EDUMATSAINS
JURNAL PENDIDIKAN MATEMATIKA DAN SAINS
E-ISSN:2527-7235
Volume 10 Issue. 1, July 2025, pp 195-208
http://ejournal.uki.ac.id/index.php/edumatsains

Integration of Islamic Values in Social Arithmetic Learning: A Systematic Review Study

St. Sulastri[1], Baharullah[2], Mukhlis[3*]

[1,2,3]Pendidikan Matematika, Pascasarjana, Universitas Muhammadiyah Makassar, Indonesia

e-mail: **105141100823@student.unismuh.ac.id**, **Baharullah@unismuh.ac.id**, ***mukhlis@unismuh.ac.id**

Article Info

Article history:
Received : May 12th 2025
Revised : July 26th 2025
Accepted : July 28th 2025
Available online : July 31st 2025

https://doi.org/10.33541/edumatsains.v10i1.6914

Abstract

In fact, most educators in schools or madrasas admit that they face challenges when integrating mathematics with Islam. Therefore, this study aims to investigate the concept of integrating Islamic values into mathematics learning, with a special emphasis on social arithmetic material. This research method uses a systematic review of the results of recent research (updates) over the past five years, totaling 10 (ten) scientific articles. The results of the study indicate that the integration or combination of mathematics learning with Islamic values can be a method of instilling Islamic values. Therefore, researchers anticipate that instilling Islamic values will not only improve the application of mathematics in students' daily lives but also increase their faith and piety. All educators, including mathematics instructors, can bear the responsibility to instill religious values. Researchers anticipate that by incorporating Islamic values into mathematics learning that are in line with the subject matter, mathematics educators will be able to foster students' character. Consequently, the findings of this study will significantly enhance the domain of mathematics education by elevating the quality of learning through a method that incorporates Islamic values. Researchers recommend that additional academics examine the correlation between students' learning outcomes or motivation and mathematical problems that incorporate Islamic values.

Keywords: islamic values, mathematics learning, social arithmetic, systematic review

1. Introduction

The development of quality human resources cannot be separated from education, which is an important means of maintaining the continuity of life patterns and the progress of a country (Qutni et al., 2021). The design of the education system in Indonesia plays an important role in the development of progressive human resources. Undang-Undang No. 20 Tahun 2003 explains that education is a deliberate and organized effort to create a learning environment and learning process that allows students to actively realize their potential. Currently, we cannot separate the improvement of human resources from the pursuit of education. Implementing the education process more effectively will lead to the development of more competitive competencies. Education fosters individual personalities to improve their quality of life (Shulhina & Dąbrowska, 2022; Suwartini, 2017). General education should aim to produce healthy and intelligent individuals and members of society with the following characteristics: 1) strong religious personalities who are able to uphold the noble culture of the nation; 2) awareness of democracy in community, national, and state life; 3) high awareness of legal morals; and 4) a prosperous life (Shutaleva et al., 2023). Given these conditions, the obligation to advance education becomes very difficult to implement.

Learning mathematics in school is one way to achieve educational output. Mathematics has a significant impact on existence, whatever our awareness (Juniantari, 2017). However, most people think that mathematics is a dense and challenging subject. This misconception is due to the perception of mathematics as a more abstract subject, making classroom learning less meaningful. Furthermore, the mathematics learning currently provided does not connect the material with practical aspects in everyday life. Consequently, this lack of integration with life values will impact the material (Sobarningsih et al., 2019). Mathematics is a collection of knowledge that does not stand alone because it is closely related to other disciplines and everyday life (La Hadi & Dedyerianto, 2020). Scientific integration becomes important as one discipline interconnects with other fields of science.

Kurniati (2016) suggests instructing students in mathematics in an engaging manner, utilizing real- world examples to enhance their understanding. Students will see math as a part of their lives if they find it interesting and easy. Every mathematics material taught must show specific aspects of Islamic values for students to see mathematics as a part of their lives.

Thus, mathematics learning must also impact behavioral changes, not only focusing on academics obtained with conventional techniques, as expressed by Wahyu & Mahfudy (2016), that most mathematics learning in Indonesia still focuses on calculations (drill), the role of teachers is more dominant (teacher-centered), students have not been given the opportunity and encouraged to express opinions (reasoning), do not build conceptual understanding, are not oriented towards problem solving, and have not been widely associated with everyday life.

Designing mathematics education that integrates Islamic values is one way to foster noble

morals (Chan & Wong, 2014; Supriadi, 2015). When learning mathematics, it is crucial to cultivate a quality personality. Such development involves not only focusing on academics but also incorporating moral education into the learning process. One approach is to incorporate Islam into each mathematical concept during the learning process (Jurdak, 2014; Kurniati, 2016). Furthermore, it is said that by aligning and combining these aspects, it will further improve students' abilities, faith, and piety in God Almighty, which is one of the goals of education. To realize this goal and apply it in mathematics, one of them is by linking mathematical problems in real life and integrating Islamic knowledge in mathematics learning (Choirunnisa et al., 2022).

The most intriguing and positive integration lately is the integration of Islamic values in the teaching and learning process. The integration of Islamic values in question is related to efforts to combine general mathematical knowledge with Islam without having to eliminate the uniqueness between the two sciences. The inclusion of Islamic values in math textbooks can be shown through example questions, practice problems, and exam questions that present issues from an Islamic viewpoint, all while keeping the required skills in the existing curriculum unchanged (Roziqien & Zainil, 2023; Supriadi, 2015). Furthermore, research on including Islamic values in math learning looks at how to combine math and Islam and teach Islamic values using examples and explanations of math concepts. Kurniati's study suggests methods for blending math education with Islamic teachings to promote these values. Nihayati tries to integrate Islamic values through learning sets (Nihayati, 2017). From these studies, the term Islamic mathematics emerged, which is mathematics that uses the Qur'an and the Sunnah of the Prophet as postulates. However, few previous studies have examined Islamic values in the context of independent approaches to mathematics learning.

With the integration of Islamic values in mathematics learning, it is hoped that it will become a quality education model, namely education that does not only direct students to simply have the skills to work on exact problems and make students just understand the material being taught (Musthofa, 2024; Putri et al., 2022). On the other hand, a stigma arises in religious communities, especially in mathematics learning, because teachers cannot link mathematics with Islamic values, leading to the belief that math is unimportant because it is only used in the world. Therefore, from here the idea arises that mathematics learning that is integrated with Islamic values must be carried out with the aim of forming good cognitive abilities and giving rise to good student behavior/character in accordance with Islamic values.

Islamic values certainly influence mathematics itself (Hildani & Safitri, 2021). Therefore, "integration of Islamic values in mathematics learning as a means of improving students' character, especially in the context of fraction material," is an intriguing subject that requires further study. Research will focus our discussion on the following concepts: The discussion will center on three main concepts: 1) scientific integration; 2) Islamic values; and 3) mathematics learning strategies that incorporate Islamic values and positively impact students' character development.

Arithmetic is a branch of mathematics called arithmetic (Saxena, 2015). The word "social" can be defined as matters relating to society. Therefore, social arithmetic can be defined as the branch of mathematics that discusses the calculations used by people in everyday life (Naibaho, 2019). Social arithmetic is not merely arithmetic; it also holds significance within the context of Islamic values and their application in daily life, both in worship and in social life (Gradini et al., 2021; Rakhmawati, 2023; Sholehatun et al., 2024). This research also supports the idea that science and religion should not be separated but rather synergized in an integrative learning process. Understanding the patterns in social arithmetic aligns with the implied meaning of Surah Al-Kahf verse 22, which describes the differences in the number of groups in an event. The integration of the values in this verse contributes to the development of students' logical and reflective thinking skills (Sholehatun et al., 2024).

In this study, the data collected will be analyzed, especially article data based on the title, method, and application in the expert system and its suitability in the principles of data mining that are in accordance with the stages in the systematic review. It is hoped that this method can identify gaps in research so that it can be used in further research in developing new ideas and improving skills by using existing literature (Chalmers & Glasziou, 2009).

2. Methods

This research constitutes a literature review employing the Systematic Literature Review (SLR) technique. This methodology entails identifying, analyzing, assessing, and interpreting all accessible research. Researchers assess publications pertinent to the study inquiry. Researchers conduct the review process methodically and in an organized fashion, adhering to established phases (Leana et al., 2024; Mohamed Shaffril et al., 2021; Valverde-Berrocoso et al., 2020).

The processes of identification, screening, eligibility, and inclusion constitute the search steps. This phase has adhered to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta- Analyses) standards. PRISMA is a fundamental set of evidence-based standards designed to assist authors in reporting systematic reviews and meta-analyses that evaluate benefits (Welch et al., 2016; Mitrayana & Juandi, 2023). PRISMA emphasizes the need for authors to provide clear and thorough reports for all forms of research.

A systematic literature review exclusively concentrates on research presented in articles. The utilized articles are research findings published in English-language publications. The author utilizes the Mendeley application for managing papers sourced from web databases. The designated search period is from 2019 to2024. This search relies on terms utilized in the index. The researcher restricts the quantity of papers to 40. Additionally, the researcher meticulously evaluates the publications via a sequential selection process. The research identified ten articles that fulfilled the stated criteria. The researcher will choose four papers

from a varied collection for assessment, analysis, and comprehensive evaluation of the issue under investigation.

The initial phase involves identification through a literature search conducted on online databases with extensive academic repositories, specifically SINTA (Science and Technology Index) and Taylor & Francis. During the second process, the identification phase concurrently seeks data that substantiates the screening phase. The researcher selected the concept of integrating Islamic principles into mathematics education, specifically focusing on social arithmetic, as the subject of the study. Upon completion of the search procedure, we do screening to remove duplicate data and enhance the article's title, abstract, and keywords. Utilizing established eligibility criteria, research examine and choose titles, abstracts, and keywords from the articles in the search results. At the conclusion of this phase, research ascertains the volume of utilized and unutilized data for subsequent analysis. Upon acquiring the findings, research initiated a search utilizing data mining-related terms. The strings employed consist of seven methodologies from data mining. The methodologies in data mining include association, classification, clustering, outlier detection, prediction, and regression.

The next step is checking eligibility, where research looks at the articles that weren't thrown out earlier to see if they meet the criteria for further research. Research reviews the reference lists of the selected publications to find additional relevant research. Research classifies the items into two categories: compliant and non-compliant. At this juncture, research must ascertain the appropriateness of the employed study approaches and strategies. The last stage encompasses data categorization based on employed approaches and the specific topic of the case study, differentiated by two research methodologies: qualitative and quantitative. Quantitative research typically entails systematic inquiries and empirical phenomena utilizing statistics and mathematics for numerical data analysis. In quantitative research, data is typically chosen and examined in numerical format (Tisdell et al., 2025). Qualitative research includes several approaches that examine experiences, behaviors, and relationships without employing statistics, mathematics, or numerical data analysis (Creswell & Creswell, 2017). Qualitative methodologies often address research inquiries on (a) what, (b) how, (c) when, and (d) where, characterized as text-centric research strategies (Flemming & Noyes, 2021).

3. Results and Discussion

Utilizing the SINTA (Science and Technology Index) and Taylor & Francis databases, research may examine a total of 40 papers. The findings from the papers examined on the issue of "Islamic values in mathematics education" are conclusive. Each level rigorously conforms to the previously delineated PRISMA phases. PRISMA delineates each phase of the systematic review procedure as follows:

3.1 Identification

The identification method indicated that the utilized databases were SINTA (Science and Technology Index) and Taylor & Francis. The initial search utilized the phrase "Islamic values in mathematics learning." The findings from the search utilizing two sources are presented in Table
1 below. Research identified a total of 241 articles about the "Integration of Islamic Values in Mathematics Learning."

Table 1.
Number of Identified Data

Source	URL	Search result
SINTA	https://sinta.kemdikbud.go.id	18
Taylor & Francis	https://www.tandfonline.com/	223
	Total	241

3.2. Screening

The screening procedure encompasses multiple strings rather than being confined to a single string. The data mining approaches, previously examined and illustrated in Table 2 below, ascertain the strings.

Table 2.
Search String

Keywords	Search Results
Islamic values in mathematics learning	"islamic values" and "mathematics learning"
Association	association
Classification	classification
Clustering	clustering
Outlier	outlier
Prediction	prediction
Regression	regression
Keywords	Search Results

Much of the research concentrated on "concepts related to learning and teaching methodologies," as indicated by an analysis of the papers about the utilized keywords.

3.3. Eligibility

The screening results produced 40 relevant articles; however, the subsequent stage eliminated 30 articles. Research utilized ten articles in this approach. This markedly contrasts with the preceding 40 articles, as the methodology entailed either comprehensive or selective reading.

Research obtained the preceding number solely from the titles. Upon examining the

methodology and abstracts of 40 studies, it was determined that multiple articles employed more than one strategy, and there was redundancy in clustering. Consequently, an evaluation of the abstract, keywords, and research methods is essential. The results are related to the codes assigned to each article. The coding method designated a number to each article by appending the letter 'C' to the respective integers. The codes for these eight studies are enumerated in the references and will be analyzed using the systematic literature review process (e.g., C1, C2, C3, ...). Ten relevant papers were identified, as presented in Table 3.

Table 3.
Article Search Results

No	Article Code	Result
1.	C1	"The results of the study showed that after integration, students who were responsive and easy to understand could then talk about Islamic figures briefly. However, he only heard stories from his friends about students who were difficult to understand. But some students struggle to grasp it; they can deduce their friends' results when they hear them tell stories. That way, the integration of Learning is expected to produce students who are faithful and do good deeds. The characteristics that appear in students are courage, honesty, self- confidence, and responsibility."
2.	C2	"The study's results showed that the Hypothetical Learning Trajectory (HLT) trial, which included Islamic values, led to noticeable improvement based on how students responded. Initially, students had difficulty understanding the integers, but they enjoyed following the learning process and its habituation. The HLT technique used in habituation consisted of pilot experiments followed by teaching experiments. Students gave a very positive response and enjoyed observing the significant development of their abilities throughout the learning process."
3.	C3	"The results of the study indicate that teachers must develop and interpret the skills they must integrate Islamic values that are closely related to mathematics. Such integration is necessary to ensure that the students develop into progressive and characterful individuals. From a mathematics learning perspective, integrating Islamic values involves combining these values with mathematics education to form a cohesive and relevant unity. There are several mathematical concepts in the Qur'an that can be integrated, such as addition, multiplication, lines and angles, sets, numbers, measurements, arithmetic sequences and series, and others. In addition, there are several steps of learning strategies that are associated with the integration of Islamic values, such as always mentioning the name of Allah SWT, inserting relevant verses or hadiths, historical exploration, and symbols of the verses of the universe. Of course, some of these strategies provide a positive effect on mathematics learning to develop an honest attitude, a consistent and systematic attitude towards rules, a fair attitude, a responsible attitude, and self-confidence."

No	Article Code	Result
4.	C4	"The results of this study indicate, in terms of question difficulty, 1 difficult question, 6 moderate questions, and 3 easy questions. For item discrimination, 2 questions are excellent, 6 questions are good, and 1 question is moderate. Furthermore, the integrated mathematics questions created with Islamic values, al-mawarith, received a validity score of 0.90 and a reliability score of 0.92, showing that the questions are dependable."
5.	C5	"This article aims to determine the quality of the integrated mathematics learning module of Islamic values and local wisdom of flat shapes for elementary school students based on aspects of validity and practicality. Research and development (R&D) is the type of research used. Research developed the preparation for this mathematics learning module using the ADDIE model, which comprises five main stages: analysis, design, development, implementation, and evaluation. Six expert validators, consisting of 4 material validators and 2 media validators, tested this module for validity. The results of the validity of the material and media validators, namely 92.1%, are included in the very valid category and can be used without revision. The practicality of the module was determined by feedback from elementary school students 1, 2, 3, 4, and 5 in Lhokseumawe city, showing a high score of 96.9%, which means it is very suitable and easy to use. This result ensures that the integrated mathematics learning module, which incorporates Islamic values and local wisdom, meets high standards for elementary school students. The implication of this study is that the existence of an integrated mathematics learning module with Islamic values and local wisdom will enrich the teaching materials for students so that it is hoped that educators can develop a better and higher quality integrated mathematics learning module with Islamic values and local wisdom."
6.	C6	"The results of the study indicated that teachers (87.5%) believed that Islamic values and mathematics were integrated; moreover, mathematics teachers and religious teachers played a major role in teaching Islamic values. Most teachers (95%) believed that knowledge of Islamic values influenced the way they taught. However, more than half of the teachers (62.5%) had never attended a workshop or seminar or read an article discussing the integration of Islamic values into mathematics learning through comics. The results also indicated that mathematics comics containing Islamic values were still limited. Therefore, it is necessary to develop mathematics comics in the context of Islamic values."
7.	C7	"The results of the study indicated that the implemented module met the criteria of validity, practicality, and effectiveness. The module was valid with an average score of 88.9%, practical with an average score of 89.7%, and effective in improving students' mathematics learning outcomes, with 86.67% of students achieving completion. The module also succeeded in increasing students' learning motivation; 84.50% of

No	Article Code	Result
		students showed increased motivation. Based on these results, it can be concluded that the integrated Islamic values mathematics module is valid, practical, and effective."
8.	C8	"The findings of this study indicate that the Grand Mosque functions as a multifaceted institution that includes several functions, such as a place of worship, a place for preaching, an educational center, a center for character development, a catalyst for moral and social progress, an educational center for economic empowerment, and a religious tourism destination. The Grand Mosque functions as a conducive environment for the acquisition of mathematical knowledge because of the existence of several mathematical principles embedded in worship activities, as well as in the physical structure and courtyard of the mosque. The Grand Mosque contains mathematical ideas such as multiplication, parallel lines, straight lines, curves, triangles, rhombuses, rectangles, trapezoids, congruence, and social arithmetic. Therefore, this institution has the potential to be a resource for students to gain knowledge in religious studies and develop a comprehensive understanding of mathematics principles."
9.	C9	"This study helped students adopt Islamic values to improve their morals, which include performing duha sunnah and mandatory prayers together, respecting teachers, practicing dhikrullah, observing shiyam sunnah, participating in muhadharah activities, and engaging in integrative Islamic learning. It also focused on controlling desires, managing ambitions, and teaching students to think deeply, leading to behaviors like modesty, generosity, contentment, trustworthiness, simplicity, compassion, patience, wisdom, and intelligence."
10.	C10	"The results indicated that the importance that students gave to the values of relevance, learning approaches, consolidation, and practice decreased as the grade level increased; each grade of students placed the most emphasis on the value of practice and the least on the value of information and communication technology. This means that there isn't a clear link between the cultural background and the values of math education (like how important practice and ICT are) in schools with strong religious influences compared to schools with different cultures."

3.4. Included

At this juncture, both qualitative and quantitative methodologies are examined, and a comprehensive review of the article is conducted by thoroughly reading its entirety while focusing on data collection techniques, which in qualitative research include observation, visual analysis, literature reviews, and interviews. The subsequent points elucidate this clearly.

This qualitative research is dynamic, indicating it remains receptive to modifications,

augmentations, and substitutions throughout the analytical process. Qualitative approaches are strategies that emphasize comprehensive observation. Consequently, employing qualitative methodologies in research can yield a more holistic examination of a topic. Qualitative research that focuses on humanism or individual behavior addresses the understanding that all outcomes of human acts are influenced by the interior characteristics of the individual.

In quantitative research, researchers gather, evaluate, and analyze data sets to ascertain the relationship between the variables being examined. The variables employed may consist of two or more. Quantitative research employs numerical data and prioritizes the objective measurement of outcomes through statistical analysis. Quantitative approaches concentrate on gathering data sets to generalize and elucidate specific phenomena encountered by the population. In quantitative research, prediction is the predominant technique employed. The predictive method employs contemporary data to anticipate future data. Table 4 demonstrates the application of predictive methodologies in social arithmetic that are absent in qualitative research.

The research uses predictive methodologies to anticipate social arithmetic data. The findings from 10 papers in Table 3 disclosed diverse data utilized in the investigation. Overall, this demonstrates that teachers must develop and interpret their skills to integrate Islamic values closely related to mathematics, particularly in social arithmetic. This integration is necessary to ensure students develop into progressive individuals with character. From a mathematics learning perspective, integrating Islamic values involves combining these values with mathematics education to form a cohesive and relevant whole. Several mathematical concepts in the Quran can be integrated, such as addition, multiplication, lines and angles, sets, numbers, measurements, arithmetic series and sequences, and others. Furthermore, integrated mathematics learning with Islamic values and local wisdom will enrich the teaching materials for students. It is hoped that educators can develop better, high-quality integrated mathematics learning modules that incorporate Islamic values and local wisdom.

Mathematics learning with social arithmetic can be combined with character development in students, including character development related to Islamic values. By integrating Islam into every mathematical concept, especially in social arithmetic material, it will certainly be easier to develop it in every learning process.

The integration of social arithmetic with Islamic values is an effort to combine social arithmetic concepts (such as profit and loss, discounts, interest, etc.) with the moral and ethical principles taught in Islam. The goal is for students to not only understand mathematical calculations but also to be aware of Islamic values related to economic transactions and social life. Islamic values in social arithmetic teach various values such as honesty, justice, responsibility, trustworthiness, and social concern in every aspect of life, including economic activities. For instance, we present social arithmetic problems that not only reflect everyday life but also incorporate Islamic values. For instance, the problems related to zakat, infaq, sadaqah, or buying and selling align with Islamic law. The concept

of justice is connected to the Quranic verse that commands fairness in buying and selling. Table 4 below delineates the search results for the ten articles.

Table 4.
Article Search Results

Article Code	Data Type
C1	Qualitative Data
C2	Qualitative Data
C3	Qualitative Data
C4	Quantitative Data (Research and Development (R&D)
C5	Quantitative Data (Research and Development (R&D)
C6	Quantitative Data
C7	Quantitative Data (Research and Development (R&D)
C8	Quantitative Data
C9	Quantitative Data
C10	Quantitative Data

4. Conclusion

The systematic review methodology uses data mining tools to effectively filter information in the search for papers on "Islamic values in mathematics learning," facilitating the discovery of relevant material. The instruments employed are essential for data filtration and analysis. Similarly, the database utilized was evaluated due to the substantial volume of data required to attain the objective. The implementation of systematic review renders this approach highly effective in aligning the domain of "Islamic values in social arithmetic material" with relevant literature in the same area. The systematic review concluded that incorporating Islamic principles into mathematics education, particularly in social arithmetic, enhances students' faith and piety in their daily lives. All educators, especially mathematics teachers, bear the obligation to impart Islamic ideals in education. Consequently, by integrating Islamic values into social arithmetic material that align with the curriculum, mathematics instructors can cultivate students' character. The findings of this study will substantially enhance the field of mathematics education by elevating the quality of learning using a method that incorporates Islamic values, especially on social arithmetic material. This Research recommend that further investigations examine the correlation between learning results or student motivation and social arithmetic problems that incorporate Islamic principles.

5. References

Aktaş, F. N., Akyıldız, P., & Dede, Y. (2023). Students' mathematics educational values at religious vocational middle schools: a cross-sectional study. *Education 3-13*, *51*(3), 480–492. https://doi.org/10.1080/03004279.2021.1981421

Azzuhro, M., & Salminawati, S. (2023). Integration of Mathematics Learning with Islamic Values in Elementary Schools. *Scaffolding: Jurnal Pendidikan Islam Dan*

Multikulturalisme, *5*(2), 397–413. https://doi.org/10.37680/scaffolding.v5i2.3000

Chalmers, I., & Glasziou, P. (2009). Avoidable waste in the production and reporting of research evidence. *The Lancet*, *374*(9683), 86–89. https://doi.org/10.1016/S0140-6736(09)60329-9

Chan, Y.-C., & Wong, N.-Y. (2014). Worldviews, religions, and beliefs about teaching and learning: perception of mathematics teachers with different religious backgrounds. *Educational Studies in Mathematics*, *87*(3), 251–277. https://doi.org/10.1007/s10649-014-9555-1

Choirunnisa, A., Nurhanurawati, N., Dahlan, S., Choirudin, C., & Anwar, M. S. (2022). Development of Islamic Value-Based Mathematics Teaching Materials to Improve Students' Understanding of Mathematical Concepts. *Jurnal Analisa*, *8*(1), 11–20. https://doi.org/10.15575/ja.v8i1.17073

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications Inc.

Dedyerianto, D., Boy, L., Riza, M., Halistin, H., & Riansyah, F. (2024). Pengembangan Soal Matematika Terintegasi Nilai Keislaman Al Mawarits pada Materi Pecahan. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, *17*(1), 13–24.

Flemming, K., & Noyes, J. (2021). Qualitative evidence synthesis: where are we at?. *International Journal of Qualitative Methods*, *20*, 1609406921993276. https://doi.org/10.1177/1609406921993276

Fitrah, M., & Kusnadi, D. (2022). Integrasi nilai-nilai islam dalam membelajarkan matematika sebagai bentuk penguatan karakter peserta didik. *Jurnal Eduscience*, *9*(1), 152–167. https://doi.org/10.36987/jes.v9i1.2550

Gradini, E., Mulyani, S. R., & Asnawi, A. (2021). Development of Social Arithmetic Teaching Materials with Islamic Characters on 7th Grader Students. *EduMa: Mathematics education learning and teaching*, *10*(1), 27-38. https://doi.org/10.24235/eduma.v10i1.8062

Hifzhi, H., Asmar, A., Fauzan, A., & Jamaan, E. Z. (2024). Enhancing student learning motivation: Developing an integrated mathematics module with islamic values. *Al-Jabar: Jurnal Pendidikan Matematika*, *15*(1), 131–144. https://doi.org/10.24042/ajpm.v15i1.21980

Hildani, T., & Safitri, I. (2021). Implementasi pembelajaran matematika berbasis kurikulum jaringan sekolah islam terpadu (jsit) dalam membentuk karakter siswa. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, *5*(1), 591–606.

Imamuddin, M., & Isnaniah, I. (2024). Integration of Islam and Mathematics: Religious and Mathematics Education In Grand Mosque of West Sumatra. *Al-Ishlah: Jurnal Pendidikan*, *16*(2), 640–650. https://doi.org/10.35445/alishlah.v16i2.4724

Juniantari, M. (2017). Pengembangan perangkat pembelajaran matematika berorientasi pendidikan karakter dengan model treffinger bagi siswa SMA. *Journal of Education Technology*, *1*(2), 71–76. https://doi.org/10.23887/jet.v1i2.11742

Jurdak, M. E. (2014). Religion and language as cultural carriers and barriers in mathematics education--Revisited. *Journal of Humanistic Mathematics*, *4*(2), 47–57. https://doi.org/10.5642/jhummath.201402.05

Kurniati, A. (2016). Pengembangan modul matematika berbasis kontekstual terintegrasi ilmu keislaman. *Al-Khwarizmi: Jurnal Pendidikan Matematika Dan Ilmu*

Pengetahuan Alam, *4*(1), 43–58. https://doi.org/10.24256/jpmipa.v4i1.251

La Hadi, A., & Dedyerianto, D. (2020). Analisis data miskonsepsi siswa sekolah menengah pertama dalam menyelesaikan operasi aritmatika dasar. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, *13*(1), 18–33.

Leana, K. L., Saleh, S. F., Marup, M., & Ilyas, M. M. (2024). Systematic Literature Review: Students' Self-Regulated Learning at Different Levels of Education in Indonesia. *Proceeding International Conference on Mathematics and Learning Research*, 25–29. https://proceedings.ums.ac.id/icomer/article/view/4807

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook, 2nd ed. In *Sage Publications, Inc.* (pp. xiv, 338–xiv, 338). Sage Publications, Inc.

Mitrayana, M., & Juandi, D. (2023). Penerapan Problem Based Learning Dalam Pembelajaran Matematika: Systematic Literature. *EduMatSains: Jurnal Pendidikan, Matematika Dan Sains*, *8*(1), 90–103. https://doi.org/10.33541/edumatsains.v8i1.4834

Mohamed Shaffril, H. A., Samsuddin, S. F., & Abu Samah, A. (2021). The ABC of systematic literature review: the basic methodological guidance for beginners. *Quality & Quantity*, *55*(4), 1319–1346. https://doi.org/10.1007/s11135-020-01059-6

Muslimin, M., Putri, R. I. I., Zulkardi, Z., & Aisyah, N. (2020). Learning Integers with Realistic Mathematics Education Approach Based on Islamic Values. *Journal on Mathematics Education*, *11*(3), 363–384. https://doi.org/10.22342/jme.11.3.11721.363-384

Musthofa, M. W. (2024). Building an Applicative Model of Integration-Interconnection of Mathematics and Islamic Sciences. *JRPM (Jurnal Review Pembelajaran Matematika)*, *9*(1), 33–51. https://doi.org/10.15642/jrpm.2024.9.1.33-51

Naibaho, A. J. (2019). Peningkatan sikap positif dan kemampuan berpikir kreatif siswa dengan pendekatan RME pada materi aritmatika sosial di kelas VII SMP Swasta Trisakti Pematangsiantar. *EduMatSains: Jurnal Pendidikan, Matematika dan Sains*, *3*(2), 199-214. https://doi.org/10.33541/edumatsains.v3i2.889

Nihayati, N. (2017). Integrasi Nilai-Nilai Islam Dengan Materi Himpunan (Kajian Terhadap Ayat- Ayat Al-Qurâ€™an). *JURNAL E-DuMath*, *3*(1). https://doi.org/10.52657/je.v3i1.285

Putri, R., Johar, R., & Munzir, S. (2022). Teachers' perception about Islamic values integration into mathematics learning through comics. *Jurnal Ilmiah Peuradeun*, *10*(1), 105–116.

Qutni, D., Kristiawan, M., & Fitriani, Y. (2021). Human resource management in improving the quality of education. *Edunesia: Jurnal Ilmiah Pendidikan*, *2*(2), 354–366. https://doi.org/10.51276/edu.v2i2.132

Rakhmawati, I. A. (2023). The social arithmetics module based on islamic values and realistic mathematics education to improve students' problem-solving skills. *Edumatika: Jurnal Riset Pendidikan Matematika*, *6*(1), 17-29. https://doi.org/10.32939/ejrpm.v6i1.1353

Roziqien, A., A., M., & Zainil, M. (2023). Pengembangan Bahan Ajar Matematika

Berintegrasi Nilai-nilai Keislaman. *Jurnal Cendikia Pendidikan Dasar*, *1*(2), 1–7.

Saxena, S. (Ed.). (2015). *Arithmetic: The Foundation of Mathematics*. Britannica Educational Publishing.

Sholehatun, A. N., Wibowo, T., & Darmono, P. B. (2024). Integrasi Konsep Aritmatika Sosial dalam Al-Qur'an serta Nilai-nilai Keislamannya. *Jurnal Inovasi Pendidikan Matematika (JIPM)*, *6*(1), 1-12.

Shulhina, L., & Dąbrowska, A. (2022). A systems approach to the development of educational standards for fostering personal values. *Marketing Instytucji Naukowych i Badawczych*, *43*(1), 1– 24.

Shutaleva, A., Martyushev, N., Nikonova, Z., Savchenko, I., Kukartsev, V., Tynchenko, V., & Tynchenko, Y. (2023). Sustainability of Inclusive Education in Schools and Higher Education: Teachers and Students with Special Educational Needs. *Sustainability*, *15*(4), 3011. https://doi.org/10.3390/su15043011

Sobarningsih, N., Sugilar, H., & Nurdiansyah, R. (2019). Analisis implementasi standar proses pembelajaran guru matematika. *Prima: Jurnal Pendidikan Matematika*, *3*(1), 67–84. https://doi.org/10.31000/prima.v3i1.1054

Supriadi, N. (2015). Mengembangkan kemampuan koneksi matematis melalui buku ajar elektronik interaktif (BAEI) yang terintegrasi nilai-nilai keislaman. *Al-Jabar: Jurnal Pendidikan Matematika*, *6*(1), 63–74. https://doi.org/10.24042/ajpm.v6i1.51

Suriana, S., Lisa, L., & Fiqiyah, M. (2024). Quality of Integrated Mathematics Learning Module of Islamic Values and Local Wisdom in Bangun Datar for Class IV Primary Education. *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran*, *24*(2), 190–202. https://doi.org/10.22373/jid.v24i2.23215

Suwartini, S. (2017). Pendidikan karakter dan pembangunan sumber daya manusia keberlanjutan. *Trihayu: Jurnal Pendidikan Ke-SD-An*, *4*(1). https://doi.org/10.30738/trihayu.v4i1.2119

Tambak, S., Hamzah, H., Sukenti, D., & Sabdin, M. (2021). Internalization of Islamic Values in Developing Students' Actual Morals. *JPI (Jurnal Pendidikan Indonesia)*, *10*(4), 697–709. https://doi.org/10.23887/jpi-undiksha.v10i4.30328

Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Valverde-Berrocoso, J., Garrido-Arroyo, M. del C., Burgos-Videla, C., & Morales-Cevallos, M. B. (2020). Trends in Educational Research about e-Learning: A Systematic Literature Review (2009– 2018). *Sustainability*, *12*(12), 5153. https://doi.org/10.3390/su12125153

Wahyu, K., & Mahfudy, S. (2016). Sejarah matematika: Alternatif strategi pembelajaran matematika. *Beta: Jurnal Tadris Matematika*, *9*(1), 89–110. https://doi.org/10.20414/betajtm.v9i1.6

Welch, V., Petticrew, M., Petkovic, J., Moher, D., Waters, E., White, H., Tugwell, P., Atun, R., Awasthi, S., Barbour, V., Bhutta, Z. A., Cuervo, L. G., Groves, T., Koehlmoos-Perez, T., Kristjansson, E., Moher, D., Oxman, A., Pantoja, T., Petticrew, M., … White, H. (2016). Extending the PRISMA statement to equity-focused systematic reviews (PRISMA-E 2012): explanation and elaboration. *Journal of Clinical Epidemiology*, *70*, 68–89. https://doi.org/10.1016/j.jclinepi.2015.09.001