

Systematic Literature Review: Islamic Integrated Maths from Hadith

Muhammad Zia Alghar¹, Dwi Setiawati Radjak², Ahmad Santoso³

^{1,2,3} State Islamic University of Maulana Malik Ibrahim Malang

Email: muhammadzia1904@gmail.com, dwisetiawatiradjak022@gmail.com,
ahmad.santoso.t@gmail.com

ABSTRACT

Education in Indonesia aims to create students who are ethical, moral, and devoted to God Almighty. Islamic integrated mathematics learning is one of the bridges to achieve this goal. This research aims to discover and explore Islamic integrated mathematics derived from hadith. The systematic literature review method was used in this research. The data used were 20 scientific papers in the 2019-2023 range from the Google Scholar database obtained through the Publish and Perish application. Data was analyzed by identifying, reviewing, comparing, and interpreting all data. The results showed various hadith themes and mathematical concepts used in Islamic integrated mathematics. The results of this study can be helpful for teachers and lecturers as a learning resource to be applied in learning Islamic integrated mathematics.

Keywords: Islamic integrated mathematics; Hadith; Mathematical concepts;

ABSTRAK

Pendidikan di Indonesia bertujuan untuk menciptakan siswa yang beretika, bermoral, dan bertaqwa kepada Tuhan Yang Maha Esa. Pembelajaran matematika terintegrasi keislaman merupakan salah satu jembatan untuk mencapai tujuan tersebut. Penelitian ini bertujuan untuk menemukan dan mengeksplorasi matematika terintegrasi Islam yang bersumber dari hadis. Metode *systematic literature review* (SLR) digunakan dalam penelitian ini. Data yang digunakan berupa 20 karya ilmiah pada rentang tahun 2019-2023 dari database Google Scholar yang diperoleh melalui aplikasi Publish and Perish. Data dianalisis dengan mengidentifikasi, meninjau, membandingkan, dan menginterpretasikan semua data. Hasil penelitian menunjukkan berbagai tema hadis dan konsep matematika yang digunakan dalam matematika terintegrasi Islam. Hasil penelitian ini dapat bermanfaat bagi guru dan dosen sebagai sumber belajar untuk diterapkan dalam pembelajaran matematika terintegrasi Islam.

Kata Kunci: Matematika terintegrasi Islam; Hadits; konsep matematika.

INTRODUCTION

Education not only plays a role in improving the quality of knowledge and skills but also has a vital role in shaping human character (Harun, 2013; Susanti, 2018). Character building in education makes humans have good morals and acts as a regulator, reminder, and controller so humans can use their knowledge and skills to benefit humanity (Ali, 2018). That is described in the objectives of national education, which is to produce people of faith, morals, and noble character (Undang-Undang Republik Indonesia, 2003).

Therefore, education that aims at moral and character building needs to be implemented in various classroom lessons, including mathematics.

As part of the science taught in education, mathematics needs to be involved in shaping students' character (Abdussakir & Rosimanidar, 2017; Fitriyani & Kania, 2019). That means that mathematics does not only train thinking, reasoning, logic, and problem-solving skills but also needs to instill character and moral values in students (Saraswati, 2019). Therefore, a bridge involving mathematics and other scientific disciplines is required to shape character and morals. Such engagement is embodied in integrated mathematics (Alghar et al., 2023; Fitriyani & Kania, 2019).

The integration of mathematics with other fields to shape students' character and morals is realized through approaches, the use of contexts, learning tools, and mathematics learning models that involve other scientific areas (Bedewy & Lavicza, 2023; Kelley & Knowles, 2016). Some of these integrations have been developed in various studies. Such as ethnomathematics involves mathematics with the scope of culture to instill students' love for culture and customs (Akbar et al., 2023; Alghar et al., 2022). Mathematics involves the *Pancasila* learner profile to instill the values of cooperation and respect for diversity among ethnic groups (Alghar & Marhayati, 2023; Naibaho, 2022). Up to Islamic integrated mathematics that involves Islamic religious values in mathematics to form the character of students who are faithful and pious (Hapiz et al., 2019; Hendrawati et al., 2020; Radjak et al., 2023).

Islamic-integrated mathematics not only aims to shape the character of students who are faithful and moral but also to increase faith, introduce Islamic values, and realize students who have morals according to Islamic guidance (Abdussakir & Rosimanidar, 2017; Imamuddin & Isnaniah, 2023). Islamic-integrated mathematics does not mean pasting Islamic contexts into mathematics but involving mathematics to solve various problems faced by society according to Islamic guidance, such as *zakat mal*, inheritance, and *ghanimah* (Rosikhoh & Abdussakir, 2020; Supiarmo, 2022). In other words, the approach taken in Islamic integrated mathematics is bi-implicative between mathematics and Islamic values.

On the other hand, the increasing growth of Islamic-based educational institutions has further expanded the application of Islamic-integrated mathematics (Bafadhol, 2017). Islamic educational institutions ranging from *madrasah ibtidaiyyah*, *madrasah tsanawiyah*, *madrasah aliyah*, to Islamic-based universities have opened space for the implementation of Islamic integrated mathematics learning (Bafadhol, 2017; Rahman, 2018). In addition, the Kompetisi Sains Madrasah (KSM) that uses Islamic integrated questions further strengthens students to compete and their competence in learning science and Islam (Maulana & Mutmainah, 2018).

The development of Islamic integrated mathematics is increasingly visible, with various studies trying to examine it in depth. The number of Islamic shows that integrated mathematics studies in the theoretical realm (Abdussakir, 2017; Abdussakir & Rosimanidar, 2017), learning tools (Cholidiyah, 2019; Radjak, 2022), and learning models (Sutiarso, 2020). In addition, the Islamic sources that are referred to in Islamic integrated mathematics are already diverse, such as sources from the Al-Quran, hadith, fiqh, history, and moral creed (Alghar et al., 2023; Hapiz et al., 2019; Kurniadi & Wandini, 2022). That means that the existence of Islamic integrated mathematics has experienced relatively rapid development in the realm of academia and research.

Nonetheless, researchers found things that must be underlined in Islamic integrated mathematics. One is that Quranic sources still dominate the sources used in Islamic integrated mathematics. That is evidenced by various studies examining mathematics

with the Quran, such as numbers, number operations, sets, set operations, relations, and functions (Abdussakir, 2017; Hapiz et al., 2019; Radjak et al., 2023). The source of guidance in Islam is shown through the Al-Quran and the hadiths that refer to the words of the Prophet Muhammad: peace be upon him.

Therefore, this research tries to explore in more depth the various Islamic integrated mathematics studies derived from hadith. Thus, this research aims to classify, compare, and review multiple Islamic integrated mathematics studies derived from hadith. Hopefully, this research can be a reference for other studies to learn mathematics. In addition, this research is expected to be a reference in making Islamic integrated mathematics learning tools derived from hadith.

METHOD

This research uses the systematic literature review (SLR) method. The method is carried out by identifying, reviewing, evaluating, and interpreting various relevant studies. Researchers conducted a systematic review and identification of multiple articles, which were guided through several stages based on (Triandini et al., 2019), namely (1) formulation of research questions, (2) literature search, (3) determination of inclusion and exclusion criteria, (4) literature selection, (5) data presentation, (6) data processing, and (7) conclusion.

At the research question formulation stage, the researcher formulated several questions related to the research theme. The first question is, what are the hadith themes used in Islamic integrated mathematics? The second question is, what mathematical concepts can be explored in Islamic integrated mathematics based on hadith? Researchers collected various scientific works from journal articles, proceedings articles, and students' final assignments in the literature search stage. Research themes were searched using the keywords Islamic integrated mathematics, hadith mathematics, or a combination of both.

When setting inclusion and exclusion criteria, researchers set several standards for studying the data. First, the data came from 2019 to 2023. Secondly, the data is a scientific work from an accredited source and uses appropriate scientific methods. Third, the data contains Islamic integrated mathematics sourced from hadith. The data obtained came from the Google Scholar database, which was searched with the help of the Publish and Perish application. In the literature selection stage, researchers divided 308 data into 20 based on inclusion and exclusion criteria.

In the data presentation stage, researchers tabulated the data obtained based on the year of research, data sources, research titles, hadith concepts used, and mathematical concepts found. Researchers reviewed, analysed, and identified data diligently and thoroughly during the data processing stage. The results of data processing were written in the results and discussion section. In the conclusion, the researcher compares the findings and concludes.

RESULT AND DISCUSSION

1. Research Results

The results of the review and analysis of data related to scientific works on the theme of Islamic integrated mathematics sourced from hadith are presented in Table 1 below.

Table 1. Description of research related to Islamic integrated mathematics sourced from the hadith

Name of Researcher and Year of Research	Research Title	Research Results
(Ulm et al., 2021)	Pembelajaran Matematika Integratif Bernuansa Islam Melalui Project Based Learning Pada Materi Geometri dengan Konteks Fikih	Integrative mathematics learning with Islamic nuances can be combined with the PjBL learning model based on the STEAM classification, which can be related to real-life <i>fiqh</i> problems.
(Alghar et al., 2023)	Integrative Mathematics: Mathematical Concepts in Hadiths with the Theme of Uqiyah	There is the concept of linear equation, the idea of equivalent comparison, the concept of function, and the concept of the equation of a line through two points in the hadith related to <i>uqiyah</i> .
(Pasaribu, 2019)	Matematika Zakat (Cara Menghitung Zakat Tabungan)	Calculating zakat requires mathematical concepts derived from the provisions in the relevant hadiths.
(Rahmadhani & Wahyuni, 2020)	Integrasi Pembelajaran Matematika Berbasis ICARE dan Islam Pada Materi Pecahan	The ICARE-based and Islamic-integrated mathematics learning tools developed have met the valid, practical, and effective criteria.
(Monika, 2021)	Interkoneksi Antara Matematika dengan Al-Qur'an Pada Pelaksanaan Shalat Sunnah Dhuha	There is an interconnection between mathematics and <i>dhuha</i> prayer from both the Quranic and Hadith angles, such as angles, trigonometry, and row patterns.
(Hapiz et al., 2019)	Bilangan Pecahan Dalam Al-Quran dan Hadits	There are 8 fractional numbers in the Quran and 9 fractional numbers in the hadith.
(Syafiulia & Mariana, 2021)	Eksplorasi Konsep Matematika Pada Shalat Tarawih Melalui Studi Auto Etnografi	Mathematical concepts include number operations, odd numbers, even numbers, lines, time, distance, and least common multiples.
(Wulandari et al., 2019)	Konsep Estimasi dalam Al-Hadits	The concept of estimation is found in several hadiths, including in the hadiths of Bukhari, Muslim, Abu Dawud, At-Tirmidzi, Ibn Khuzaimah, An-Nasai, Ibn Majah, and Ahmad.
(Rosikhoh & Abdussakir, 2020)	Bilangan Pecahan dan Operasinya dalam Hadits	Simple fractions, unit fractions, mixed fractions, and fraction operations in hadiths exist.

(Faizin et al., 2021)	Internalisasi Nilai-Nilai Islam Pada Materi Relasi dan Fungsi	Material on relations and functions can be internalized with Islamic values.
(Ramadhia, 2022)	Pengembangan Instrumen Tes Kemampuan Pemecahan Masalah Matematika Berbasis Konteks Keislaman Mengacu Pada Konten AKM Di Tingkat Madrasah Tsanawiyah	The Islamic context-based mathematics problem-solving test instrument that refers to the AKM content at the Madrasah Tsanawiyah level is already of good quality based on the results of expert reviews and trials.
(Supiarmo, 2022)	Penerapan Operasi Hitung dalam Hadits dan Implikasinya pada Pembelajaran Matematika	Mathematical arithmetic operations are applied in the hadiths of Bukhari, Muslim, Abu Dawud, Ahmad, and Ibn Majah.
(Faradila & Fahlevi, 2022)	Penanaman Nilai-Nilai Islam dalam Perkuliahan Matematika Bisnis Pada Prodi Akuntansi Syariah IAIN Syaikh Abdurrahman Siddik Bangka Belitung	Embedding Islamic values in business mathematics lectures on linear series and functions can be applied to savings interest and market equilibrium due to taxes.
(Alfikri et al., 2022)	Pengembangan LKS Matematika Berbasis Integrasi Islam Terhadap Kemampuan Berpikir Kritis Siswa SMP	Using teaching materials in the form of mathematics worksheets based on Islamic Integration affects the improvement of junior high school students' critical thinking.
(Nufus et al., 2021)	Integrasi Nilai Keislaman dan Kemampuan Komunikasi Matematis Pada Buku Ajar Program Linier	The Islamic integrated linear program textbook based on mathematical communication skills is valid and practical.
(Yustika et al., 2023)	Integrasi Matematika Terpadu Bernuansa Islam Dalam Materi Geometri Berkonteks Fikih	Integrating integrated mathematics with Islamic nuances of geometry material with fiqh context produces mathematical concepts with Islamic values and principles in teaching geometry.
(Silvatama et al., 2023)	Penguatan Sikap Religius Siswa Melalui Pembelajaran Matematika Bermuatan Nilai Islam	There are two patterns of integrating Islamic values and mathematics: by embedding Islamic values into teaching materials and by using Islamic symbols in learning.
(Sugianto et al., 2023)	Konsep Materi Bilangan Dalam Al – Qur'an dan Hadits	There are ideas of number assignments in the Quran, number repetition in the Quran, and fractional numbers.

(Hendrawati et al., 2020)	Integrative Mathematics Learning: Study Of Hadits On Number	In the hadith studied, several mathematical concepts exist, such as whole numbers and whole number operations, namely addition, subtraction, multiplication, and division.
(Rosikhoh et al., 2022)	Designing learning trajectory based on Quran and Hadith: A case of fractions at Madrasah Ibtidaiyah	The learning design can be implemented with a scientific approach to fraction learning based on the Quran and hadith.

Based on the search results in Table 1, 20 pieces of data that met the inclusion and exclusion criteria were obtained. These criteria are fulfilled based on the title, abstract, keywords, content, and discussion of all literature received. When viewed by time, there are 3 relevant literatures in 2019, 3 in 2020, 5 in 2021, 5 in 2022, and 4 in 2023. A more detailed discussion related to the theme of relevant hadith and mathematical concepts found in Islamic integrated mathematics is presented in the following description.

a. Hadith Themes in Islamic Integrated Maths

Based on the 20 selected articles, the researcher grouped the literature based on the hadith themes used. The results of the grouping of hadith themes are shown in Table 2.

Table 2. Hadith Themes in Islamic Integrated Maths

Name of Researcher and Year of Research	Hadith Themes
(Ulm et al., 2021)	<i>Qullah</i> unit
(Alghar et al., 2023)	<i>Uqiyah</i> unit
(Pasaribu, 2019)	<i>zakat mal</i>
(Rahmadhani & Wahyuni, 2020)	Fasting of David and the virtue of prayer
(Monika, 2021)	Dhuha prayer
(Hapiz et al., 2019)	Fasting of David, <i>zakat mal</i> , the virtues of prayer, reading the Quran, and getting married
(Syafiulia & Mariana, 2021)	Tarawih prayer
(Wulandari et al., 2019)	Events of Hudaibiyah, Tafseer of <i>al-Qashr</i> , bathing a corpse, use of silk, miracles of the apostle of Allah, <i>wasaq</i> , buying and selling system, battle of Hunain.
(Rosikhoh & Abdussakir, 2020)	The virtues of prayer, <i>zakat mal</i> , ablution, dowry, <i>ghanimah</i> , and <i>sadaqah</i>
(Faizin et al., 2021)	The concept of buying and selling
(Ramadhia, 2022)	<i>zakaat mal</i>
(Supiarmo, 2022)	<i>Zakaat mal</i> , fasting daud, virtue of surah al-ikhlas, health
(Faradila & Fahlevi, 2022)	<i>Riba</i> and <i>Sadaqah</i>
(Alfikri et al., 2022)	<i>Sadaqah</i>
(Nufus et al., 2021)	<i>Rawatib</i> prayer
(Yustika et al., 2023)	<i>Qullah</i> unit
(Silvatama et al., 2023)	<i>Zakat</i> and <i>sadaqah</i>
(Sugianto et al., 2023)	Fasting of David and the Rewards of Prayer
(Hendrawati et al., 2020)	<i>Salat</i> , <i>zakaat</i> , <i>lailatul qadar</i>

(Rosikhoh et al., 2022)	The virtue of reciting surahs Al-Ikhlās, Al-Zalzalah, and Al-Kafirun
-------------------------	--

b. Mathematical Concepts in Islamic Integrated Mathematics

Based on the 20 articles that had been selected, the researcher grouped the literature based on the mathematical concepts found. The results of the grouping of mathematical concepts are shown in Table 3.

Table 3. Mathematical concepts in Islamic Integrated Mathematics from hadiths

Name of Researcher and Year of Research	Maths concepts
(Ulm et al., 2021)	The volume of the Cube and Block
(Alghar et al., 2023)	Linear Equations, Comparisons, and Functions
(Pasaribu, 2019)	Social Arithmetic
(Rahmadhani & Wahyuni, 2020)	Fractions and Fraction Operations
(Monika, 2021)	Arithmetic and Trigonometric Rows
(Hapiz et al., 2019)	Fractions
(Syafiulia & Mariana, 2021)	Numbers and Addition Operations
(Wulandari et al., 2019)	Estimation
(Rosikhoh & Abdussakir, 2020)	Fractional Numbers and Their Operations
(Faizin et al., 2021)	Relations and Functions
(Ramadhia, 2022)	Comparison and Fraction Operations
(Supiarmo, 2022)	Fractions and Fraction Operations
(Faradila & Fahlevi, 2022)	Linear Functions and Demand-Supply Curves
(Alfikri et al., 2022)	Comparisons and Ratios
(Nufus et al., 2021)	Linear Programme
(Yustika et al., 2023)	Cube Volume
(Silvatama et al., 2023)	Number and Fraction Operations
(Sugianto et al., 2023)	Fraction
(Hendrawati et al., 2020)	Number Operations
(Rosikhoh et al., 2022)	Fractions and Fraction Operations

2. Discussions

Based on the research results, it was found that there are various themes of hadith from 20 scientific papers with pieces of Islamic integrated mathematics. The hadith themes found were diverse, and some overlapped with each other. The hadith themes found include the units of qullah, uqiyah, zakat *mal*, zakat fitrah, fasting of David, the virtue of obligatory prayer, *dhuha* prayer, the purity of reading the Quran, the event of *Hudaibiyah*, the provisions for bathing the corpse, the conditions for dressing in silk, *wasaq*, the distribution of *ghanimah*, the principles of buying and selling, usury, charity, the virtue of *lailatul qadar*, and the virtue of reading Surah *Al-Ikhlās*, *Al-Zalzalah*, and *Al-Kafirun*.

Based on the themes of the hadith found, the researcher concluded that the context

of the hadith discussed is diverse, ranging from the scope of *fiqh*, worship, and *muamalah*, to Islamic historical events. In other words, the diversity of hadith themes containing mathematics can be adjusted to the mathematical context students want to be taught. So that students not only get mathematical concepts but also learn Islamic values through relevant hadith (Rosikhoh et al., 2022). That is in line with Ulum et al. (2021) and Yustika et al. (2023) that the concept of measuring *qullah* for purification not only trains students' mathematical skills in terms of measurement but also introduces students to the idea of *qullah* and the importance of cleansing in Islam.

Furthermore, Table 3 shows various mathematical concepts from 20 scientific papers with the theme of Islamic integrated mathematics. The mathematical concepts found are also diverse, and some of them overlap. These mathematical concepts include numbers, number operations, fractions, fraction operations, relations, functions, estimation, volume measurement, comparison, ratio, linear programs, linear functions, supply-demand curves, arithmetic sequence, trigonometry, social arithmetic, and one-variable linear equations.

The researcher considers that the mathematical concepts found are related to each other. That means the mathematical concepts are tiered and structured to be learned at various levels of students' education, from primary to secondary. In other words, teaching mathematics concepts with an integrated mathematics approach can be done at different levels of education. That is in line with what is presented that the idea of number and number operations through hadith can be taught at the elementary school level (Hendrawati et al., 2020; Silvatama et al., 2023). Monika (2021) also explained that teaching the concepts of trigonometry and arithmetic sequence to high school students can be done by delivering hadiths with the theme of *dhuha* prayer.

The results from Table 1 and Table 2 illustrate that learning mathematics can be done with an Islamic integrated mathematics approach with the sources used coming from the hadith. The diverse mathematical concepts in various themes of the hadith allow for applying the Islamic integrated mathematics approach at multiple levels of education. On the other hand, this research can be a reference gate for research on developing learning tools integrated with Islamic values derived from hadith. Thus, it is hoped that this research can trigger the realization of educational goals that instill aspects of knowledge and skills, moral values, faith, and purity.

CONCLUSION

Based on the results and discussion that have been presented, it can be concluded that there are various mathematical concepts in multiple studies related to Islamic integrated mathematics sourced from hadith. The mathematical concepts found include numbers, number operations, fractions, fraction operations, relations, functions, estimation, volume measurement, comparison, ratios, linear programs, linear functions, supply-demand curves, arithmetic sequence, trigonometry, social arithmetic, and linear equations of one variable. In other words, hadith can be used as an introduction to learning mathematical concepts. Thus, Islamic-integrated mathematics learning can simultaneously introduce mathematical concepts and Islamic values to realize faithful and moral learners.

REFERENCES

- Abdussakir. (2017). *Integrasi matematika dan al-Quran*.
- Abdussakir, & Rosimanidar, R. (2017). Model integrasi matematika dan al-Quran serta praktik pembelajarannya. *Seminar Nasional Integrasi Matematika di dalam Al-Quran*, 1–16.
- Akbar, L. A., Alghar, M. Z., Marhayati, & Susanti, E. (2023). The Arithmetic Sequences in Making Traditional Cast Nets in Lombok. *Edumatika: Jurnal Riset Pendidikan Matematika*, 6(1), 13–29. <https://doi.org/10.32939/ejrpm.v6i1.2541>
- Alfikri, M. Z., Setiani, A., & Imswatama, A. (2022). Pengembangan LKS Matematika Berbasis Integrasi Islam Terhadap Kemampuan Berpikir Kritis Siswa SMP. *Jurnal PEKA: Pendidikan Matematika*, 6(1), 29–38. <https://doi.org/10.37150/jp.v6i1.1654>
- Alghar, M. Z., Cholidiyah, A. C., & Radjak, D. S. (2023). Integrative Mathematics: Mathematical Concepts in Hadiths with the Theme of Uqiyah. *West Science Islamic Studies*, 1(1), 93–101. <https://doi.org/10.58812/wsiss.v1i01.285>
- Alghar, M. Z., & Marhayati. (2023). Ethnomathematics: Exploration of Fractal Geometry in Gate Ornaments of The Sumenep Jamik Mosque Using The Lindenmayer System. *Indonesian Journal of Science and Mathematics Education*, 6(3), 311–329. <https://doi.org/10.24042/ijsme.v6i3.18219>
- Alghar, M. Z., Susanti, E., & Marhayati. (2022). Ethnomathematics: Arithmetic Sequence Patterns Of Minangkabau Carving On Singok Gonjong. *Jurnal Pendidikan Matematika (Jupitek)*, 5(2), 145–152. <https://doi.org/10.30598/jupitekvol5iss2pp145-152>
- Ali, A. M. (2018). *Pendidikan Karakter Konsep dan Implementasi* (1 ed.). Prenada Media Group.
- Bafadhol, I. (2017). Lembaga pendidikan islam di indonesia. *Edukasi Islami: Jurnal Pendidikan Islam*, 6(11), 59–72. <https://doi.org/10.30868/ei.v6i11.95>
- Bedewy, S. El, & Lavicza, Z. (2023). STEAM+ X-Extending the transdisciplinary of STEAM-based educational approaches: A theoretical contribution. *Thinking Skills and Creativity*, 48(101299), 1–23. <https://doi.org/10.1016/j.tsc.2023.101299>
- Cholidiyah, A. C. (2019). Pengembangan E-LKPD Interaktif Berbasis Realistik yang Terintegrasi Nilai Keislaman pada Materi Aritmatika Sosial kelas VII. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 14(2), 1–10. <https://doi.org/10.3390/educsci8040220>
- Faizin, Z., Basir, M. A., & Ubaidah, N. (2021). Internalisasi Nilai-Nilai Islam pada Materi Relasi dan Fungsi. *Seminar Nasional Pendidikan Sultan Agung IV*, 2(1), 145–151.
- Faradila, F., & Fahlevi, M. R. (2022). Penanaman Nilai-Nilai Islam Dalam Perkuliahan Matematika Bisnis Pada Prodi Akuntansi Syariah Iain Syaikh Abdurrahman Siddik Bangka Belitung. *Budgeting: Jurnal Akuntansi Syariah*, 3(1), 26–47.
- Fitriyani, D., & Kania, N. (2019). Integrasi Nilai-Nilai Keislaman Dalam Pembelajaran Matematika. *Seminar Nasional Pendidikan, FKIP UNMA*, 346–352.
- Hapiz, A., Afifuddin, M., Annisa, H., Abdussakir, A., & Rofiki, I. (2019). Bilangan Pecahan dalam Al-Quran dan Hadits. *Prosiding Sendika*, 5(1), 72–80.
- Harun, C. Z. (2013). Manajemen pendidikan karakter. *Jurnal Pendidikan Karakter*, 4(3), 302–308. <https://doi.org/10.21831/jpk.v0i3.2752>
- Hendrawati, N. E., Wulandari, S., Ulum, M., Asnawi, M. H., Rofiki, I., & Abdussakir, A. (2020). Integrative Mathematics Learning: Study of Hadits on Number. *Abjadia*, 5(1), 15–28. <https://doi.org/10.18860/abj.v5i1.8675>
- Imamuddin, M., & Isnaniah, I. (2023). Peranan Integrasi Nilai-Nilai Islam dalam Pembelajaran Matematika.

- Kaunia: *Integration and Interconnection Islam and Science Journal*, 19(1), 15–21. <https://doi.org/10.14421/kaunia.3975>
- Undang-Undang Republik Indonesia, Pub. L. No. 20, 1 (2003).
- Kelley, T. R., & Knowles, J. G. (2016). A conceptual framework for integrated STEM education. *International Journal of STEM education*, 3, 1–11. <https://doi.org/10.1186/s40594-016-0046-z>
- Kurniadi, A., & Wandini, R. R. (2022). Konsep Pola Matematika pada Surat Quraisy. *Jurnal Basicedu*, 6(3), 3325–3333. <https://doi.org/10.31004/basicedu.v6i3.2604>
- Maulana, F., & Mutmainah, S. (2018). Pembinaan Guru MTs Maarif NU 6 Taman Negeri Menghadapi Kompetisi Sains Madrasah (KSM). *Lambung Inovasi: Jurnal Pengabdian kepada Masyarakat*, 3(2), 38–42. <https://doi.org/https://doi.org/10.36312/linov.v3i2.445>
- Monika, M. (2021). *Interkoneksi Antara Matematika Dengan Al-Qur'an Pada Pelaksanaan Shalat Sunnah Dhuha*. IAIN Curup.
- Naibaho, T. (2022). Penguatan Literasi Dan Numerasi untuk Mendukung Profil Pelajar Pancasila sebagai Inovasi Pembelajaran Matematika. *SEPREN: Journal of Mathematics Education and Applied, Special Issue*, 111–117. <https://doi.org/10.36655/sepren.v4i0.841>
- Nufus, H., Nurdin, E., & Ariawan, R. (2021). Integrasi Nilai Keislaman dan Kemampuan Komunikasi Matematis Pada Buku Ajar Program Linier: Sebuah Studi Pengembangan. *Jurnal Gantang*, 6(1), 47–60. <https://doi.org/10.31629/jg.v6i1.2556>
- Pasaribu, L. H. (2019). Matematika Zakat (Cara Menghitung Zakat Tabungan). *Ecobisma: Jurnal Ekonomi, Bisnis dan Manajemen*, 6(2), 76–82. <https://doi.org/10.36987/ecobi.v6i2.7>
- Radjak, D. S. (2022). *Pengembangan e-Modul Relasi dan Fungsi Terintegrasi Nilai Keislaman untuk Mendukung epistemic Cognition Peserta Didik kelas VIII*. UIN Maulana Malik Ibrahim.
- Radjak, D. S., Alghar, M. Z., & Cholidiyah, A. C. (2023). Exploration of the Concept of Relation and Function in the Quran with the Theme of Q.S. Ar-Rahman. *West Science Islamic Studies*, 1(1), 120–131. <https://doi.org/10.58812/wsiss.v1i01.309>
- Rahmadhani, E., & Wahyuni, S. (2020). Integrasi Pembelajaran Matematika Berbasis ICARE dan Islam Pada Materi Pecahan. *JNPM (Jurnal Nasional Pendidikan Matematika)*, 4(1), 110. <https://doi.org/10.33603/jnpm.v4i1.2874>
- Rahman, K. (2018). Perkembangan lembaga pendidikan islam di indonesia. *Jurnal Tarbiyatuna: Kajian Pendidikan Islam*, 2(1), 1–14.
- Ramadhia, D. Q. (2022). *Pengembangan Instrumen Tes Kemampuan Pemecahan Masalah Matematika Berbasis Konteks Keislaman Mengacu Pada Konten AKM di Tingkat Madrasah Tsanawiyah*. UIN Syarif Hidayatullah.
- Rosikhoh, D., & Abdussakir, A. (2020). Bilangan Pecahan dan Operasinya dalam Hadits. *JMPM: Jurnal Matematika dan Pendidikan Matematika*, 5(1), 44–53. <https://doi.org/10.26594/jmpm.v5i1.1800>
- Rosikhoh, D., Abdussakir, A., Ali, F., & Mukmin, M. I. (2022). Designing learning trajectory based on Qur'an and Hadith: A case of fractions at Madrasah Ibtidaiyah. *International Journal of Trends in Mathematics Education Research*, 5(3), 291–298. <https://doi.org/10.33122/ijtmer.v5i3.123>
- Saraswati, R. R. (2019). Religious Math Character Sebagai Solusi untuk Meningkatkan Kualitas Pembelajaran Matematika dan Karakter Pelajar di Indonesia. *Risenologi (Jurnal Sains, Teknologi, Sosial, Pendidikan, dan Bahasa)*, 4(2), 74–79. <https://doi.org/10.47028/j.risenologi.2019.42.86>
- Silvatama, M. A., Nur Kamila, N., Wijayanto, A., Sari, E., & Kholil, M. (2023). Penguatan Sikap Religius Siswa Melalui Pembelajaran Matematika Bermuatan Nilai Islam. *Educativo: Jurnal Pendidikan*, 2(1), 211–221. <https://doi.org/10.56248/educativo.v2i1.135>
- Sugianto, A. S., Rosyidah, N. A., Ela, A., & Kholil, M. (2023). Konsep Materi Bilangan dalam Al-Qur'an dan Hadits. *Jurnal Salome: Multidisipliner Keilmuan*, 1(3), 173–178.
- Supiarmo, M. G. (2022). Penerapan Operasi Hitung dalam Hadits dan Implikasinya pada Pembelajaran Matematika. *Edupedika: Jurnal Studi Pendidikan dan Pembelajaran*, 1(1), 13–23. <https://doi.org/10.60004/edupedika.v1i1.5>
- Susanti, R. (2018). Optimalisasi Pendidikan Karakter Dalam Kurikulum 2013 Melalui Pembelajaran Pendidikan Agama Islam. *Jurnal Al-Risalah*, 14(2), 153–168.
- Sutiarso, S. (2020). Meta-Analisis Pengaruh Alqurun Teaching Model Terhadap Kemampuan Matematis. *Histogram: Jurnal Pendidikan Matematika*, 4(2), 462–478. <https://doi.org/http://dx.doi.org/10.31100/histogram.v4i2.711>
- Syafiulia, S. H., & Mariana, N. (2021). Eksplorasi Konsep Matematika pada Shalat Tarawih Melalui Studi Auto|Etnografi. *Jurnal PGSD*, 9(4), 2063–2077.
- Triandini, E., Jayanatha, S., Indrawan, A., Putra, G. W., & Iswara, B. (2019). Metode systematic literature review untuk identifikasi platform dan metode pengembangan sistem informasi di Indonesia. *Indonesian Journal of Information Systems*, 1(2), 63–77. <https://doi.org/10.24002/ijis.v1i2.1916>

- Ulum, M. M., Annisa, H., Asnawi, M. H., & Arofah, N. L. (2021). Pembelajaran Matematika Integratif Bernuansa Islam Melalui Project-Based Learning Pada Materi Geometri Dengan Konteks Fikih. *Edusia: Jurnal Ilmiah Pendidikan Asia*, 1(1), 50–61. <https://doi.org/10.53754/edusia.v1i1.30>
- Wulandari, S., Ulum, M. M., & Abdussakir. (2019). Konsep Estimasi dalam Al-Hadits. *Prosiding Seminar Nasional Integrasi Matematika dan Nilai Islami*, 3(1), 212–221.
- Yustika, U. N., Ramadani, G. D., Ikromah, N., Roziqin, M. Z., & Kholil, M. (2023). Integrasi Integrasi Matematika Terpadu Bernuansa Islam Dalam Materi Geometri Berkonteks Fikih. *Numbers Jurnal Pendidikan Matematika & Ilmu Pengetahuan Alam*, 1(3), 1–7.