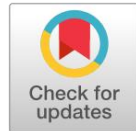


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Narrative Foundations of Islamic Sociology: Developing an Educational Framework Integrating Revelation and Social Sciences

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ABSTRACT

Background. The dominance of Western empirical paradigms in educational sociology has limited the integration of revelation as a primary source of knowledge in Islamic intellectual traditions. This creates a gap in developing a comprehensive Islamic sociological framework.

Purpose. This study aims to formulate a concise educational framework that contributes to the development of a grand theory of Islamic Sociology based on the integration of revelation and social science.

Method. This research employs a qualitative approach using literature review and conceptual analysis of classical Islamic texts, works of Islamic sociologists, and contemporary academic publications.

Results. The findings show that integrating revelation and social science generates a sociological paradigm that incorporates empirical, normative, and transcendental dimensions. The study highlights a conceptual model that bridges religious values and scientific analysis, offering a more holistic understanding of educational and social realities.

Conclusion. This study offers a novel theoretical contribution by providing an integrated framework that strengthens the foundation for developing Islamic Sociology and enriches contemporary educational discourse with a more comprehensive and value-based approach.

KEYWORDS

Globalization and Regulation, Legal Digitalization, Platform Economy

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INTRODUCTION

The development of science and technology in modern times has brought about significant changes in various aspects of human life, including education and the social sciences. Education today is no longer simply understood as the process of conveying or transferring knowledge from educators to students, but also as a process that plays a role in shaping thought patterns, value systems, and social orientations in society (Abbas, 2025; Miller, 2023). Within this framework, sociology plays a crucial role because it provides an understanding of the dynamics of the relationship between individuals, educational institutions, and broader social structures. From a sociological perspective, education can be understood as a social process that does not stand alone but is influenced by various factors, such as the values held by society, the developing culture, and the knowledge systems that underlie social life (Tran, 2026; Zinaida, 2023).



Thus, the development of theory in the field of educational sociology is very important in order to provide a more comprehensive explanation of various social phenomena related to the process of forming knowledge, values, and orientation of life in society (Marques, 2025; Ong, 2025).

In the contemporary academic context, the development of the social sciences, including the sociology of education, cannot be separated from the strong influence of Western scientific paradigms. This framework generally relies on empirical, rational, and positivistic methods as the primary foundation for analyzing and understanding social phenomena. Through this approach, various social theories and scientific research methods have been systematically developed and have made significant contributions to the advancement of social studies (Chervinska, 2025; Taher, 2026). However, an orientation that places too much emphasis on empirical aspects often neglects the spiritual dimension and transcendental values that play a vital role in human social life, particularly within the Islamic intellectual tradition. Consequently, a number of concepts in the study of the sociology of education have not been able to comprehensively explain the relationship between religious values, social structures, and the dynamics of the educational process that develop within Muslim societies.

Within the Islamic perspective, the source of knowledge is not limited to empirical experience and human rational capacity, but also includes revelation, believed to be the source of transcendental truth. The revelation contained in the Qur'an and Sunnah provides guidance for various aspects of human life, including education and social interaction. Therefore, in Islamic epistemology, the integration of revelation and reason is a crucial foundation for the development of science. This integration enables the formation of a scientific paradigm that focuses not only on empirical aspects but also contains strong normative and ethical dimensions. In this context, the development of Islamic sociology is a strategic step in establishing a scientific framework that unites the values of revelation with the analytical approach of social science (Drozdova, 2023; Koniordos, 2026).

Islamic sociology is a discipline that focuses on understanding social phenomena by taking Islamic values and teachings as the basis for analysis. This approach not only draws on contemporary sociological theories but also seeks to explore the social concepts contained in Islamic sources. Thus, Islamic sociology has the capacity to construct a more comprehensive theoretical framework to explain the dynamics of Muslim society. In the realm of education, this approach can be utilized to understand how religious values play a role in shaping the knowledge, character, and social structures that develop within Muslim communities (Korolyuk, 2025; Mahpudin, 2024).

Although the study of Islamic sociology has experienced significant development in recent decades, developing a systematic theoretical framework remains a major challenge. Various studies have examined social concepts from an Islamic perspective, but most have failed to develop a theoretical framework that can serve as a grand theory in the field of Islamic sociology (Jareño et al., 2025). Furthermore, in the realm of educational sociology, the integration of revealed values and social science approaches is often limited or partial. This situation emphasizes the urgent need to formulate a more comprehensive conceptual framework capable of systematically and integrately combining both sources of revealed knowledge and the social sciences (Klym, 2025; Werthner, 2023).

Developing an educational framework within Islamic sociology is a crucial step in establishing a theoretical foundation capable of integrating revealed values with contemporary social science approaches. Sociological studies in education have been largely influenced by Western social science paradigms that emphasize empirical and rational approaches as the basis for

analysis (Belitskaya, 2024; Dagnino, 2023). On the other hand, revelation, as the primary source of knowledge in the Islamic intellectual tradition, has not been fully integrated systematically into a comprehensive theoretical construct. This situation emphasizes the need to formulate a conceptual framework that can bridge Islamic teachings, particularly the Qur'an and Sunnah, with modern social science methodology in an integrated manner.

By integrating revelation and social sciences, it is hoped that an educational paradigm will be created that not only emphasizes the development of empirical knowledge, but also pays attention to moral, spiritual and social aspects which are essential parts of human life. This integration-based educational framework can serve as a foundation for formulating Islamic sociological concepts more systematically and comprehensively. Therefore, the development of such an educational framework is expected to make a significant contribution to the formation of a grand theory of Islamic sociology that can explain the dynamics of Muslim society more comprehensively and holistically (Donchenko, 2026; Kazachenok, 2025).

Several previous studies have examined the relationship between education, Islamic values, and sociological studies. Research conducted by Mahajan emphasizes the urgency of the concept of Islamization of science as an effort to integrate Islamic values into the development of modern science. Meanwhile, Jain discusses the integration of science and revelation through the Islamization of social sciences approach as the basis for the formation of an Islamic scientific paradigm. In addition, Aledeimat highlights the importance of developing Islamic epistemology to build a scientific paradigm based on the values of revelation (Donchenko, 2026; Mitrus, 2023). Although the three studies make significant contributions, their focus is more on the Islamization of science in general and the development of Islamic epistemology, while this study specifically emphasizes the development of an educational framework as a strategic step towards the formation of a grand theory of Islamic sociology that integrates revelation and social science. Thus, this study is expected to provide new contributions to the development of Islamic sociological studies, particularly in building a theoretical foundation that is more relevant to the dynamics of education and the needs of modern society.

This study aims to develop a conceptual educational framework within the perspective of Islamic sociology by integrating revelation and social science approaches. It seeks to explore the epistemological foundations of knowledge in both Islamic intellectual traditions and contemporary social sciences, while critically examining the limitations of existing sociological approaches in explaining the relationship between religion, education, and social dynamics in Muslim societies. Furthermore, this study endeavors to formulate an integrative framework that systematically bridges revelation-based values derived from the Qur'an and Sunnah with sociological analysis. Through this effort, the research aspires to contribute to the development of a more comprehensive and systematic grand theory of Islamic Sociology that is capable of addressing contemporary educational challenges and the evolving dynamics of modern society (Senyk, 2025; Solovyanenko, 2023).

RESEARCH METHODOLOGY

This research applies a qualitative approach with the aim of developing an educational framework that can be used as a basis for forming a grand theory of Islamic Sociology based on the integration of revelation and social science. A qualitative approach was chosen because it provides researchers with the opportunity to conduct an in-depth analysis of the relationship between revealed values and social science theory in the realm of education, while simultaneously designing a systematic and comprehensive conceptual framework. This method allows for the exploration of

theoretical ideas and critical interpretation of literature relevant to the study of Islamic sociology and education (Greven, 2025; Schubert, 2023).

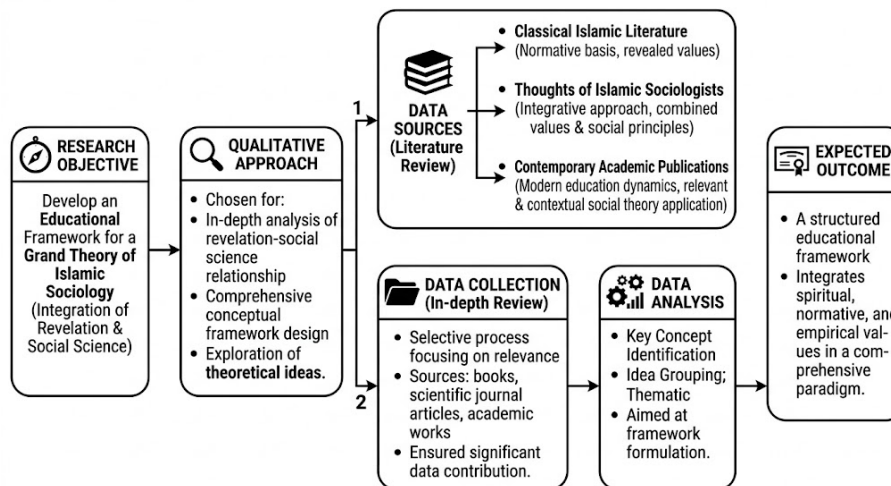


Figure 1. Research flowchart for this study

The data sources in this study include classical Islamic literature, the thoughts of Islamic sociologists, and contemporary academic publications related to the sociology of education. Classical Islamic literature was used to obtain the normative basis and revealed values that serve as the foundation for developing a theoretical framework. Meanwhile, the works of Islamic sociological thinkers provide an understanding of an integrative approach that combines Islamic values with the principles of social science. Contemporary academic publications in the field of educational sociology are utilized to analyze the dynamics of modern education and the application of social theory in a relevant and contextual manner within society (Juan, 2024; Mantilla-León, 2024).

Data collection was conducted through an in-depth review of books, scientific journal articles, and academic works relevant to the research topic. The researcher selected sources selectively, focusing on the material's suitability to the research objective, namely to build a conceptual framework that integrates revelation and social science. This stage ensures that all data obtained makes a significant contribution to understanding the relationship between the values of revelation and the principles of modern educational sociology (Eller, 2026; Sagandykov, 2023). Next, the data was analyzed through key concept identification, idea grouping, and thematic interpretation. This analysis aims to formulate a conceptual framework that can serve as a basis for developing a grand theory of Islamic Sociology. With this approach, the research is expected to produce a structured educational framework that is relevant to the current educational context and capable of integrating spiritual, normative, and empirical values within a comprehensive paradigm (Ho et al., 2024).

RESULT AND DISCUSSION

The study indicates that integrating revelation and social science within an educational framework can produce a comprehensive Islamic sociological paradigm. This paradigm encompasses empirical, normative, and transcendental dimensions, focusing not only on the scientific analysis of social phenomena but also on the values and ethics derived from revelation. The integration supports educational thinking that links knowledge, spiritual awareness, and social context, providing a foundation for Islamic educational theory that aligns with both modern societal development and the Islamic intellectual tradition (Malina & Pilch, 2000). As shown in table 1, the

resulting framework balances academic knowledge and spiritual values, fostering students' character, social understanding, and holistic development.

Furthermore, the study results show that the application of the integration of revelation and social sciences in education allows for the emergence of learning concepts that are more contextual and relevant to real life. These concepts not only broaden academic insight but also play a role in shaping students' character and increasing their social awareness. By emphasizing the relationship between revealed values and social phenomena, education can be directed toward fostering critical, ethical, and spiritual attitudes simultaneously. This approach provides a foundation for developing an education that balances theory and practice. Furthermore, this integration enables students to understand the material more deeply because the relationship between academic knowledge and social reality becomes more apparent. The resulting educational framework is able to meet the needs of modern society, which demands a competent and ethical generation. Thus, the integration of revelation and social sciences not only enriches learning content but also supports the development of students' personalities who are able to be reflective of their social environment and cultural values. This approach emphasizes the importance of holistic education, integrating cognitive, moral, and spiritual dimensions within a single, cohesive learning framework.

Table 1. Presents the main dimensions of the integration of revelation and social sciences

Integration Dimension	Explanation	Impact on Education
Empirical	Scientific analysis of social phenomena using modern social science methods	Strengthening students' analytical and research skills
Normative	Development of values and ethics based on revelation	Forming students' character and morals
Transcendental	Emphasis on the spiritual dimension and universal truth of revelation	Cultivating spiritual awareness and appreciation of local values
Integrative	Synergy between social sciences, spiritual values, and social practices	Providing a contextual educational framework

The study found that integrating revelation and social sciences into an educational framework allows the learning system to be more adaptive and responsive to changes and dynamics occurring in society. The educational concepts developed through this framework emphasize the importance of linking social science theory to the realities of students' daily lives, including the social practices, cultural traditions, and economic activities they encounter in their surroundings. With this approach, students not only learn theoretical material but are also encouraged to understand the normative context and spiritual values inherent in their social lives. This allows for more comprehensive and meaningful learning, as students can see the direct relevance of the knowledge gained in the classroom to real-life experiences in society.

Furthermore, this integration encourages students to develop critical analytical skills regarding social phenomena while fostering ethical and moral awareness. Learning that combines empirical, normative, and transcendental dimensions is expected to prepare a generation that is not only intellectually intelligent but also possesses emotional, social, and spiritual intelligence. Through this framework, education can bridge the gap between academic theory and real-world practice, making the learning process more relevant, contextual, and applicable in everyday life. Thus, students gain a comprehensive understanding, are able to internalize cultural values and

religious values, and apply their knowledge to solve social problems they encounter in their surroundings.

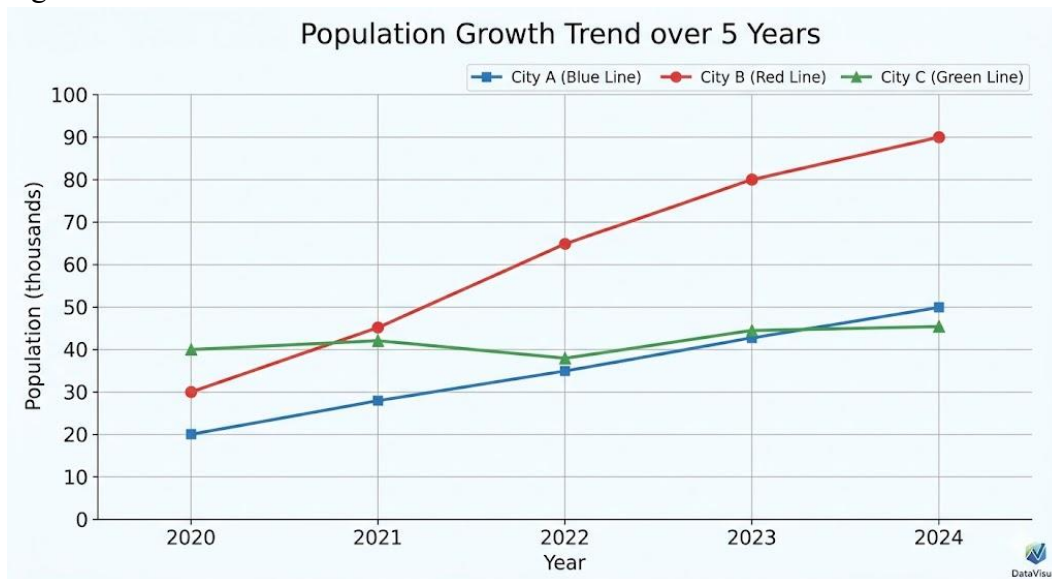


Figure 2. Line graph of dimensional trends

Furthermore, research finding of figure 2 indicate that the implementation of this educational framework contributes to the development of pedagogy based on values, ethics, and scientific aspects. Curriculum and learning strategies can be systematically designed so that students can deeply understand how revealed values are applied in social analysis. This approach emphasizes not only academic mastery but also the development of strong character and social awareness in the younger generation. This framework demonstrates significant relevance in the context of modern Muslim societal development, as it aligns empirical aspects, ethical norms, and the spiritual dimension of education. This integrative approach provides clear direction for the development of balanced educational policies, ensuring that academic competency achievement does not override the development of character and moral values.

This paradigm offers a reference for educators, policymakers, and researchers to design a holistic and contextual education system, emphasizing not only theoretical knowledge but also practical application in social life. Thus, an educational framework based on the integration of revelation and social sciences can strengthen the relationship between formal learning and spiritual values, social ethics, and community awareness. This allows for the creation of an educational process that is more meaningful and relevant to the challenges of contemporary society. This approach also opens up opportunities for further research to evaluate the effectiveness of curricula and learning methods that combine empirical, normative, and transcendental dimensions in a balanced manner. The study's findings confirm that this framework can serve as a foundation for developing a comprehensive, contextual education capable of preparing a generation with intelligence, character, and social integrity.

Furthermore, the integration of revelation and social sciences opens up opportunities for further research focusing on evaluating the effectiveness of the curriculum, learning strategies, and the application of Islamic sociological theory in both formal and non-formal education. Such research is crucial to ensure that the developed educational framework is not only conceptually sound but also practically applicable in everyday teaching and learning processes. The study's findings confirm that developing an educational framework based on the integration of revelation and social sciences has the potential to form a comprehensive and holistic Islamic sociological

paradigm. This paradigm combines empirical analysis, ethical norms, and a spiritual dimension, ensuring that education goes beyond simply transferring knowledge to instilling character development, social awareness, and a deep understanding of Islamic values. With this approach, education becomes more contextual and relevant, equipping the younger generation with the skills to face the challenges of modern society without losing sight of their spiritual and cultural roots.

The application of this framework enables students to develop critical thinking skills, understand social dynamics scientifically, and integrate moral values with everyday social practices. Furthermore, this integration provides guidance for educators in designing curricula and teaching methods aligned with revealed values, thus making learning more meaningful and applicable. Thus, this paradigm not only strengthens academic foundations but also emphasizes the importance of character formation based on spiritual values, social ethics, and environmental awareness. Overall, this integrative approach provides an educational framework that balances theory and practice, facilitating the development of a generation with both broad knowledge and Islamic character.

DISCUSSION

The integration of revelation and social science within an educational framework offers new insights for a more comprehensive understanding of Islamic sociology. Studies show that combining these two aspects can form a comprehensive educational paradigm that emphasizes not only empirical analysis but also normative and transcendental dimensions. This paradigm allows education to function beyond simply imparting knowledge, but also as a means of character development, social ethics formation, and spiritual awareness. With this approach, Islamic education becomes more relevant because it bridges the gap between modern scientific principles and the revealed values that underpin students' moral and spiritual development (Kalesná, 2023).

Educational Paradigm Based on the Integration of Revelation and Social Sciences

The integration of revelation and social sciences opens up the opportunity to build a comprehensive and integrated educational paradigm. This paradigm combines empirical analysis of social phenomena with normative and spiritual principles derived from revelation. Through this approach, the concept of education becomes more contextual, enabling students to understand the connection between social sciences and the realities of everyday life, while still instilling ethical and spiritual values (Chinn & Ito, 2025). The study findings indicate that students not only hone their critical and analytical thinking skills but also gain an awareness of social and moral responsibility in their interactions with society. Furthermore, this approach makes learning more applicable because the revealed values are connected to real-life social practices. This makes it easier for students to accept, understand, and internalize the educational concepts taught, making learning more meaningful and relevant to their daily lives.

Furthermore, an educational framework that integrates revelation and social sciences opens up opportunities to design adaptive curriculum strategies that are relevant to the needs of the times. The developed curriculum can encompass normative, empirical, and transcendental dimensions, making the learning process multidimensional and comprehensive. This approach is important to produce a generation that is not only academically intelligent, but also has strong character, high social awareness, and a deep understanding of spiritual values. Furthermore, this paradigm provides guidance for educators in designing teaching methods that align with Islamic principles. This way, the teaching and learning process becomes more meaningful, contextual, and easily applicable to students' daily lives, allowing education to serve as a means of simultaneous intellectual, moral, and spiritual development (Alhiniti, 2026).

Contribution to the Development of the Grand Theory of Islamic Sociology

This integrative approach serves as a crucial foundation for developing a grand theory of Islamic sociology. By combining revelation and social science, this research demonstrates that Islamic educational theory can be systematically constructed, encompassing empirical, normative, and transcendental dimensions. The educational concepts emerging from this framework are not only useful for academic analysis but also help students understand social, cultural, and economic dynamics more comprehensively. Furthermore, this integration facilitates understanding of the interrelationships between social norms, ethical values, and everyday life practices.

Furthermore, this research emphasizes the urgency of developing an educational epistemology based on the integration of revelation and social sciences. This approach allows for the creation of a pedagogical concept that simultaneously integrates spiritual values, scientific analysis, and social ethical principles, so that learning is not only academic but also morally and spiritually meaningful. With this framework, the development of a grand theory of Islamic Sociology is not merely a theoretical construct but also relevant and applicable to contemporary educational practice. This integrative approach strengthens the role of Islamic education as a vehicle for developing a critical, intelligent, and character-driven generation capable of navigating the complexities and dynamics of modern society. Furthermore, this integration ensures that students do not lose their spiritual and cultural identity, while also internalizing Islamic values in everyday social interactions.

Thus, this educational framework not only provides a strong conceptual foundation but also offers practical guidance for educators in designing contextual and applicable curricula and teaching methods. Applying this approach enables students to develop analytical and critical thinking skills, while fostering a deep moral and spiritual awareness. This educational paradigm based on the integration of revelation and social sciences also opens up opportunities for further research into the effectiveness of pedagogy, learning strategies, and curriculum implementation that aligns with Islamic principles. Overall, this approach emphasizes the importance of building a balanced education between mastery of knowledge, character development, and a deep understanding of spiritual values, so as to prepare a young generation that is both intellectually superior and ethically and morally mature (Silva, 2024).

Overall, the findings of this study confirm that integrating revelation with social sciences within an educational framework is a crucial strategy for formulating a comprehensive and integrated paradigm for Islamic education. This paradigm combines three important dimensions: empirical, normative, and transcendental, thus providing a more holistic understanding of education. Furthermore, this integration opens up opportunities for designing curricula and teaching methods that are more contextual, relevant, and easily applicable to everyday educational practice. With this approach, education focuses not only on the transfer of academic knowledge but also serves as a means of character formation for students. Furthermore, this approach fosters students' social awareness, enabling them to understand their responsibility towards the social and cultural environment around them (Selimoglu, 2025; Uchiyama, 2026).

Furthermore, the integration of revelation and social sciences enriches the learning experience by instilling a deep understanding of Islamic values. Thus, the younger generation can receive a balanced education between intellectual, ethical, and spiritual aspects. This paradigm encourages learning oriented toward holistic personality development, equipping students with critical thinking skills and strong moral values. This approach also supports educational efforts to prepare individuals capable of facing the challenges of modern life without losing their spiritual and cultural identity. In other words, this integration makes education a strategic medium for developing a

generation with broad knowledge, character, and a deep ethical and religious understanding, in line with the principles of Islamic Sociology.

CONCLUSION

This study demonstrates that developing an educational framework integrating revelation and social sciences is fundamental for shaping a comprehensive Islamic educational paradigm. Such integration harmonizes empirical analysis, ethical norms, and transcendental dimensions, enabling education to convey knowledge while simultaneously fostering character, social awareness, and spiritual understanding in students. The framework provides a foundation for designing curricula and learning strategies that are contextual, applicable, and aligned with the principles of revelation. By connecting scientific inquiry with moral and spiritual guidance, it strengthens students' analytical abilities, ethical reasoning, and social consciousness, preparing them to navigate the complexities of modern society.

Furthermore, this approach contributes theoretically by offering a systematic basis for the development of a grand theory of Islamic Sociology, which integrates normative, empirical, and spiritual dimensions. Practically, it guides educators and policymakers in creating holistic pedagogical strategies that balance academic competence with the cultivation of Islamic character and social ethics. In sum, the development and implementation of this framework is not only academically significant but also socially urgent, providing a model for education that equips future generations with knowledge, ethical integrity, and active engagement in building a sustainable and culturally rooted society.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Google Assistant to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) Carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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