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Literature Study: Elementary School Mathematics Learning with Islamic Integration

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ABSTRACT

Objective: The way math thinks is systematic through sequence and systematic By learning math, we can solve problems systematically. So that problems can be easily solved. The relationship with Islam, as Muslims are sourced from the Qur'an and hadiths, the problems faced can be solved with mathematics but are still based on the learning and manners that have been taught in religion. **Method:** This study uses SLR (Systematic et al.) research, where the data source is obtained from existing articles published by OJS (Online et al.). Articles obtained through Google Scholar and DOAJ searches were then organized into tables. **Result:** This research shows that obtained regarding the role of integration of Islamic values in mathematics learning are: 1) able to improve students' positive character, especially religious attitudes; 2) increase students' interest and motivation to learn mathematics; 3) improve students' ability to solve math problems and 4) able to improve student learning outcomes and able to improve student learning outcomes. **Novelty:** Based on these findings, it is expected that educators will try to be able to integrate Islamic values into mathematics learning.

INTRODUCTION

Mathematics is a basic science in human daily life. If we understand together, so many daily activities are related to mathematics. So, without realizing it, mathematics cannot be separated in life (Mualimul et al., 2017). Mathematics is a branch of science that can be interpreted as The Queen and The Serve of Science which means the queen of science as well as the servant of other sciences, said Supriyadi (2021: 36). This means that mathematics is inseparable from different branches of science; it can also be interpreted as Mathematics as problem-solving, Mathematics as connection, Mathematics as reasoning, and Mathematics as communication.

Belief is also an essential part of human life. In this case, Islam is a belief sourced from the Qur'an and hadith. In a quote from Quraish Shihab, Imam al-Ghazali said that all branches of science that were previously and in the future, both known and unknown, all come from the Qur'an al-Karim. Mathematics is one of the branches of science studied at every level of education. Mathematics is a branch of science that can be interpreted as The Queen and The Serve of Science which means the queen of science as well as a servant for other sciences, said Supriyadi (2021: 36). This means that mathematics is inseparable from other branches of science*, it* can also be interpreted as *Mathematics as problem-solving, Mathematics as connection, Mathematics as reasoning, and Mathematics as communication.*

Mathematics in the Islamic perspective aims to connect mathematics, which is a basic science in life, with the sources of the Qur'an and hadith, which are the guidelines for

adherents of Islam. This connection is a form of intellectual freedom of thought with rational and philosophical research linked to the contents of the Qur'an (Qutub, 2011). So that Muslims in everyday life can learn the meaning of the Qur'an indirectly by integrating mathematics into it and as a means for students to get closer to Allah SWT (Hapiz et al., 2019).

Mathematics and the Qur'an are inseparable in human life. Many math lessons are now integrated into religious learning in Islamic elementary schools and madrasah ibtidaiyah. The approach to mathematics in real life can be referred to as Realistic Mathematics Education (RME). Learning mathematics using a realistic approach / RME significantly affects student learning outcomes. According to Nopriana's research (2015), students are more active and interested in learning. The results of research by (Benedictus, 2016 Wahyuni Jailani 2017 Nugroho, 2018) related to increased learning achievement and student motivation and learning achievement, in the results of the study, concluded that learning by using a realistic approach assisted by manipulative materials affects student learning motivation. It is also supported by Suwoto's research (2015) results, which show students' positive responses to realistic math learning. Some studies have also applied realistic learning of mathematics based on the Koran. Gradini, Wahyuni, and Ansor's research (2017) also showed that Quran-based mathematics learning was effectively applied to Madrasah Tsanawiyah in Central Aceh. Sadieda & Rif'atin (2015) have designed learning tools by incorporating Islamic values on integer material at MI Mambaul Ulum Terik Krian Sidoarjo at grade IV SD level, which shows valid, practical, and effective for use in learning mathematics. There is also the preparation of Koran-based realistic mathematics teaching materials that show valid and practical use for fraction material for class VII MTs / Islamic boarding schools based on the research results by Ihsan, M. (2019).

Some essential things that can be obtained from learning mathematics in an Islamic perspective (Fennie, 2019) are:

1. The mathematical way of thinking is systematic through a particular order and systematic. By learning math, we can solve problems systematically. So that problems can be easily solved. The relationship with Islam, as Muslims are sourced from the Qur'an and hadith, the problems faced can be solved with mathematics but are still based on the learning and manners that have been taught in religion.
2. The mathematical way of thinking is deductive, drawn from general things. Studying the Qur'an and hadith can also support this deductive thinking in mathematics.
3. Learning math trains humans to be more thorough and careful and avoid acting carelessly, as explained in a verse of the Qur'an, QS Al isra': 11 and HR. Al Bukhari and Muslim.
4. Learning math teaches people to be patient when dealing with everything in life. Likewise, solving math problems sometimes requires many complicated ways of solving, and specific methods require patience and not giving up easily. If something is wrong, try to examine it again from the beginning. The Qur'an and hadith also teach humans to be friendly, as found in the Qur'an in one of the surahs, QS Al Imran: 200.

Many mathematical things in life are also found in the Quran. For example, mathematical concepts are contained in Surah An-nisa verses 11-12. surah Al-Kahf verse 25, whose content is related to addition (+); surah Al-'Ankabuut verse 14, whose content is related to subtraction (-); surah al-Baqarah verse 261, whose content is related to multiplication (x), and surah an-Nisaa' verse 12 whose content is related to fractions/division (÷). The four verses of the Qur'an are examples of verses that have to do with basic formulas in mathematics ranging from add, subtract, multiply, and divide.

The Quran describes the way Allah SWT teaches people about life, namely:

1) Direct teaching in the form of revelation/inspiration
2) Indirect teaching is through created natural phenomena. God created nature and everything in it, as well as the laws that apply to his creatures.

Nature holds many secrets of science. The task of humans is to study and find a system of natural laws that have been determined by Allah SWT, which can then be used in all solutions in human life. The religious enthusiasm described above also relates Islam to the principles of mathematics from a transcendental point of view, which can be known as Allah SWT being everywhere in the universe because Allah SWT is the creator who has been based on the principle of certainty. At the same time, we will observe the power of mathematics (The Power of Mathematics) and will undoubtedly foster the ability to learn to learn. To get the power of mathematics, mathematics is used to solve real-life problems; we learn mathematics as something that facilitates the ability to reason, communicate, and increase confidence in mathematics.

In previous studies, few have discussed the relationship between the Quran as a guide for Muslims in religion and the basis for life in education, especially mathematics. Mathematics is also a basic science in everyday human life. So, actually, the two things can be linked, and when we examine more deeply, this mathematics is in the Quran so that in life, a series of mathematics has been listed in the verses of the Koran. But only a few have realized that. So, this research aims to collect some literature and find out about the relationship between mathematics in general and Islam, which is sourced from the Koran. Research is a novelty of previous studies that have contained the application of the verse of the Qur'an, the impact in learning mathematics, and so on. This research focuses on reviewing some of the literature that has been applied and researched by previous researchers. Hence, this research contains an outline of some existing research as a valid form of Islamic integration in Mathematics itself.

Based on the above concepts and phenomena, it can be understood that the Qur'an is a guide in various aspects of life. The Qur'an is not limited to dogmatic religious issues but also problems and layers of life, including social, cultural, political, economic, and educational issues. Thus, what is the effect of learning mathematics by integrating Islam, which has been applied in school mathematics learning? Which, of course, comes from the Qur'an and Hadith.

RESEARCH METHOD

This research uses a review method or literacy study, a type of qualitative research—steps taken by studying and understanding previous research, relevant journal reviews, and reference book sources. This study aims to identify the influence of each literature analyzed in applying mathematics learning by integrating Islam. The chart below shows the steps of the literature study to analyze mathematics learning from an Islamic perspective.

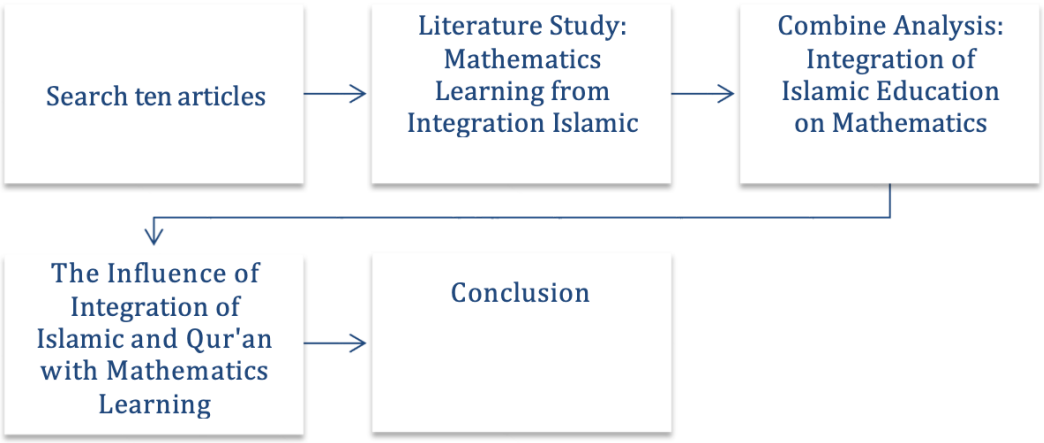

Figure 1.

RESULTS AND DISCUSSION

Results

Learning mathematics from an Islamic perspective provides learners with a realistic and exciting Mathematica l experience. The topic is not limited to mathematics alone; it turns out that mathematics is also related to learning religion as a guide in life and as a means to get closer to Allah SWT. W h a t is the effect of learning math at school when integrated with Islamic values? Check out the table below.

Table 1. Effect learning math with Islamic integration in school

Author and Year	Sample Characteristics - Methodology	Findings	Influence in Learning	Disadvantages	Pros
Romi, L. et al. (2018)	148 students Quantitative (MTK Achievement Test 20 questions)	In this study, the level of mathematics learning achievement was high in the category seen from the percentage of 39.19%.	Learning concentration has a positive and strong relationship with a correlation value of 0.769; learning concentration is influenced by memorization Habits by 59.2%. This relates to internal factors that can affect a person's learning achievement in the form of the level of concentration possessed by the student.	The article needs to elaborate on the specifics of math integration in learning.	The article gives a clear and detailed description of improvi n g student learning achievement.

Sulasteri, et al. (2019)	95 students - Quantitative (Quasi Experiment)	Students' motivation to learn mathematics increased by 10% after applying the SAVI approach by integrating Quranic verses in the experimental class. As for the control class, students' mathematics learning motivation increased by 3%.	There is an influence in the use of the SAVI approach, which can be proven by the fact that There is a difference in the average student math learning outcomes between classes that apply the SAVI approach by integrating Quranic verses with classes that do not apply the SAVI approach by integrating Quranic verses.	The article does not explain how the learning takes place	The article explains students' interest in learning when integrated with Quranic verses.
Ilmiah, M. (2016)	40 Students - Quantitative	Student learning achievement increased, with a percentage of 40% of students being at high criteria recorded in the report card Book of SD As Salam students and 11% of students are not complete in learning using ICARE-based and integrated Islamic mathematics learning tools developed.	There is an effect of learning mathematics from an Islamic perspective on student Learning Achievement. In this study, researchers showed that students who integrate religious knowledge by memorizing the Qur'an indirectly student learning achievement will increase.	In this article, integration in mathematics learning is only implied by students habits	This article shows the increase in student learning achievement with Percentages And a brief explanation of the increase in achievement.
Nurjanah M. (2021).	MTK teacher and grade VI students - Qualitative (case study approach or strategy).	Teachers conducting learning in the classroom previously told phenomena through Islamic stories that became the center of attention as motivation for students to ask questions and learn more about the material they would learn.	The application of Islamic values integration in mathematics learning shows that it influences student interest and motivation for the material to be learned.	This article needs to show what kind of integration is implemented in the learning process.	This article shows the effect of student interest before and after the integration of Islam in mathematics .

Annisah, K. (2016).	Azzuhra *Islamic School* students - research and development (R&D)	The overall percentage of the assessment of learning media design experts is feasible because it is 81% to 100%, so the learning media does not require revision. However, comments and suggestions from learning material design experts are taken into consideration to improve learning material	Using contextual-based mathematics modules integrated with Islamic science can affect students' understanding and learning. However, the extent or coverage of the material must be more adapted to mathematics learning and Islamic integration.	In this article, math modules in the form of products are only shown, some with a minor image frequency.	This article explains how significant the influence of the module embedded with Islamic values is.
Nuhyal, U. 2020	3 Respondents - Research and Development (R&D) model	Teaching materials for basic mathematics concepts based on the internalization of Islamic values are teaching materials that are indispensable in the learning process.	Learning using teaching materials for basic mathematics concepts based on the internalization of Islamic values is considered influential and can improve religious attitudes, as shown by the results of the initial questionnaire given at an average score of 70.22% while the final questionnaire given reached an average score of 87.32%. There was an increase of 0.58 in the moderate category based on the normalized gain test.	In this article, the teaching materials are not shown	This article shows the level of influence of respondents and their responses to the use of the teaching material
Rufus, H., Nurdin, E., & Ariawan, R. (2021)	27 Respondents - ADDIE	The Islamic integrated linear program textbook based on mathematical communication skills is at a very valid validity Level. The numerical validity value is 92.5%. Second, the Islamic integrated linear program textbook	This article produces valid and practical mathematics textbooks by integrating Islamic values in order to Improve mathematical communication skills.	In this article, it has been explained in detail how the product is made, but The product formulation can be made even more detailed.	This article shows the complete process of making and analyzing the Usefulness of the product

		based on mathematical communication skills is efficient. The numerical validity value is 85.5%.			
M. Imamm in (2020)	3rd grade students - Literature review	Math needs to be introduced and taught Teaching math to children from an early age should be coupled with instilling Islamic knowledge, praiseworthy attitudes, and morals.	In this article, the effect of integrating Islamic values from an early age can make it easier for teachers to explain and affect the morals, attitudes, and character-building of students.	This article must show how the ideas are applied (represented by some of the problems discussed together).	This article explains in detail the benefits of integration and how important it is to teach children from an early age.

Discussion

Researchers are interested in seeing the effect of Islamic-integrated math learning on students. Because the research used as a reference for researchers is still limited in number and it is an introductory study of life and human guidelines that can be implemented in learning at formal and Islamic institutions, researchers are interested in taking this topic which in the life of researchers is also fundamental and dreamed of if every learning is done there is an integration of Islamic values in it, research on this subtopic is also rife and *booming* since the 2013 curriculum was launched which prioritizes character education around 2014-2023.

As a guide and view of life for Muslims, the Qur'an certainly influences and becomes the basis for life. The existence of Islamic education in every lesson aims to form students with noble character and noble character (Nuhyal, 2020). Every lesson integrated with Islamic values can make students understand, appreciate, and be able to practice both directly and indirectly in their daily lives, both themselves and as social beings. Therefore, according to the table above, several studies are presented that have carried out the integration of Islamic values in mathematics learning, in this case in the form of teaching module products, development research to improve students' understanding of specific materials with the inclusion of Islamic values, and the effect of mathematics learning with Islamic integration in it.

The curriculum is the basis of learning today. The learning carried out at school must foster positive characters and attitudes, one of which is to increase student religiosity in every lesson, not to mention learning mathematics. Mathematics learning is material in learning, a science where one concept is closely related to another. Students can master complex concepts if each simple concept has been mastered (Isnaniah & Imamuddin, 2020). In mathematics, students must not only learn a concept but must also learn thoroughly how the concept is formed in order to improve their critical thinking. Not only in cognitive terms but in learning mathematics

The teacher must be able to instill character learning in students so that students have noble morals and a religious nature. There are several ways that teachers can instill religious character in students; one way is by integrating learning. Integration is combining two things

in a lesson to become one unit. Integration of Islamic values in mathematics learning can be implemented using Islamic contexts in the material or when giving math problems. As stated by Imamuddin et al., 2022, Islamic Integration (Islamic values) in mathematics problems can help students understand the material presented by the teacher. This is also a research finding that the integration of Islamic values in mathematics learning can prove that it can improve students' religious attitudes (Ulia et al., 2020); (Syamsuar et al., 2021). The integration of Islamic values can increase students' interest in learning, and ultimately, students can improve their mathematics skills.

In the table that has been presented, the researchers have analyzed and explained the effect of the integration of Islamic values in mathematics learning. There are many effects of integrating Islamic values in learning mathematics, one of which is in the article Nurjanah,2021, which shows the level of student interest in math learning. Students tend to be more interested because it turns out that mathematics is explained in many verses of the Quran when studied in depth. Islam can also solve problems in learning mathematics. Also, in the article, Sulateri, 2019 explains the use of the SAVI method in which it is known that student learning motivation increases compared to classes that do not apply the method. This SAVI method is used by integrating verses of the Qur'an in it.

CONCLUSION

Fundamental Finding: Based on the research discussion, there are many positive effects when integrating Islamic values in mathematics learning as follows: 1) able to improve the positive character of students, especially religious attitudes; 2) improve the quality of mathematics learning.

Students' interest and motivation to learn mathematics, 3) improve students' ability to solve math problems, and 4) be able to improve student learning outcomes. **Implication:** Based on the results of this study, researchers suggest to education observers, teachers, lecturers, researchers, and others, namely: a) strive to carry out quality learning, b) Integrate Islamic values in every lesson as a basis for reflecting life c) constantly update the latest science and technology in compiling teaching materials and interactive media with Islamic nuances, and c) constantly update the latest science and technology in compiling teaching materials and interactive media. d) Use appropriate learning models to integrate Islamic values. **Limitation:**

Since the references of this research are limited, it is hoped that many researchers will be interested in research with similar topics so that it will enrich the reader's literacy point of view. **Future Research:** The findings explained through tables and descriptions in the discussion are still limited, so it is necessary and essential to be updated. The shortcomings of this study are the limited related data obtained, so it has yet to maximize the results obtained.

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