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# Teachers' Understanding of The Integration of Islamic Values in Mathematics Learning in Elementary Schools

**Susilo Hadi [1]✉, Hartono[2], Reza Rachmadtullah[3]**

Universitas PGRI Adi Buana Surabaya, Indonesia[1,2,3]

✉Corresponding Email: susilohadi@unipasby.ac.id

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***ABSTRACT***

*This study aims to explore the understanding and application of the integration of Islamic values in mathematics learning in elementary schools. Using a descriptive qualitative approach with a phenomenological design, this study involved interviews, observations, and documentation to obtain the views of mathematics teachers who teach in elementary schools with a religion-based curriculum. The results showed that teachers' understanding of the integration of Islamic values varied, with some teachers emphasizing more on ethical and moral aspects, while others focused on spirituality and the order of the universe reflected in mathematics. The integration of values such as honesty, patience, and responsibility is considered to be able to enrich students' understanding of mathematics material while shaping their moral character. However, the challenge faced is how to effectively connect mathematical concepts with religious values in the existing curriculum. Active and project-based learning methods have proven effective in integrating Islamic values, although teachers still face difficulties in implementing them. This study is expected to contribute to the development of learning models that integrate religious values in mathematics education in elementary schools.*

*Keywords: Integration of Islamic Values, Mathematics Learning, Elementary School.*



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## INTRODUCTION

Education is an important aspect in forming the character and understanding of students, both in academic and moral aspects[1]. In the context of education in countries with a Muslim majority, such as Indonesia, the integration of religious values in learning is highly prioritized, including in mathematics learning [2]. Mathematics education, although often considered as an objective and logic-based discipline, can actually be combined with religious values to form a more holistic understanding for students. Islamic values, including honesty, simplicity, justice, and responsibility, can be applied in mathematics learning to enrich students' understanding of the importance of morals and ethics in an academic context[3,4].

However, understanding and implementing the integration of Islamic values in mathematics learning at the elementary school level is not always easy to do. Many elementary school mathematics teachers do not fully understand how to integrate Islamic values into their teaching. Several studies have shown that although there is awareness of the importance of religious values in education, their implementation is often limited to aspects of ritual or basic morality, while aspects of academic learning such as mathematics are still considered as separate subjects from religious values[5]. Therefore, it is important to examine how teachers understand the integration of Islamic values in mathematics learning and how they implement this understanding in their teaching practices[6]. Other research shows that integrating Islamic values into mathematics education can help students understand the relationship between science and religion, as well as develop stronger character. [7]. Research by Triono & Santoso[8] shows that Islamic values such as honesty, justice, and responsibility can be taught through mathematical concepts, which introduce students to deep moral concepts. In addition, the integration of Islamic values in learning can increase students' understanding of the importance of simplicity and hard work, which can be found in various basic principles of mathematics[9,10,11]. However, despite the research supporting the integration of Islamic values in mathematics learning, there are still few studies that explicitly explore how teachers implement these values in their learning practices in elementary schools. This is a gap in the literature that needs to be filled, especially regarding teachers' understanding of how to integrate Islamic values in mathematics learning.

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[1] Azzuhro, Manisha, and Salminawati Salminawati. "Integration of Mathematics Learning with Islamic Values in Elementary Schools." *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 5.2 (2023): 397-413.

[2] Jeynes, William H. "A meta-analysis on the relationship between character education and student achievement and behavioral outcomes." *Education and Urban Society* 51.1 (2019): 33-71.

[3] Putri, Ratu Ilma Indra, and Nyimas Aisyah. "Learning Integers with Realistic Mathematics Education Approach Based on Islamic Values." *Journal on Mathematics Education* 11.3 (2020): 363-384.

[4] Mahmudah, Indri, and Muqowim Muqowim. "Integration of islamic values in mathematics learning in class IV students of madrasah ibtidaiyah." *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah* 6.4 (2022): 1075-1087.

[5] Winarso, Widodo, and Sirojudin Wahid. "Development of mathematics teaching device integrated with quranic values: Issues, challenges, and implementation model." *International Journal of Learning, Teaching and Educational Research* 19.1 (2020): 95-117.

[6] Choirunnisa, Ani, et al. "Development of Islamic Value-Based Mathematics Teaching Materials to Improve Students' Understanding of Mathematical Concepts." *Jurnal Analisa* 8.1 (2022): 11-20.

[7] Imamuddin, M., and Isnaniah Isnaniah. "Integration of Islam and Mathematics: Religious and Mathematics Education In Grand Mosque of West Sumatra." *Al-Ishlah: Jurnal Pendidikan* 16.2 (2024): 640-650.

[8] Triono, Mukhlas, and Budi Santoso. "Character Development Through Religious Education Through Mathematics Education in Elementary School." *Qalam: Jurnal Ilmu Kependidikan* 13.1 (2024): 57-62.

[9] Al Ayyubi, Ibnu Imam, et al. "Comparative Analysis of Islamic Religious Education Teaching Methods and Their Impact on Mathematical Thinking Skills." *IJEMR: International Journal of Education Management and Religion* 2.2 (2025): 72-88.

[10] Helandri, Joni, and Supriadi Supriadi. "Implementasi Nilai-Nilai Pendidikan Islam Dalam Konteks Modern: Tinjauan Terhadap Praktik Dan Tantangan." *TA'LIM: Jurnal Studi Pendidikan Islam* 7.1 (2024): 93-116.

[11] Septriansyah, Alif, et al. "Students' Perceptions of Islam-Based Mathematics Learning." *Al-Hashif: Jurnal Pendidikan dan Pendidikan Islam* 2.1 (2024): 41-55.

Research on the integration of Islamic values in mathematics learning in elementary schools is very important, considering the importance of character education in the formation of students' morals and ethics. In countries with a Muslim majority, such as Indonesia, the integration of religious education with general subjects such as mathematics can enrich students' learning experiences and connect the academic world with their spiritual values. For example, many elementary schools still facing challenges in integrating religious-based teaching materials into technical and logical mathematics learning. Elementary school teachers, despite having sufficient religious knowledge, often do not know how to connect the two in an effective learning context. This study has a novel contribution because it will explore in more depth the understanding and application of Islamic values in mathematics learning at the elementary school level. Although there are several studies that have discussed the integration of religious values in education, most studies focus more on religious subjects or character building in the curriculum in general. This study is expected to provide benefits both theoretically and practically. Theoretically, this study will enrich studies on the integration of Islamic values in mathematics education, especially at the elementary school level.

## METHOD

### Type of Research

This study uses a descriptive qualitative approach that aims to describe and illustrate teachers' understanding of the integration of Islamic values in mathematics learning in elementary schools, as well as how to apply them in daily learning practices. This research design uses a phenomenological study. Phenomenology was chosen because this study aims to understand the subjective experiences of teachers in integrating Islamic values in mathematics learning. The main focus is on the life experiences of teachers in the context of mathematics education that contains Islamic values.

### Participants

Participants in this study were mathematics teachers at the elementary school level who taught in schools with a religion-based curriculum or had an orientation towards integrating Islamic values. Teachers who became participants had the following criteria: (1) Teachers who had taught for more than two years. (2) Teachers who implemented the integration of Islamic values in mathematics learning, although not explicitly included in the lesson plan. This study was conducted in several elementary schools spread across urban and rural areas. The selection of locations was carried out purposively to obtain diverse representations regarding the implementation of Islamic values in mathematics learning in elementary schools.

### Data Collection and Analysis

The data in this study will be collected through several complementary techniques. First, semi-structured interviews with mathematics teachers will be conducted to explore their understanding of how Islamic values are integrated into mathematics learning. These interviews use open-ended questions that provide teachers with the opportunity to express their experiences, views, and thoughts in depth about the application of Islamic values in the context of learning. Furthermore, direct observations in the classroom will be conducted to see firsthand how teachers implement Islamic values in mathematics learning activities. This observation aims to obtain a concrete picture of learning practices that occur in the field[12]. In addition, documentation will also be collected, including lesson plans, teaching materials, and teaching notes that show the application of Islamic values in learning activities. Data collection through interviews,

[12] Collins, Caitlyn, Megan Tobias Neely, and Shamus Khan. ""Which cases do i need?" Constructing cases and observations in qualitative research." *Annual Review of Sociology* 50 (2024).

observations, and documentation is expected to provide a complete and holistic picture of the process of integrating Islamic values in mathematics learning in elementary schools.

## RESULTS AND DISCUSSION

Based on the analysis of the research results on Teachers' Understanding of the Integration of Islamic Values in Mathematics Learning in Elementary Schools, the following results were obtained:

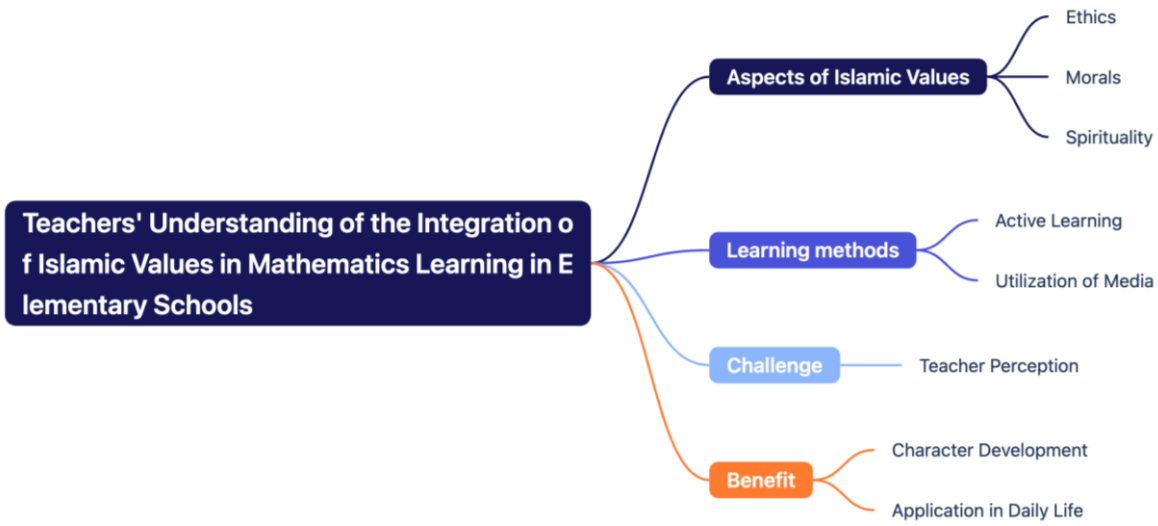


**Figure 1. Visualization of Research on Teachers' Understanding of the Integration of Islamic Values in Mathematics Learning in Elementary Schools**

### Teachers' Understanding of the Integration of Islamic Values in Mathematics Learning in Elementary Schools

Teachers' understanding of the integration of Islamic values in mathematics learning in elementary schools is an important aspect underlying the success of teaching in schools with a Muslim majority[13]. In the context of education in Indonesia, where the majority of the population is Muslim, it is very relevant to integrate Islamic values into various subjects, including mathematics. Mathematics learning that only focuses on technical and cognitive aspects can be considered dry, if not equipped with values that can shape students' character and morality. Therefore, understanding how mathematics teachers integrate Islamic values in their teaching process is important to create a holistic learning environment, which not only shapes cognitive intelligence, but also students' moral and spiritual character. The results of interviews with three mathematics teachers at the elementary school level showed that the understanding and application of Islamic values in mathematics learning varied from one teacher to another. The first teacher, who has been teaching for more than 10 years, explained that:

> *Integrating Islamic values in mathematics learning by emphasizing the importance of honesty and responsibility in doing math assignments. She often reminds students not to cheat and to always try their best. This teacher also links the concept of patience taught in Islam to the way students solve*

[13] Rofiki, Imam, and Muhammad Zia Alghar. "Keberhasilan siswa kompetisi sains madrasah nasional dalam menyelesaikan masalah matematika terintegrasi Islam pada materi segitiga." *Jurnal Pengembangan Pembelajaran Matematika (JPPM)* 6.3 (2024): 2.

*difficult math problems. According to her, these values not only help students understand the lesson, but also shape their character (Respondent 1).*

The second teacher, who had only been teaching for 3 years, argued that:

*The integration of Islamic values in mathematics should be more visible in students' morals. She emphasized the importance of teaching values such as cooperation and mutual respect in mathematics study groups. In teaching, she used relevant examples from the Qur'an and Hadith to emphasize the importance of justice and a sense of responsibility. This teacher also tried to connect mathematical concepts, such as symmetry or patterns, with the beauty of God's creation, so that students could see mathematics not only as a separate discipline, but also as part of their understanding of the world created by God (Respondent 2).*

Overall, although there are variations in the implementation of the integration of Islamic values in mathematics learning, both respondents agreed that teaching mathematics by integrating Islamic values not only improves students' understanding of the material, but also helps shape their character and morality. However, they also acknowledged the challenges in combining these two aspects effectively, especially in designing a comprehensive and systematic curriculum[14,15].

**Aspects of Islamic Values in Mathematics Learning**

The integration of Islamic values in mathematics learning can include several aspects, such as ethics, morals, and spirituality. Ethics in this context refers to the application of Islamic principles in the way students complete mathematics assignments. For example, in working on mathematics problems, students are taught to be honest, not to cheat, and to appreciate effort and hard work in achieving good results. Teachers can link the concept of honesty taught in religion with the importance of honesty in the learning process. In addition, morals are an important aspect that is integrated through good attitudes, such as patience and perseverance in solving mathematics problems, as well as respecting the opinions and efforts of classmates. Teaching spirituality in mathematics is also important, because teachers can link mathematics learning with gratitude to God, who has created everything with order and beauty, which can be seen through mathematical patterns. In this way, mathematics is not only seen as a rational science, but also as part of God's creation that must be studied with respect and spiritual awareness.

The results of interviews with three elementary school mathematics teachers revealed variations in the understanding and application of aspects of Islamic values in mathematics learning. The first teacher, who has been teaching for 15 years, emphasized that morality is the main aspect that she integrates in mathematics learning. She explained that she always reminds students to behave honestly, especially when doing exam questions or homework. According to her:

*The value of honesty in Islam is very important, and this can be linked to the integrity needed in solving math problems. He also introduced the concept of patience, reminding students not to give up easily when faced with difficult math problems. This teacher believes that learning math can be an opportunity to teach moral values that are relevant to everyday life (Respondent 3).*

[14] Rofiki, Imam, and Muhammad Zia Alghar. "The failure of national madrasah science competition students in solving Islam-Integrated mathematics problem on triangle material." *Jurnal Riset Pendidikan Dan Inovasi Pembelajaran Matematika* 7.2 (2024): 151-170.

[15] Angraini, Lilis Marina, et al. "Augmented reality for cultivating computational thinking skills in mathematics completed with literature review, bibliometrics, and experiments for students." *Indonesian Journal of Science and Technology* 9.1 (2024): 225-260.

The second teacher, who has only been teaching for 4 years, focuses on the spiritual aspect of integrating Islamic values into mathematics. She emphasized that:

> *Mathematics is God's creation that has order and beauty, and he invites students to reflect on this. This teacher often uses examples in mathematics that show patterns or symmetry to teach students that this world was created with a perfect plan by God. He stated that by understanding the order in mathematics, students can appreciate God's creation more and understand the importance of gratitude for the knowledge given by Allah. Although still in the learning and method development stage, this teacher tries to link mathematics learning with the spiritual values contained in Islamic teachings (Respondent 4).*

The third teacher, who has been teaching for 8 years, places more emphasis on the ethical aspects of mathematics learning. He believes that Islamic values such as responsibility and honesty should be the foundation of every mathematics learning. He explained that:

> *Always teaches students to solve problems responsibly, without cheating or looking for shortcuts. This teacher also often connects values such as justice in Islam with how students treat each other in the context of group learning. In addition, he connects Islamic principles about seeking knowledge with the importance of having good intentions in learning, so that the knowledge gained can be useful for oneself and others (Respondent 5).*

Overall, although the three teachers have slightly different approaches in integrating Islamic values in mathematics learning, they agree that aspects of morality, spirituality, and ethics are very important to implement. These teachers realize that mathematics learning is not only about mastering mathematical concepts, but also the formation of students' characters in accordance with Islamic teachings[16]. They also face challenges in designing effective methods to integrate these values, but they remain committed to implementing Islamic values in every step of teaching [17].

**Learning Methods Used by Teachers**

The learning methods used by teachers in integrating Islamic values greatly determine the effectiveness of teaching[18] . One method that can be used is active learning, which involves students in discussions, Q&A, or group assignments, which allows them to apply Islamic values in the context of learning mathematics[19]. For example, in group discussions, students can be encouraged to help each other and work together respectfully, as taught in Islam about the importance of helping each other and working together. In addition, the use of media can also support the integration of Islamic values, such as using learning videos that feature famous Islamic figures in the world of mathematics or using teaching aids that

[16] Al Ayyubi, Ibnu Imam, et al. "Equilibrium of Faith and Logic: Integrating Islamic Moral Values and Mathematics Education in Various Contexts." *IJEMR: International Journal of Education Management and Religion* 1.2 (2024): 127-144.

[17] Pardi, M. Habib Husnial, and Alkusaeri Alkusaeri. "Mathematics and Mathematics Education Values: An Analysis of Implementability in Mathematics Learning at Madrasah." *JTAM (Jurnal Teori dan Aplikasi Matematika)* 8.4 (2024): 1349-1360.

[18] Eryandi, Eryandi. "Integrasi Nilai-Nilai Keislaman dalam Pendidikan Karakter di Era Digital." *Kaipi: Kumpulan Artikel Ilmiah Pendidikan Islam* 1.1 (2023): 12-16.

[19] Rusydiyah, Evi Fatimatur, et al. "Integration of Islamic Religious Education Learning in Mathematics as an Effort to Strengthen Student Character Education." *TADRIS: Jurnal Pendidikan Islam* 18.1 (2023): 1-20.

can connect mathematical concepts with Islamic values[20]. The use of modern technology in learning can help teachers deliver material in a more interesting and relevant way to students' lives.

The results of interviews with three elementary school mathematics teachers showed variations in the learning methods they use to teach mathematics, especially in an effort to integrate Islamic values into the teaching and learning process. The first teacher, who has more than 10 years of teaching experience, explained that:

> *He often uses active learning methods such as group discussions and case studies to help students understand mathematical concepts. In every activity, he always links the material to Islamic values such as honesty and cooperation. For example, in solving math problems, students are taught to work together with their friends and not to cheat on each other. In addition, this teacher also applies an interactive lecture method, where he links mathematical concepts to examples of everyday life that contain Islamic values (Respondent 6).*

The second teacher, who has been teaching for 5 years, relies on learning media to help students better understand mathematics material.

> *He often uses learning videos and props to clarify abstract concepts in mathematics. For example, he uses animations that depict symmetry or patterns in mathematics and relates them to the principles of beauty in Islam, as explained in the Qur'an about the order of the universe. This teacher also applies a question and answer method, where he invites students to ask questions and discuss how mathematical concepts can be applied in everyday life, which can integrate Islamic values such as gratitude and patience (Respondent 7).*

> Meanwhile, the third teacher, who has been teaching for 7 years, namely:

> *focuses more on the application of project-based learning methods. He said that by using this method, students can work on mathematical tasks in projects that connect mathematical theory with real applications that are valuable in life, such as financial planning or building a simple geometric structure. In each project, he encourages students to collaborate, practicing the values of cooperation and responsibility taught in Islam. This teacher also emphasizes the importance of reflection after each project, where students are asked to reflect on what they have learned, how Islamic values can be applied in each of their steps, and how they can improve themselves for the future (Respondent 8).*

Overall, although the three teachers had slightly different approaches in using mathematics learning methods, they agreed that active learning methods, media utilization, and project-based learning were effective ways to teach mathematics by integrating Islamic values[21]. The three teachers also acknowledged that the use of these methods not only improved students' understanding of mathematics material, but also helped students develop good character, such as cooperation, honesty, and responsibility, which are core values in Islamic teachings[22]. However, they also recognize the challenges in implementing these methods consistently, especially in integrating relevant Islamic values into each learning session.

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[20] Suripah, Suripah, and Weni Dwi Susanti. "Alternative learning during a pandemic: Use of the website as a mathematics learning media for student motivation." *Infinity Journal* 11.1 (2022): 17-32.

[21] Tyata, Raj Kumar, et al. "Exploring project-based teaching for engaging students' mathematical learning." *Mathematics Education Forum Chitwan*. Vol. 6. No. 6. 2021.

[22] Demir, Cennet Göloğlu, and Nezih Önal. "The effect of technology-assisted and project-based

**Challenges Faced by Teachers**

Although there are many advantages in integrating Islamic values in mathematics learning, teachers often face several challenges [23]. One of the main challenges is the teacher's perception of how to connect two seemingly separate things, namely rational mathematics and moral and spiritual Islamic values. Many teachers find it difficult to unite these two aspects in one structured learning. Teachers may also feel limited by the existing curriculum, which emphasizes more on mastering academic material than on integrating religious values. Therefore, special training is needed for teachers to understand practical ways to integrate Islamic values in mathematics teaching.

**Benefits of Integrating Islamic Values in Mathematics Learning**

The integration of Islamic values in mathematics learning has various benefits that can be felt by both students and teachers. One of the main benefits is the development of student character. By teaching Islamic values such as honesty, justice, patience, and responsibility, teachers can help students develop positive attitudes that are not only useful in school, but also in their daily lives[24]. In addition, the application of Islamic values in mathematics can also teach students that knowledge, including mathematics, is part of their moral responsibility to God and fellow human beings. This can strengthen their understanding that learning is not only to achieve good grades, but also to benefit themselves and others. In addition, the integration of Islamic values also helps students to more easily apply learning in everyday life. Mathematical concepts, which are often abstract, can be better understood if students know that the science they are studying is also closely related to the principles of their religion. For example, learning about patterns and structures in mathematics can introduce students to the order of the universe created by God, which in turn can increase their gratitude for God's creation and deepen their faith[25].

## CONCLUSION

This study examined the integration of Islamic values in mathematics learning in elementary schools. The results showed that although there was variation in implementation, teachers perceived the importance of teaching values such as honesty, responsibility, and patience in mathematics. This integration helped shape students' character and enriched their understanding. The main challenge faced was to effectively connect the technical aspects of mathematics with Islamic values. Active and project-based learning methods proved effective, although there were still challenges in designing a consistent curriculum. Overall, the integration of Islamic values enriched mathematics education and students' character.

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