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Integrating Islamic Values in The Mathematics Education Curriculum at UIN Saizu Purwokerto

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Abstract
Integrating Islamic values in the mathematics education curriculum is an effort to form mathematical concepts with ethical and spiritual principles in Islam. This approach aims to provide a more holistic learning experience, developing cognitive skills and shaping students' character and morals. This integration also encourages the understanding that mathematics is abstract and closely related to everyday life and Islamic teachings. By adopting this approach, mathematics education can be more relevant, meaningful, and contribute to forming students who are knowledgeable and have noble character. This study aims to analyze the integration of Islamic values in the Mathematics Education curriculum. The data collection methods in this study are documentation of the Mathematics Education study program curriculum, guidelines for compiling an integrative curriculum, learning observations and interviews with lecturers and students. Data analysis techniques include data reduction, data presentation and drawing conclusions and verification. This study concludes that the integration of Islamic values in the mathematics education curriculum starts from determining the profile of graduates, learning outcomes, the learning process and evaluation. In the learning process, this integration can be applied in creating teaching materials, the application of thematic and contextual learning and research by lecturers or students.

Kata Kunci:
Integrasi nilai Islam
Kurikulum
Pendidikan matematika

Abstrak
Integrasi nilai-nilai Islam dalam kurikulum pendidikan matematika merupakan upaya untuk mengaitkan konsep-konsep matematis dengan prinsip-prinsip etika dan spiritual dalam Islam. Pendekatan ini bertujuan untuk memberikan pengalaman belajar yang lebih holistik, tidak hanya mengembangkan keterampilan kognitif tetapi juga membentuk karakter dan moral peserta didik. Integrasi ini juga mendorong pemahaman bahwa matematika tidak hanya bersifat abstrak, tetapi memiliki keterkaitan erat dengan kehidupan sehari-hari dan ajaran Islam. Dengan mengadopsi pendekatan ini, pendidikan matematika dapat menjadi lebih relevan, bermakna, serta

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berkontribusi dalam membentuk peserta didik yang berpengetahuan luas dan berakhlak mulia. Penelitian ini bertujuan untuk menganalisis integrasi nilai-nilai Islam dalam kurikulum Pendidikan Matematika. Adapun metode pengumpulan data pada penelitian ini adalah dokumentasi dari kurikulum program studi Pendidikan Matematika, panduan penyusunan kurikulum integratif, observasi pembelajaran dan wawancara dengan dosen dan mahasiswa. Teknik analisis data yaitu reduksi data, penyajian data dan penarikan kesimpulan serta verifikasi. Penelitian ini menyimpulkan bahwa integrasi nilai-nilai Islam dalam kurikulum pendidikan matematika dilakukan mulai dari penentuan profil lulusan, penentuan capaian pembelajaran, proses pembelajaran dan evaluasi. Dalam proses pembelajaran, integrasi tersebut dapat diterapkan dalam pembuatan bahan ajar, penerapan pembelajaran tematik dan kontekstual serta penelitian oleh dosen atau mahasiswa.

INTRODUCTION

Integrating Islamic values in mathematics learning is vital in forming character and holistic understanding for students. Mathematics, as a science that teaches accuracy, order, and logic, is in line with Islamic principles, which emphasize the importance of reasoning and seeking knowledge as part of worshiping Allah SWT. By linking mathematical concepts, such as balance in equations or accuracy in calculations, with Islamic teachings, students can understand that knowledge is not only numbers and formulas but also has a spiritual value that strengthens their faith. Apart from that, this approach can increase students learning motivation because they see the relevance between the knowledge they are learning and their lives and beliefs (Wathoni, 2018). Therefore, integrating Islamic values in mathematics learning not only builds academic competence but also forms noble morals and a love of science within the framework of faith.

Integrating Islamic values into the mathematics curriculum is crucial in fostering a holistic educational approach that nurtures intellectual and moral development. This refers to embedding Islamic values systematically and structurally into the mathematics curriculum. It is not just about inserting examples here and there, but designing the entire program (syllabus, learning objectives, materials, methods, and assessments) to reflect Islamic values consistently. For example, using an integrative-thematic approach that aligns mathematical disciplines with Islamic values as a unifying theme (Setiawan et al., 2025), designing a curriculum that incorporates aqidah (faith), ibadah (worship), and akhlaq (ethics) through structured mathematics instruction (Lateh, 2023). As a universal language of logic and precision, mathematics can be enriched with ethical principles derived from Islamic teachings, promoting integrity, discipline, and a sense of responsibility in problem-solving

and decision-making. By embedding concepts such as fairness (*ʿadl*) in financial mathematics, precision in measurements as emphasized in the Qur'an, and ethical considerations in data handling, students can develop a well-rounded perspective that aligns with both academic excellence and moral consciousness (Ulpah et al., 2023). Furthermore, integrating Islamic values into mathematics helps bridge the perceived divide between religious and secular knowledge, reinforcing that scientific inquiry and faith are complementary rather than conflicting. Such an approach enhances students' motivation by making learning more meaningful and cultivates a generation of ethical scholars and professionals who apply mathematical knowledge with integrity and social responsibility (Al-Attas, 1993).

An integrated mathematics curriculum is essential in fostering a comprehensive understanding of mathematical concepts by connecting different branches of mathematics and linking them to real-world applications. Unlike traditional compartmentalized approaches, an integrated curriculum emphasizes interdisciplinary learning, enabling students to see the relevance of mathematics in science, technology, economics, and even ethical decision-making. This approach enhances problem-solving skills and encourages critical thinking and creativity by demonstrating how mathematical principles apply across various fields (Ulpah & Insani, 2025). Integrating cultural, historical, and philosophical perspectives into mathematics education can provide a broader context, making learning more meaningful and engaging (Nada & Ulpah, 2022). For instance, incorporating mathematical contributions from different civilizations, including Islamic scholars like Al-Khwarizmi and Ibn al-Haytham, fosters a deeper appreciation of the subject's rich heritage. Ultimately, an integrated mathematics curriculum prepares students for complex, real-world challenges by developing their ability to synthesize knowledge across disciplines and apply it with purpose and responsibility (Drake, 2012).

Research on integrating of Islamic values in the mathematics curriculum has been conducted. Research about the role of integrating Islamic values in learning mathematics (Imamuddin, 2023) concluded that increasing students' positive character, particularly their religious attitudes, their motivation and interest in learning mathematics, their mathematical literacy, communication, reasoning, problem-solving, and connection skills, and their ability to enhance student learning outcomes are all influenced by the incorporation of Islamic values. It is hoped that educators, particularly math teachers, will consistently incorporate Islamic beliefs into math instruction in light of these findings. Islamic values can also be integrated in

mathematics learning in trigonometry material (Kartika et al., 2024). The research shows a relationship between trigonometry and Islamic values, namely determining the direction of the Qibla and prayer movements.

Integrating Islamic values into the mathematics curriculum can be achieved through a multifaceted approach that aligns mathematical concepts with ethical and spiritual teachings (Novikasari & Ulpah, 2022). One effective strategy is contextualizing mathematical problems with real-life scenarios that reflect Islamic principles, such as honesty in financial transactions, fairness in resource distribution, and precision in measurement, as emphasized in the Qur'an (Surah Al-Rahman 55:7-9). Additionally, incorporating the historical contributions of Muslim scholars like Al-Khwarizmi, who pioneered algebra, and Al-Biruni, who contributed to geometry and trigonometry, helps students appreciate the deep connection between faith and knowledge. Educators can also introduce reflective discussions on the philosophical and ethical implications of mathematical applications, such as the responsible use of statistics in decision-making and ensuring justice in financial calculations (Surah Al-Baqarah 2:282). Moreover, integrating cooperative learning strategies that emphasize teamwork, patience, and mutual respect mirrors Islamic teachings on collaboration and knowledge-sharing. By embedding these values, mathematics education becomes a means to develop not only intellectual competence but also moral character, fostering students who approach problem-solving with integrity and a sense of social responsibility (Nasr, 1994).

However, this integration process faces various obstacles, such as incompatibility between religious values and the existing curriculum, as well as differences in views among educators and society. Overcoming these obstacles requires a holistic and participatory approach, involving all stakeholders, including teachers, students and parents. By understanding these opportunities and challenges, it is hoped that an effective balance can be achieved between academic and character education, as well as facilitating the overall application of Islamic values in secondary school education. This background aims to provide a clear context regarding the importance and complexity of integrating Islamic values in the mathematics education curriculum, as well as establishing the objectives and arguments underlying this research. The research problem is how to integrate Islamic values in the Mathematics Education Curriculum?.

METHOD

This type of research is field research with a qualitative approach, namely research in which the study is carried out by tracing and examining various references or literature, as well as observing facts or phenomena that occur in the field. Regarding this, the literature reviewed is curriculum documents in the form of subject structures, subject distribution, semester learning plans, subject descriptions, graduate profiles, learning outcomes, and other related literature. Observations were made regarding the implementation and assessment of learning at the Mathematics Education Study Program of UIN Prof. K. H. Saifuddin Zuhri (Saizu) Purwokerto. The data collection method is carried out using: 1) the documentation method, namely searching and collecting data in the form of books, notes, transcripts, documents, and so on. This method is used to obtain the data needed in an effort to answer the questions formulated. The documents used are curriculum documents in the form of course structures, course distribution, semester learning plans, and other related documents. 2) Observation, namely observing the implementation of learning carried out by lecturers and students. 3) Interview, namely exploring data by conducting questions and answers with lecturers and students to complete the data that has been obtained and also to triangulate the data. The data analysis technique used in this research uses the Miles and Huberman model, which consists of data reduction, data display, and drawing conclusions or verification (Sugiyono, 2021). Data reduction is selecting and sorting essential things related to research only from the total data obtained. Data displays are designed to collect organized information in an easily accessible and concise form. Concluding is done by maintaining openness and being skeptical, but the conclusions really exist. Data triangulation was carried out using source triangulation and method triangulation.

RESULTS AND DISCUSSION

Research Results

In the Higher Education Curriculum Development Guidelines (Kemdikbud, 2020), the curriculum document design stage begins with a needs analysis that produces a graduate profile, and studies conducted by study programs in accordance with their scientific disciplines that produce study materials. Furthermore, from these two results, learning outcome, courses and their credit weights, and the organization of courses in matrix form are formulated. The graduate profile determined by the Mathematics Education Study Program of UIN Prof. K. H. Saifuddin Zuhri Purwokerto is in accordance with the vision of the study program, namely "Producing Ethical, Professional and Integrative Educators and Developers

of Teaching Materials". The graduate profiles are educators, research assistants, and teaching materials developers. Based on the Guidelines for the Implementation of Science Integration in Islamic Religious Higher Education (Kemenag, 2019), the profile of graduates of the integrative curriculum must be in accordance with the results of the analysis of university values and integrative scientific vision. The profile of graduates from the integrative curriculum is measured through various domains of ability including cognitive, affective and psychomotor in learning.

After formulating the graduate profile, the next step is to determine learning outcomes consisting of aspects of attitudes and values, knowledge, general skills and specific skills. Learning outcomes in mathematics education refer to the specific knowledge, skills, and attitudes that students are expected to achieve through the learning process. These outcomes include conceptual understanding, procedural fluency, problem-solving abilities, and the ability to apply mathematical reasoning to real-world situations. Additionally, mathematics learning aims to develop critical thinking, logical reasoning, and analytical skills, which are essential for decision-making in various fields. Beyond technical skills, effective mathematics education also fosters perseverance, accuracy, and a positive attitude toward learning. Well-defined learning outcomes ensure that students not only master mathematical concepts but also develop the ability to use them effectively in both academic and everyday contexts. The learning outcome refers to the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework (Kemenag, 2018). The learning outcome that covers Islamic integration is "Mastering knowledge and steps for integrating knowledge (religion and science) as a scientific paradigm", and "Mastering knowledge and steps for integrating mathematics and religion in learning". To support these outcomes, the study program also offers a specific course on integrating mathematics and Islam in learning, providing students with theoretical foundations and practical strategies to apply integrative approaches in classroom settings.

The urgency of integrative mathematics learning materials lies in the need to create a more meaningful, engaging, and holistic educational experience for students. Traditional mathematics instruction often focuses solely on abstract numbers and formulas, which can make learning feel disconnected from real-world applications. By integrating mathematics with other disciplines, such as science, social studies, ethics, and culture, students develop a deeper understanding of concepts and their practical relevance. This approach also fosters

critical thinking, creativity, and problem-solving skills, preparing students to tackle complex real-life challenges. Moreover, integrative learning encourages values-based education, allowing students to connect mathematical reasoning with ethical decision-making and social responsibility. In an ever-evolving world that demands interdisciplinary knowledge and adaptability, integrative mathematics learning materials are essential to producing well-rounded, competent, and morally conscious individuals. For example, in the subject of junior high school mathematics study on the topic of exponents, the following context is presented. This is as stated in the learning materials written by the lecturer (Novikasari & Ulpah, 2022):

> Every 27th Rajab of the Hijri year, Muslims commemorate the day of Isra Mi'raj. This commemoration is a moment for us to emulate the morals of Prophet Muhammad Saw. Isra Mi'raj is a great event experienced by Prophet Muhammad SAW. Where Prophet Muhammad SAW made a holy journey from Masjidil Haram to Masjidil Aqsa to Sidratul Muntaha in one night. The journey from Masjidil Haram to Masjidil Aqsa, if at that time it was taken using camels, took about 40 days. However, due to the greatness of Allah, the journey of Prophet Muhammad Saw. could be completed in a short time. The distance from Masjidil Haram to Masjidil Aqsa is around 1500 km or 1,500,000 m, which is equal to 1.5 × 106 m.

Picture 1. Example of Learning Material

Thematic mathematics learning is an approach that connects mathematical concepts to real-life themes, making learning more meaningful and engaging for students. Instead of teaching math in isolation, this method integrates it with various subjects such as science, economics, history, and even social issues, helping students see its practical applications. For example, a theme on environmental sustainability can include lessons on data analysis through carbon footprint calculations or geometry in designing energy-efficient buildings.

> Here is the amount of salary, bonus and other income in one year that has reached the nisab of several employees. Calculate how much zakat must be paid by each employee according to their zakat level. Then draw an arrow diagram connecting all employee names with the amount of zakat that must be paid, also describe the relationship using Cartesian coordinates, and write down the ordered pairs that state the relationship!

Name	Total (income, salary, bonus, etc.)
Ilham	IDR. 125.000.000
Dedi	IDR. 178.000.000
Zaki	IDR. 210.000.000
Anwar	IDR. 225.000.000
Irwan	IDR. 194.500.000

Picture 2. Example of Thematics Learning for Mathematics Material

By relating math to familiar contexts, students develop a deeper understanding, enhanced problem-solving skills, and a greater appreciation for how mathematics influences different aspects of life. This approach also encourages critical thinking, creativity, and interdisciplinary learning, making mathematics more relevant and enjoyable for students. For example, when conducting apperception for the material on relations and functions, the lecturer presents the problem of calculating zakat as seen at Picture 2.

The integration of Islam and mathematics is also seen in student theses. Integrating Islamic values into mathematics research can provide a unique perspective that aligns scientific inquiry with ethical and moral principles. Integrating the Quran into mathematics research offers a unique perspective that bridges scientific inquiry with spiritual wisdom, enriching both fields. The Quran contains numerous references to numerical patterns, proportions, and logical reasoning, which can inspire mathematical exploration. For instance, studies have examined the mathematical structure of Quranic verses, such as numerical patterns in chapter arrangements and word repetitions, revealing intricate symmetries and relationships. Additionally, Quranic principles, such as justice, balance, and measurement, align with core mathematical concepts, offering ethical guidance in research applications like financial mathematics and data analysis. Here are the examples:

1) The Concept of Algebra Learning in the Perspective of the Qur'an
2) The Concept of Mathematics in the Surah An Nisa
3) Mathematical Interconnection of Set Material in the Qur'an.
4) Statistical Concepts in the Quran
5) Study of Arithmetic Operations in Surah Al-Baqarah Perspective of Tafsir Al-Mishbah and Its Relevance to the Development of Junior High School Mathematics Materials
6) Development of Islamic Context-Based Mathematics Learning Materials on Flat-Sided Space Materials for Grade 8 at SMP IT AL-Furqon Kutowinangun
7) Development of Student Worksheets Based on Islamic Context for Set Materials to Improve Creative Thinking Skills for Grade VII Students of SMP/MTs

Assessment in integrative learning plays a crucial role in evaluating students' understanding, skills, and ability to apply knowledge across different disciplines. Unlike traditional assessments that focus solely on isolated subject knowledge, integrative learning assessments emphasize critical thinking, problem-solving, and real-world application. Various assessment

methods, such as project-based evaluations, interdisciplinary problem-solving tasks, and performance-based assessments, can be used to measure students' ability to connect concepts from multiple fields. Additionally, self-assessment and peer assessment encourage reflection and collaborative learning. A well-designed integrative assessment not only helps educators gauge students' progress but also fosters a deeper understanding of the interconnectedness of knowledge, ensuring that learning is meaningful, applicable, and aligned with holistic educational goals (Harri & Mora, 2024). These varied assessments aim to be in accordance with what is being measured (Priyanto et al., 2024). Assessment of learning in the Mathematics Education Study Program is carried out using several techniques, including written tests, oral tests, performance and observation. Assessment instruments consist of process assessments in the form of rubrics and/or outcome assessments in the form of portfolios or design works. Several assessment instruments have implemented the integration of mathematics and Islam, but there are still many instruments that have not implemented it. The final result of the assessment is an integration between the various assessment techniques and instruments used.

Discussion

The integration of Islamic values into the mathematics education curriculum reflects an effort to harmonize scientific knowledge with religious principles, fostering a holistic educational approach. This integration begins from foundational elements such as the formulation of graduate profiles and learning outcomes, which are essential in shaping the direction and philosophy of the program (Al Haidary et al., 2024). In practice, Islamic values can be embedded into the learning process through the development of contextual and thematic teaching materials, and by encouraging research activities that reflect ethical and philosophical dimensions consistent with Islamic teachings.

Islamic values can be integrated into learning materials. Integrating Islamic values into mathematics learning materials can enhance students' understanding by connecting abstract mathematical concepts with real-life applications and ethical principles (Ardiansyah et al., 2023). For instance, lessons on proportions and ratios can be linked to the principles of fairness and justice in trade, as emphasized in Islamic teachings. Geometry can be related to Islamic art and architecture, fostering an appreciation for the mathematical precision behind intricate mosque designs. Additionally, problem-solving exercises can incorporate historical contributions of Muslim mathematicians like Al-Khwarizmi, highlighting the rich legacy of

Islamic scholarship. By incorporating these values, educators can create a holistic learning experience that not only strengthens mathematical skills but also instills moral and ethical awareness in students.

Integrating Islamic values into thematic mathematics learning allows students to see the relevance of mathematical concepts in their daily lives while reinforcing ethical and spiritual principles (Yanti et al., 2025). For example, a theme on financial literacy can incorporate Islamic teachings on fair trade, zakat (charitable giving), and the prohibition of riba (usury), helping students understand responsible financial management from both mathematical and ethical perspectives. A lesson on measurement and geometry can explore the mathematical precision behind Islamic architecture and calligraphy, fostering an appreciation for beauty and order as reflections of divine creation. Through this approach, mathematics becomes more meaningful, as students not only develop problem-solving skills but also cultivate values such as honesty, fairness, and social responsibility in their learning journey.

Research on the integration of mathematics and the Quran explores the connections between numerical patterns, logical reasoning, and mathematical concepts found in Islamic teachings. Studies in this field have examined the mathematical structures within the Quran, such as numerical symmetries, the occurrence of specific numbers, and proportional relationships in verses, revealing intricate patterns that align with mathematical principles (Al-Khalili, 2022; Mahdalena & Nurlaila, 2024; Omar & Abdullah, 2021). Additionally, research has investigated how Quranic values, such as balance (*mīzān*), justice, and precision, can be applied to mathematical education, particularly in areas like financial mathematics and ethical decision-making (Rahman, 2023; Zulmaulida et al., 2024). This interdisciplinary approach not only enriches mathematical understanding but also fosters a deeper appreciation of the Quran's wisdom in shaping intellectual and ethical thought (Hassan & Zayed, 2022). By incorporating Quranic insights into mathematics research, scholars can explore new dimensions of mathematical thought while reinforcing values of precision, fairness, and deeper intellectual reflection.

However, challenges emerge when attempting to integrate Islamic values into abstract or pure mathematical concepts. Topics like group theory or ring structures in algebra do not readily lend themselves to direct value-laden interpretations, unlike applied mathematics which may more easily be contextualized through ethical or real-world problems. This suggests a need

for further scholarly exploration into epistemological bridges between abstract mathematical thought and Islamic worldview frameworks (Fauzi & Chirzin, 2023). Ultimately, the integration process must be both intentional and critical, ensuring that the educational experience remains rigorous while also resonating with the moral and spiritual goals of Islamic education. To overcome this is through epistemological grounding, where abstract structures are framed as reflections of divine order and harmony, such as relating symmetry in group theory to the Qur'anic concept of *mīzān*(balance). At the pedagogical level, teachers can emphasize intellectual virtues like patience, humility, and appreciation of logical beauty, while encouraging students to reflect on the link between abstraction and the Islamic worldview. At the curricular level, courses on the philosophy of mathematics in Islam, interdisciplinary modules, and reflective projects can help students view abstraction as part of holistic Islamic knowledge.

CLOSING

Conclusion

Integration of Islamic values in the mathematics education curriculum is carried out starting from determining the graduate profile, determining the learning outcome, learning process and evaluation. In the learning process, this integration can be applied in the creation of teaching materials, the application of thematic and contextual learning and research by lecturers or students. However, not all mathematical concepts are easy to integrate, especially pure mathematical concepts such as the concept of rings and groups in algebraic structure courses, so they require deeper study.

Recommendations

Based on the findings, several strategic recommendations can be proposed to strengthen the integration of Islamic values into the mathematics education curriculum. First, it is essential to ensure that curriculum design aligns Islamic values systematically from the outset, beginning with the formulation of graduate profiles, learning outcomes, instructional processes, and evaluation mechanisms. This alignment should reflect a coherent philosophical and pedagogical integration between Islamic worldview and the nature of mathematical knowledge. Furthermore, the development of thematic and contextual teaching materials rooted in Islamic ethics and real-life issues is crucial. Such materials not only make learning more meaningful but also foster students' appreciation of mathematics within the broader framework of Islamic civilization and contributions of Muslim scholars. Given the complexity of integrating Islamic values into abstract mathematical area, such as ring theory and group

structures in algebraic courses, it is recommended that further research be conducted to explore philosophical, historical, or pedagogical pathways that can support this endeavor. In this regard, professional development for educators becomes imperative. Lecturers should be equipped with the theoretical insight and practical strategies needed to facilitate value-based learning in both applied and pure mathematical contexts. Interdisciplinary collaboration is also highly recommended, bringing together experts from Islamic studies, history of science, and mathematics education to develop comprehensive and context-sensitive instructional models. Finally, institutions should establish clear monitoring and evaluation frameworks to assess the effectiveness of integration practices, both in terms of students' conceptual mastery and their internalization of Islamic values within the learning process.

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