

## THE INTERSECTION OF PHILOSOPHY OF SCIENCE AND CHRISTIAN RELIGIOUS EDUCATION: IMPLICATIONS FOR PRACTICAL VALUE

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### Abstract

This research examines the practical implications of integrating ethical values, spirituality and philosophical principles in Christian religious education. Through the perspective of philosophy of science, especially in relation to values and morals, this research assesses how Christian religious education can respond to the challenges of globalization and technological development, while avoiding mystical teachings and religious manipulation. The research uses a qualitative method. Analysis was conducted through case study studies supported by literature references to produce a holistic understanding of the integration of philosophy of science and Christian religious education. The results revealed that the interaction between the philosophical foundation of scientific inquiry and the transcendent moral, ethical, and spiritual dimensions has great potential to enhance the practical relevance, social impact, and holistic resonance of Christian religious education. A deep integration of the empirical domain and spiritual values can bridge the gap between scientific knowledge and the values of human life. This approach opens new avenues for the development of educational practices that are attuned to the moral and intellectual needs of a global society. Christian religious education needs to maintain its relevance in the modern era by balancing religious values, philosophy and science. Moral guidance from the Bible provides a key foundation for creating meaningful social impact and building a morally and intellectually balanced society. This integrative perspective brings synergy that enriches the empirical and experiential realms, while empowering individuals and communities holistically.

**Keywords:** *Religion, Christianity, Philosophy, Spiritual.*

### INTRODUCTION

The relationship between science and religion has been the subject of ongoing debate, with perceptions of conflict or independence often characterizing the prevailing narrative in Western discourse. However, the complexities of the contemporary era and the advancement of secular science demand a more nuanced understanding of this relationship, one that recognizes the potential for constructive dialogue and synergy between the domains of philosophy of science and religious education. This research explores the intersection between these two fields, focusing on the practical value implications that can arise from such an engagement.

The role of values in the scientific endeavor has been the subject of much philosophical inquiry and debate. While the empirical method of science is often touted as a value-neutral pursuit of objective truth, scholars argue that value judgments are inevitably involved in the process of scientific research and discovery (Rudner, 2022). As Barbour notes, prevailing views that support the hypothesis of independence or conflict between religion and science need to be reconceptualized, especially in light of the complex dilemmas and challenges presented by the contemporary era. Indeed, the concept of science itself has become “contested territory,” as Sardar observed, underscoring the need to revisit and critically examine the foundations, assumptions, and implications of scientific endeavors (Dalton, 2007).

Interestingly, the philosophical evolution of the human science paradigm in the works of Dilthey, Husserl, Heidegger, and their protégés provides an alternative view of understanding that challenges the blanket application of natural science epistemology to the complexities of human affairs (Tieszen, 2005). This shift in perspective has set the stage for a more nuanced dialogue between science and religion, one that recognizes the richness of human rationality and the potential overlap between these two modes of reflection.

The intersection between philosophy of science and Christian religious education is a crucial area of inquiry, as it has the potential to yield valuable insights into the practical values that can shape and inform scientific and religious practice (Paiva et al., 2022). The intersection between philosophy of science and Christian religious education is a crucial area of inquiry, as it has the potential to yield valuable insights into the practical values that can shape and inform scientific and religious practice. This intersection is fertile ground for exploring the synergies and tensions between the empirical methods of science and the spiritual foundations of Christian religious education (Billingsley et al., 2021). By examining the philosophical underpinnings of these two domains, scholars can uncover common ground and different perspectives that ultimately influence the practical application of scientific findings and religious teachings in the lived experience of individuals and society. Engaging in this interdisciplinary dialog can lead to a more comprehensive understanding of how values, ethics, and moral frameworks can be integrated into the pursuit of knowledge and the development of faith, ultimately increasing the relevance and impact of scientific and religious endeavors in the modern world (Reich, 2008).

Engaging in this interdisciplinary dialog can result in a more comprehensive understanding of how values, ethics, and moral frameworks can be integrated into the pursuit of knowledge and the development of faith (Haluza-DeLay, 2014), ultimately increasing the relevance and impact of scientific and religious endeavors in the modern world. This dialogue has the potential to uncover meaningful synergies between the empirical methods of science and the spiritual foundations of Christian religious education, encouraging a more holistic approach to addressing the complex needs and lived experiences of individuals and society. By examining the philosophical underpinnings and epistemic foundations of these distinct yet interrelated domains, scholars can identify common ground, points of convergence, and areas of divergence that can inform the practical application of scientific findings and religious teachings. Through this integrative approach, the intersection between philosophy of science and Christian religious education can yield valuable insights into how ethical principles, moral considerations, and transcendent spiritual perspectives can be woven more seamlessly into the search for objective truth and faith development, ultimately strengthening the social relevance and real-world impact of scientific and religious endeavors in the contemporary world. The intersection of philosophy of science and Christian religious education is a rich and multifaceted area of inquiry, potentially yielding invaluable insights into how ethical principles, moral considerations, and transcendent spiritual perspectives can be woven more seamlessly into the search for objective truth and faith development. This interdisciplinary dialogue offers a unique opportunity to uncover meaningful synergies between the empirical methods of science and the spiritual foundations of Christian religious education, encouraging a more holistic and integrated approach to addressing the complex needs and lived experiences of individuals and society.

By closely examining the philosophical underpinnings and epistemic foundations of these distinct yet interconnected realms of human knowledge and experience, scholars can identify common ground, points of convergence, and areas of divergence that can inform the practical application of scientific findings and religious teachings. This integrative approach has the power to strengthen the social relevance and tangible impact of scientific and religious endeavors in the contemporary world, as values, ethics, and moral frameworks become more organically and meaningfully woven into the pursuit of objective truth and the development of faith. Through this rich and nuanced dialogue, researchers and practitioners can uncover new ways to align the empirical rigor of science with the transcendent wisdom of religious traditions, ultimately enhancing the capacity of both domains to address the multifaceted challenges and aspirations of the human condition.

The intersection of philosophy of science and Christian religious education is fertile ground for the development of innovative frameworks and approaches that can positively shape the trajectory of scientific and religious practices, empowering them to be more responsive, relevant and impactful in the modern era. By examining the philosophical underpinnings and epistemic foundations of these distinct yet interrelated domains, scholars can uncover meaningful synergies, identify common ground, and address areas of difference. This interdisciplinary dialogue has the potential to foster a more holistic integration of values, ethics and moral considerations into the search for objective truth and the development of spiritual faith. Through this integrative approach, the practical applicability and tangible impact of scientific and religious endeavors can be significantly enhanced, strengthening their social relevance and capacity to address the complex needs and lived experiences of individuals and communities in the contemporary world (Katz, 2002). By bridging the gap between the empirical methods of science and the transcendent wisdom of religious traditions, this intersection is fertile ground for developing innovative frameworks and approaches that can positively shape the trajectory of scientific and religious practices, empowering them to be more responsive, relevant, and impactful in addressing the multifaceted challenges and aspirations of the modern era.

## **METHOD**

This research uses qualitative research which is a procedure for producing descriptive data. By using qualitative research, it is hoped that researchers will be able to produce in-depth descriptions related to speech, writing, and a behavior observed both from groups, individuals, and community groups. By using qualitative research, the author can describe the data in descriptive form and the answers to a study can occur and be analyzed properly. The data collection method in this research is to use secondary data. Secondary data and primary data selected are derived from accurate data such as books, e-books, journals, and articles originating from trusted publications with the collection of data through secondary data and after that the author analyzes the case study raised and strengthened by various secondary data that has been collected.

This research process is a qualitative research method, in which researchers collect various information or data derived from secondary data and primary data. After that, secondary data and primary data that have been collected, this can be used as sentences per paragraph and researchers conduct an analysis related to the title that has been proposed. With this analysis, the analysis can be linked using the references that have been collected. Therefore, the existence of this process through various literature collected and conducting an analysis, this can make it easier for researchers to find out the conclusions of the research.

## **RESULTS AND DISCUSSION**

Christianity through educational science efforts must be able to ensure itself not to be able to provide material benefits to its adherents, where the sacrifices of people who have proven that there is hope regarding the hidden treasure of heaven which can be proven by Martin Luther's criticism of the Catholic Church's power over the sale of indulgences. And as a science, Christian Religious Education is needed to be able to keep away from various mystical teachings that can give rise to various spiritual fears, be it the dualism of good and bad that occurs deterministically. Due to the fear that arises, it will cause humans to believe in everything young and ultimately result in the formation of manipulation of the beliefs that are adhered to. Therefore, the role of the philosophy of Christian education is very important to be able to build a foundation as a strategy to be able to test the understanding, views, and truths that continue to develop today. Based on the explanation of Marx, it has explained that the emergence of world religions today, one of which is Christianity, requires serious attention to be able to balance between the social reality of society and empirically formed experiences.

In addition, Christian Religious Education is also needed to be able to ensure that there is a good scientific basis in every aspect both in philosophical and concrete aspects to be able to avoid the form of addiction to various wrong teachings and being trapped in various mystical doctrinal concepts to be overcome as soon as possible. Due to the entry of the current era of globalization, namely the growing technological capabilities, the educational aspect is an aspect that has a full center of attention to be able to always balance between religion and be able to follow the phenomena that are currently forming in the social order (Sidabutar, 2020). In addition, Christian education is also a religion that has a two-sided term and has stated that there are two points of reference that must always be remembered and can be linked to various other relationships. Since Christian education is a form of service provided to a group of people, like any other education, it must rely on an understanding of personality traits. With the formation of an education, this condition can be a form of direction as a process towards development that can achieve certain goals. This is because every goal achieved always leads to the process of human development towards God's purpose for humans. "In order to become Christ, efforts are needed to complete each individual based on good deeds done" (2 Tim 3:17). And through education, in general, it will begin with several stages, including physical birth first, and Christian education will begin with spiritual birth where the life of God will be communicated to the soul. Through Christian education, this can create the necessary awareness of God and the various words that have been formed. And based on Little's Philosophy of Christian Education, it explains that Christian education is two-sided and implies that there are two points of reference that must always be kept in mind and brought into proper relationship with each other. And this is a form of education that must be able to involve natural elements in it.

With this effort, it can form a certain body by applying the values and perspectives that a person has through the research objectives involved. This is because Christian education is generally different from other education. Christian education is more open in providing services to people. For example, any education should be able to rely on any understanding of personality traits. And there is any kind of education that is aimed at humans to be able to achieve goals as a form of relationship related to interests and abilities. Therefore, the existence of a Christian philosophy of education is similar in that it is largely based on theology and church tradition through consideration of comparative data from other general education sources such as psychology, sociology, and anthropology. Christian education has also explained that with the passage of time, there will be growth and change in every aspect,

one of which is education. And in order to ensure that this education is not misused, one of which is Christian Education to be implemented to the fullest, every believer needs to be able to make this education have an orientation towards humans. And there are efforts that can be implemented to ensure that Christian education can be implemented properly through the following various efforts, including:

- a. Christian education is very important for Christians because God Himself wants them to learn, be good witnesses, and live according to God's will. Christian education is an important way to improve and prosper human life, which is the implementation of knowing the Lord Jesus Christ.
- b. As stated in the Bible, the provision of education is a command from God that must be carried out by those chosen to be involved in the provision of Christian education. Most passages in the Bible clearly indicate that Christian education is the responsibility of everyone who follows Christ. Christian education aims to improve the quality of human life spiritually and intellectually.
- c. Christian education must be organized in an appropriate manner. The Bible provides the basis for the standard of Christian education. It must be holy, firm, but still in a loving, pleasant, and consistent atmosphere. Human knowledge is never complete. This notion suggests that Christian education is lifelong learning.
- d. God will enter, assist, bless, and be directly involved in Christian education. The ultimate source of knowledge is God Himself through His word. God will help and equip educators to be capable and successful in doing their job to the best of their ability. God will also help students to be able to understand, accept, live, and properly implement every lesson taught by educators.

Christian education assumes that there is growth and change that is formed like any other education that requires various understandings to be able to shape the process of human development. Therefore, it is imperative that Christian education is carried out in a way that is in line with the objectives that will have a positive impact on a group of people by serving everyone in the Christian education environment. In various verses in the Bible, it has been explained that Christian education has a full responsibility towards every follower of Christ and through this Christian education can strive to improve the quality of human life both spiritually and intellectually (Reyna Nurani Siregar Lete & Mozes Lawalata, 2024). And with this condition, it indicates that the implementation of Christian education is required to be carried out in a balanced manner and not to the detriment of one aspect. The balance between religion and philosophy has a very crucial role because it can be a foundation in shaping the behavior of the moral system implemented by a group of people.

This condition has resulted in the need for a philosophical foundation to emerge as a basis for implementing Christian Religious Education as a science. In Psalm 119:105, it has been explained that the purpose of education is a form of lamp that can be the basis of every people in spreading goodness. Pazmino has explained that basically the essence of Christian Religious Education can explain related to life and human existence that can be connected to God as the creator. This effort has been explained in Acts 17: 28. And the basic foundation of this implementation can be a form of application of Christian education itself as a basic form of achieving the goals of human life (Balol & Zega, 2024). Because basically the practice of Christian education must be able to provide a variety of strong guidelines as the direction of the journey of human life that always remembers God in every activity carried out in the contemporary era today (Tarigan & Naibaho, 2023). And in practice, Christian Religious Education has five concepts that must be understood, including understanding of God, understanding of humans, about the universe, about the truth, about the ethic:

### **Understanding of God**

In the Bible, it is explained that God is the creator of all things; therefore, it is necessary to use the prefix "Maha" when referring to God because God has created all creatures on earth and humans can recognize God himself in Jesus Christ, who is an inseparable person from the triune God, namely God to become human. Which Jesus Christ always ensures the salvation of his people and also the new birth of the Holy Spirit.

### **Understanding of Humans**

Christian Religious Education also focuses on efforts to be able to form community groups to be able to understand each other as an effort to prevent the formation of disputes between people. Because humans are living creatures that have their own uniqueness. At the beginning of creation, God also created humans in a predetermined level of order. Therefore, humans have been in a level of position under God. And this condition must make humans always obey God to obtain grace, thought. And knowledge that comes from God and can have a positive influence on a group of other humans. Because until now there is a phenomenon where a group of humans always have traits



that can harm other groups of humans such as selfishness, materialism and also pleasure by not considering the prohibitions set by God.

### **About the Universe**

All living things have been created by God perfectly and in such a way, one of which is nature which has been created by God in accordance with established natural laws. Nature was created by God to be able to ensure the sustainability of human life can be formed properly. Therefore, every human being is required to maintain environmental conditions and preserve all of God's creations as well as possible. Because if humans commit various forms of sin, nature will also be affected by the sins that have been committed and result in humans and nature being damaged. Therefore, God always provides guidelines for all human beings to be able to maintain the sustainability of all his creations properly and correctly.

### **About the Truth**

Indeed, the truth always comes from God. Because God has given true truth to be implemented properly. And the source of God's truth has been contained in the Bible which explains that all world truths must be tested with God's truth. And this condition will be difficult for every human being to be able to implement the real truth unless there is a condition where a group of humans always wants to continue to struggle to be able to provide understanding to a group of humans and basically be able to glorify God as a form of effort to improve the quality of life of every living being, one of which is humans through the guidance of the truth that has been conveyed.

### **About Ethic**

The form of practice that should be done to be able to implement Christian Religious education well in the current era is that every human being is also required to be able to pay attention to the moral standards that must be applied. And this moral standard must be carried out based on the word of God and the characteristics possessed by Jesus Christ because in Christian ethics there are various standards to be able to implement character as a basis for efforts to create a positive impact on all human daily life. The intersection between philosophy of science and Christian religious education is a complex and multifaceted domain of inquiry, with the potential to yield valuable insights into practical values that can inform scientific and religious practice in meaningful and impactful ways. By closely examining the philosophical underpinnings and epistemic foundations of these two distinct yet interconnected realms of human knowledge and experience, scholars can uncover common ground, points of convergence, and areas of divergence that ultimately influence the real-world applicability and social relevance of scientific findings and religious teachings. This interdisciplinary dialogue promises a more holistic and nuanced understanding of how transcendent spiritual perspectives, ethical principles, and moral considerations can be more seamlessly integrated into the rigorous pursuit of objective truth as well as the development of deep faith, ultimately enhancing the overall impact, responsiveness, and social resonance of scientific and religious endeavors in the contemporary world (Dupuis, 2004).

This interdisciplinary dialogue between philosophy of science and Christian religious education promises a more holistic and nuanced understanding of how transcendent spiritual perspectives, ethical principles, and moral considerations can be more seamlessly integrated into the rigorous pursuit of objective truth and the development of deep spiritual faith. By bridging the gap between the empirical methods of science and the deeper wisdom of religious traditions, this intersection is fertile ground for developing innovative frameworks and approaches that can positively shape the trajectory of scientific and religious practices, empowering them to be more responsive, relevant and impactful in addressing the multifaceted challenges and aspirations of the modern era. Ultimately, these integrative approaches have the potential to enhance the overall impact, social relevance, and real-world resonance of scientific and religious endeavors in the contemporary world, as values, ethics, and moral frameworks become more organically and meaningfully intertwined in the pursuit of objective knowledge and the development of deep spiritual faith (Neiman, 1999).

The intersection of philosophy of science and Christian religious education represents a complex and multifaceted domain of inquiry, with the potential to yield valuable insights into practical values that can inform and shape both scientific and religious practice (Paiva et al., 2022). By closely examining the philosophical underpinnings and epistemic foundations of these two distinct yet interrelated realms of human knowledge and experience, scholars can uncover common ground, points of convergence, and areas of divergence that ultimately influence the real-world applicability and social relevance of scientific findings and religious teachings (Billingsley et al., 2021). This interdisciplinary dialogue promises a more holistic and nuanced understanding of how transcendent

spiritual perspectives, ethical principles, and moral considerations can be more seamlessly integrated into the rigorous pursuit of objective truth as well as the development of deep faith, ultimately enhancing the overall impact, responsiveness, and social resonance of scientific and religious endeavors in the contemporary world (Reich, 2008). By exploring the philosophical underpinnings and epistemic foundations of these two distinct yet interrelated realms of human knowledge and experience, scholars can uncover common ground, points of convergence, and areas of divergence that ultimately influence the practical application and real-world implications of scientific findings and religious teachings.

This interdisciplinary dialogue promises a more holistic and nuanced understanding of how values, ethics, and moral frameworks can be integrated into the pursuit of objective truth as well as the development of spiritual faith, ultimately enhancing the relevance, impact, and social resonance of scientific and religious endeavors in the contemporary world. At the heart of this intersection lies the complex and multifaceted question of the role of values in scientific endeavors (Haarsma et al., 2019). While the empirical method of science is often upheld as a value-neutral pursuit of objective truth, scholars argue that value judgments are inevitably involved in the process of scientific research and discovery. As Barbour notes, prevailing views that support the hypothesis of independence or conflict between religion and science need to be re-conceptualized, especially in light of the complex dilemmas and challenges presented by the contemporary era. Indeed, the concept of science itself has become “contested territory,” as Sardar observed, underscoring the need to revisit and critically examine the foundations, assumptions, and implications of scientific endeavors (Galindo, 2001).

As Barbour notes, prevailing views that support hypotheses of independence or conflict between religion and science need to be fundamentally reconceptualized, especially in light of the complex dilemmas and multifaceted challenges presented by the contemporary era (Stenmark, 2018). The traditional dichotomy that has long characterized the relationship between these two realms of human knowledge and experience must be critically examined and reframed, as the realities of the modern world require a more nuanced and integrative understanding of their intersection and potential synergies. Indeed, the concept of science itself has become a highly contested territory, as Sardar observes, which underscores the urgent need to revisit and thoroughly scrutinize the philosophical foundations, core assumptions, and far-reaching implications of scientific endeavors. This re-evaluation is critical to aligning the pursuit of empirical knowledge with the moral, ethical and spiritual values that shape and inform human experience.

This reassessment is critical to aligning the pursuit of empirical knowledge with the moral, ethical, and spiritual values that shape and inform human experience (Amriani et al., 2023). By taking a close look at the underlying philosophical framework, core assumptions, and far-reaching implications of scientific endeavors, scholars can uncover meaningful opportunities to integrate ethical principles, moral considerations, and transcendent spiritual perspectives into the scientific process more seamlessly (Al-Hamad, 2020). This integrated approach promises to increase the practical relevance, societal impact, and holistic resonance of scientific research and discovery. Rather than viewing the search for objective truth in isolation, this reappraisal can lead to the development of scientific practices and applications that are more attuned to the values, well-being, and lived experiences of individuals and communities, ultimately strengthening the symbiotic relationship between the empirical methods of science and the deeper dimensions of human existence.

Equally important is the need to critically examine the role of values, ethics and spirituality in the realm of Christian religious education. As Adorno, Nasr, and others have noted, modern science is often perceived as a purely secular and value-neutral endeavor, devoid of deeper spiritual considerations and ethical frameworks (Rahman, 1988). This misconception has contributed to the perpetuation of a false dichotomy between science and religion, which implies not only differences, but also separation and even inherent contradictions between these two areas of human knowledge and experience. However, a more nuanced understanding of the relationship between science and religion can shed light on the potential for constructive dialog, mutual enrichment, and the integration of values, ethics, and spirituality into the pursuit of scientific understanding.

By critically examining the underlying philosophical framework, core assumptions, and far-reaching implications of scientific endeavors, scholars can uncover valuable opportunities to align empirical knowledge with the moral, ethical, and transcendent spiritual perspectives that shape and inform human experience. This integrated approach promises increased practical relevance, social impact, and holistic resonance of scientific research and discovery, ultimately strengthening the symbiotic relationship between the empirical methods of science and the deeper dimensions of human existence. This integrated approach promises increased practical relevance, social impact, and holistic resonance of scientific research and discovery. By bridging the gap between empirical knowledge and the moral, ethical, and transcendent spiritual perspectives that shape human experience, this

integrative approach can lead to the development of scientific practices and applications that are more aligned with the values, well-being, and lived realities of individuals and communities. This integrated approach promises to increase the practical relevance, social impact and holistic resonance of scientific research and discovery. By bridging the gap between empirical knowledge and the transcendent moral, ethical and spiritual perspectives that shape human experience, this integrative approach can lead to the development of scientific practices and applications that are better aligned with the values, well-being and lived realities of individuals and communities. It can foster a deeper integration of scientific inquiry and moral-ethical considerations, opening new avenues for collaborative exploration, practical application, and transformative change that better resonate with the diverse needs, values, and experiences of individuals and communities around the world. As such, this approach has the potential to strengthen the symbiotic relationship between the empirical methods of science and the deeper dimensions of human existence, ultimately enriching both fields and increasing their collective impact on society. As such, this approach has the potential to strengthen the symbiotic relationship between the empirical methods of science and the deeper dimensions of human existence, ultimately enriching both fields and increasing their collective impact on society. As such, this approach has significant potential to strengthen the symbiotic and mutually enriching relationship between the empirical methods of science and the deeper dimensions of human existence, such as moral, ethical and transcendent spiritual perspectives.

This integrated approach can lead to the development of scientific practices and applications that are better aligned with the values, well-being, and lived realities of individuals and communities, ultimately increasing the practical relevance, social impact, and holistic resonance of scientific research and discovery. By bridging the gap between empirical knowledge and the moral, ethical, and experiential aspects of human experience, this integrative perspective can create a virtuous cycle that elevates both the empirical and experiential realms, opening new avenues for collaborative inquiry and transformative change that can collectively enrich and empower society. By bridging the gap between empirical knowledge and the transcendent moral, ethical and spiritual perspectives that shape human experience, this integrative approach can lead to the development of scientific practices and applications that are more aligned with the values, well-being and lived realities of individuals and communities. This can further enhance the practical relevance, social impact, and holistic resonance of scientific research and discovery, creating a win-win cycle that elevates the empirical and experiential aspects of human understanding and opens new avenues for collaborative inquiry and transformative change.

By bridging the gap between empirical knowledge and the transcendent moral, ethical and spiritual perspectives that shape human experience, this integrative approach can open new avenues for collaborative inquiry and transformative change. This approach has the potential to foster the development of scientific practices and applications that are more aligned with the values, well-being and lived realities of individuals and communities, ultimately enriching the empirical and experiential domains and increasing their collective impact on society.

## **CONCLUSION**

The interaction between the philosophical foundations of scientific inquiry and the transcendent moral, ethical, and spiritual dimensions of human existence has great potential to enhance the practical relevance, social impact, and holistic resonance of scientific research and discovery. Deep interactions and synergies between the philosophical foundations that inform and guide scientific inquiry, and the rich and multifaceted transcendent moral, ethical, and spiritual dimensions that shape and define human experience, have great potential to enhance the practical relevance, societal impact, and holistic resonance of scientific research and discovery. By bridging the gap between the realm of empirical knowledge and the deeper realm of human values, beliefs and lived realities, this integrative approach can open new avenues for the development of scientific practices and applications that are more attuned to the diverse needs, perspectives and aspirations of individuals and communities around the world.

This symbiotic relationship between the empirical and the experiential has the power to create a cycle of mutual enrichment, elevating both the rigorous methods of science and the profound depth of human experience, ultimately increasing the collective impact and transformative potential of scientific inquiry to positively shape the lives of people and communities around the world. And this integrative approach can lead to the development of scientific practices and applications that are better aligned with the values, well-being and lived realities of individuals and communities. This integrated perspective can create a win-win cycle that elevates the empirical and experiential realms, opening new avenues for collaborative exploration, practical application and transformative change that can collectively enrich and empower society. It promises to strengthen the symbiotic relationship between science and the broader human experience, ultimately increasing the collective impact and relevance of scientific research and discovery.

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