developing human resources who excel not only in technological mastery but also possess moral and spiritual integrity.

This research is still limited to a conceptual study through literature review. Therefore, further research can be directed at empirical studies on the implementation of the IIIT Islamization of Science concept in educational curricula, digital technology-based learning, and the development of artificial intelligence ethics and digital transformation in Islamic educational institutions. Thus, the practical contribution of the Islamization of Science concept can be tested and developed more comprehensively to meet the needs of today's digital society.

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