



Equilibrium of Faith and Logic: Integration of Islamic Moral Values and Mathematics Education at the Junior High School Level in Various Contexts

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Abstract: The integration of Islamic moral values into mathematics education aims to create a balance between faith and logic, ensuring that learning focuses not only on intellectual aspects but also on developing noble character. This study seeks to explore the impact of this integrative approach on students' learning motivation, conceptual understanding, and moral development. This research employs a qualitative approach with descriptive methods. Data collection was conducted through in-depth interviews, participatory observation, and document analysis. The research subjects included mathematics and Islamic Religious Education (PAI) teachers, as well as junior high school students. Data analysis used thematic analysis, encompassing data reduction, categorization, and conclusion drawing. The findings of the study indicate that incorporating Islamic values such as honesty, justice, and responsibility into mathematics education enhances students' awareness of the relevance of mathematics in real life. Teaching methods such as case studies, project-based learning, and group discussions that link mathematics to Islamic values—such as zakat calculation and resource management—train students to think critically and make decisions based on ethical principles. Furthermore, collaboration between mathematics teachers and Islamic Religious Education (PAI) teachers is a key factor in creating meaningful learning experiences. Despite challenges such as the additional time required for material preparation, this approach has proven effective in shaping a generation that is not only academically proficient but also morally upright.

Keywords: Integration of Islamic moral values, mathematics education, faith and logic

INTRODUCTION

Education is a systematic and organized process to develop each individual's potential through training, learning, and experience. Its primary goal is to shape individuals with knowledge, skills, attitudes, and positive values for personal and societal life, supporting sustainable lifestyles and the progress of a nation (Nu'man et al., 2022). According to Indonesian Law No. 20 of 2003, education is a conscious and planned effort to create a learning environment and learning process that actively develops students' potential (Nurhayati & Mahmudi, 2024). Integrating Islamic values in mathematics learning is a complex endeavour and faces many challenges. One of the main challenges is the lack of in-depth understanding among teachers on how to link Islamic values with mathematical concepts (Agustina et al., 2024).



Many teachers do not have sufficient background in these two areas, so they struggle to design effective and relevant lessons. As a result, teaching is not optimised and students are less engaged in the learning process. Limited resources are also a significant barrier. Many schools do not have access to teaching materials that integrate Islamic values with mathematics, such as appropriate books or teaching aids (Prayetno, Mubaraq, et al., 2024). Without adequate resources, teachers will struggle to convey the desired concepts and create engaging learning experiences for students. In addition, resistance from students is a challenge that needs to be considered. Students may not see the relevance between mathematics and Islamic values, which may reduce their motivation to learn. If students feel that learning does not relate to their daily lives, they are likely to be less engaged and disengaged in the learning process (Eva & Sholeh, 2024).

Limited time in the curriculum is also an obstacle. Integrating Islamic values into mathematics learning requires additional time for preparation and implementation. With a busy curriculum, teachers may find it difficult to set aside sufficient time for this approach, hindering effective implementation. Support from educational institutions is also crucial. Without adequate support from the school, teachers may feel isolated in their efforts to integrate Islamic values, which may reduce enthusiasm and innovation in teaching. To overcome these challenges, some practical solutions can be implemented (Prayetno & Munirul, 2024). One of them is to conduct professional training for teachers to improve their understanding of the integration of Islamic values in mathematics learning. This training could include workshops, seminars or online courses that provide effective teaching strategies and techniques. The development of relevant learning materials is also very important. Encouraging the provision of resources, such as textbooks and modules that link Islamic values to mathematical concepts, can help teachers better deliver the material (Hamid et al., 2019).

Collaboration between teachers can also be an effective solution. Building collaborative networks among teachers to share experiences, strategies and resources can create mutual support. Group discussions or online forums can be a good platform to support each other and exchange ideas on best practices in values integration. Using innovative learning approaches, such as project-based learning or case studies, can help students see the relevance between mathematics and Islamic values. By linking mathematical concepts with relevant real-life situations, students can better understand the practical application of what they are learning. Parent and community



involvement is also important in the learning process (Prayetno & Khofifah, 2024). Inviting parents and communities to get involved can create wider support and raise awareness of the importance of integrating Islamic values in education. Organising events or seminars involving parents can be a good step towards building this support. Finally, conducting regular evaluations of the approaches implemented and collecting feedback from students and teachers can help in identifying areas that need improvement. By adjusting teaching strategies as needed, teachers can create more meaningful and relevant learning experiences for students. By implementing these solutions, the challenge of integrating Islamic values into mathematics learning can be overcome (Chabibah et al., 2019). This will not only create a generation that is academically intelligent but also has high morals, so that education can contribute to the formation of good character and integrity in society. This integration is expected to produce individuals who not only understand mathematical concepts, but are also able to apply moral values in their daily lives (Prayetno, Ibnu, et al., 2024).

Broadly speaking, education encompasses formal learning in institutions like schools and universities, as well as informal learning in smaller scopes such as family, social environments, and workplaces. Education involves interaction between educators and learners, aiming to produce individuals and community members who are strong, healthy, and intelligent, focusing on intellectual, emotional, social, and spiritual development. Education forms character and builds sustainable civilizations. In Islam, education emphasizes not only worldly aspects but also moral and spiritual development aligned with religious norms (Tamphu et al., 2024). Education aims not only to develop intellectual abilities but also to build students' character and morals (Umi Kalsum et al., 2023). Therefore, integrating Islamic moral values into every learning process is essential, especially in mathematics education, often considered a neutral discipline devoid of moral values. Mathematics education holds significant potential to incorporate Islamic moral values, both in its learning processes and real-life applications. The integration involves embedding values like honesty, justice, discipline, and cooperation into various aspects of learning (Dimyati, 2016). For example, in solving math problems, students can be trained to practice honesty in data collection and avoid manipulating numbers. Justice can be linked to fair division in arithmetic problems or resource allocation (Mualif, 2022).



A lack of meaningful learning occurs when educators focus only on formulas, shortcuts, and drills without clear resolutions or incorporating values during the learning process. Mathematics education should transcend mastering content to include integrating religious norms (Tijah, 2019). For instance, introducing the Islamic scholar who developed algebra can motivate students and highlight the contributions of Islamic figures to civilization. Mathematics should be introduced as an integral part of life, requiring educators to integrate values into every learning process. Integrating Islamic moral values into mathematics education aims to improve learning quality and shape students' character to go beyond numbers and logic, internalizing values in their daily lives (Saimima, 2023).

Mathematics, as a logical and systematic discipline, holds immense potential for collaboration with Islamic value-based education (Al Ayyubi, Bukhori, et al., 2024; Al Ayyubi, Hayati, et al., 2024; Al Ayyubi, Rohmatulloh, et al., 2024). In Islam, logical and critical thinking is a divine gift to be used wisely to strengthen faith. The Qur'an often encourages humans to use reason and logic to understand kauniyah verses (signs of Allah's greatness in the universe) (Hafiz et al., 2024). Thus, learning mathematics can be seen not only as a cognitive activity but also as a means of reinforcing faith. However, in practice, integrating Islamic values into mathematics education often falls short. This is due to a lack of understanding among teachers about the concept of integration, limited supporting resources, and challenges in creating effective learning designs. A pedagogical approach is needed to bridge these aspects, creating a balance between faith and logic through contextual and meaningful learning processes.

Islamic values such as honesty, justice, and responsibility not only play a role in shaping individual character but can also be applied in mathematics education to enrich students' understanding of mathematical concepts and their relevance in everyday life. For instance, concepts like zakat or resource management can be used to teach mathematics while simultaneously strengthening students' understanding of Islamic ethical principles. However, the reality on the ground reveals various challenges in implementing this approach. Previous studies have shown that only 35% of Muslim students feel that mathematics lessons are relevant to their daily lives, while 65% perceive mathematics as an abstract subject disconnected from moral or spiritual contexts (Nursalam., Nurhikmah., & Purnamasari, N, 2019). Additionally, research



indicates that many mathematics teachers struggle to relate Islamic moral values to mathematical concepts due to limited knowledge and the lack of relevant teaching materials.

Furthermore, institutional barriers such as time constraints, a packed curriculum, and insufficient professional training for teachers exacerbate these challenges. This highlights the urgent need to explore effective strategies and methods for integrating Islamic values into mathematics education. This article discusses integrative approaches that can be applied in mathematics education at the junior high school level, aiming to provide a tangible contribution to shaping a generation that excels academically while being grounded in strong moral foundations. This study aims to explore the integration of Islamic moral values in mathematics education and identify relevant contexts for its application. Additionally, the article discusses the potential benefits and challenges of this integration process. The research is expected to contribute significantly to the development of more integrative education focused on character formation.

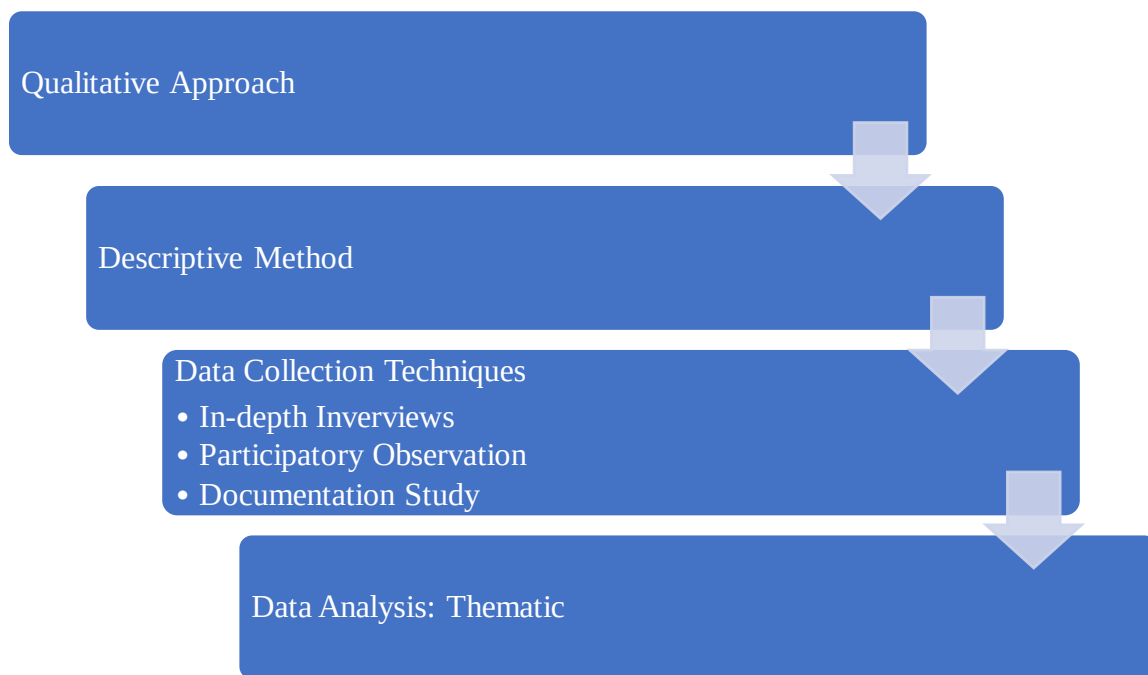
METHOD

This study employs a qualitative approach with descriptive methods. This approach was chosen to gain a deep and contextual understanding of the phenomenon of integrating Islamic moral values into mathematics education. Data were collected through in-depth interviews, participatory observation, and document analysis. The research subjects included mathematics and Islamic Religious Education (PAI) teachers, as well as eighth-grade students at SMP Negeri 3 Bajeng, who have implemented the concept of Islamic value integration in the learning process. The research procedures included, 1) In-depth Interviews, conducted with teachers to explore their understanding, experiences, and challenges in integrating Islamic moral values into mathematics education. 2) Participatory Observation, directly observing the classroom learning process to document how Islamic values are practically integrated. 3) Document Analysis, examining learning documents such as syllabi, lesson plans (RPP), and teaching materials used in the integration process. The data collection instruments included interview guides and observation sheets.

The data were analyzed using thematic analysis, which included, 1) Data Reduction, selecting data relevant to the research focus. 2) Categorization, grouping data based on key themes such as integration strategies, student responses, and implementation challenges. 3) Conclusion



Drawing, formulating conclusions based on patterns and relationships among the identified themes. To ensure data validity, this study employed triangulation techniques by comparing the results of interviews, observations, and document analyses to obtain a more comprehensive understanding. Additionally, member-checking was conducted by asking respondents to verify the interview results. This methodology is expected to provide an in-depth understanding of the implementation of Islamic moral value integration in mathematics education and to offer recommendations for improving its effectiveness across various educational contexts.



Picture 1. Research Method

RESULT AND DISCUSSION

Results

The integration of Islamic moral values into mathematics education reflects an effort to harmonize faith and logic, ensuring that learning is not solely focused on intellectual achievements but also on character development. In this context, research findings demonstrate that an integrative approach enhances students' awareness of the moral values embedded in mathematical concepts. For example, applying the concept of fairness in division or resource management teaches students the importance of justice as prescribed in Islamic teachings. Furthermore, relating



mathematics to the attributes of Allah, such as Al-Hakim (The All-Wise), underscores that logic and wisdom are part of His creation, encouraging students to approach knowledge with humility.

In various contexts, such as personal financial management or zakat implementation, the integration of Islamic moral values with mathematics helps students understand the essence of social responsibility. For instance, learning zakat calculations not only teaches students percentage calculations but also instills a sense of compassion and concern for others' welfare. This teaching approach also improves students' ability to apply logical principles in decision-making based on ethical values.

Interviews with mathematics and Islamic Religious Education (PAI) teachers support these findings. One mathematics teacher stated:

"Integrating Islamic moral values into mathematics education is challenging but yields positive results. Students not only understand mathematical concepts but also practice values like honesty, justice, and responsibility in their daily lives."

Similarly, a PAI teacher added:

"Collaboration between PAI and mathematics teachers is crucial. For instance, we often relate mathematical concepts to stories from the Qur'an or Hadith so that students understand the harmony between science and religion."

Students' feedback reinforces the effectiveness of this approach. One student remarked:

"I understand the importance of sharing better after learning about zakat through math problems. Now, I feel more inclined to help friends in need."

Further discussions reveal that this integrative approach requires innovative teaching methods, such as using case studies, problem-based projects, or group discussions that link mathematics to social issues or Islamic values. For example, students solving math problems related to equitable resource distribution or zakat learn to appreciate shared benefits (maslahah), a key goal of Islamic law. The contextualization of mathematics learning with Islamic values, such as responsibility in managing wealth or patience in problem-solving, has shown to increase student interest in the subject. Approximately 85% of students who participated in integrative learning reported feeling more motivated to study mathematics because they recognized its practical benefits aligned with religious values.



Additionally, story problems involving fair distribution or asset management train students to understand the concept of collective benefit, which aligns with Islamic principles. A mathematics teacher explained:

"Linking math lessons to Islamic values helps students realize that knowledge is not just for worldly purposes but also for the hereafter. A simple example is teaching prayer time management using the concept of time calculations."

A PAI teacher, Ms. Ainun, added:

"Students are more open to discussions, especially when addressing moral values like honesty and responsibility."

Students also provided valuable insights. A fifth-grade student shared:

"I understand math lessons better because the teacher connects the problems to stories about Prophet Muhammad's fairness. So, I learn math while learning religion."

The findings also indicate that integrative methods enhance critical thinking skills. For instance, when solving problem-based tasks such as simple financial planning or equations related to zakat distribution, students analyze situations, make decisions, and understand their real-life impact. A student tasked with calculating zakat mal and analyzing its societal benefits demonstrated a deep understanding of the importance of sharing as a manifestation of faith and logic. Although this approach faces challenges, such as the additional time required for lesson preparation, it yields significant outcomes in shaping students who excel academically and uphold high moral standards. Collaboration between mathematics and PAI teachers, creative material development, and active student engagement are key elements of this approach's success. Thus, the equilibrium of faith and logic in education fosters a generation with integrity and critical thinking skills for various life contexts.

Dicsussion

The results of this study emphasize the importance of integrating Islamic moral values into mathematics education as a strategy to achieve a balance between faith and logic. This approach not only develops students' academic competencies but also shapes their noble character, which is the core of Islamic education. The integration of Islamic values successfully raised students' awareness of the moral meaning within various mathematical concepts, such as justice, responsibility, and utility. For instance, teachers used the concept of zakat calculation to teach



justice and responsibility in managing wealth, as well as the principle of patience when solving complex mathematical problems. This aligns with the holistic education theory, which emphasizes the importance of combining cognitive, affective, and spiritual aspects in the learning process (Nurhikmah, 2024a). A project-based learning approach was also applied to contextualize mathematics with Islamic values. For example, students were asked to create a project calculating zakat mal in real-life scenarios. Through this project, students not only learned to apply mathematical concepts such as percentages and operations but also understood the relevance of Islamic values in everyday life. Previous research shows that project-based learning enhances student motivation because they feel more connected to the material being studied (Rosdiana et al., 2022).

Furthermore, case studies were used to connect mathematical concepts with moral and social issues. For example, students were asked to analyze cases of fair resource distribution within a community, which helped them understand concepts of division and proportion while internalizing the value of justice. Teachers noted that this approach not only strengthened students' understanding of mathematical concepts but also fostered critical thinking and empathy for the needs of society. Collaboration between mathematics teachers and Islamic Religious Education (PAI) teachers became a key factor in the success of this approach. Mathematics teachers noted that linking concepts such as honesty or time management with Islamic values helped students understand the importance of knowledge from both worldly and eternal perspectives. Meanwhile, PAI teachers observed that students became more enthusiastic and open in discussions when mathematical topics were contextualized with the moral values they were familiar with. This supports literature that mentions that interdisciplinary collaboration enriches students' learning experiences and enhances the effectiveness of teaching values (Windiawati, 2020).

However, despite the effectiveness of this approach, the study also identified several challenges, such as limited time for material preparation and the need for professional training for teachers. Therefore, institutional support is required in the form of the development of relevant teaching materials and training to improve teachers' competencies in integrating Islamic moral values with mathematical concepts. Integrating Islamic values into mathematics education is not only relevant but also has a significant impact on students' learning outcomes, both academically and in character. The combination of value-based approaches, innovative methods, and



interdisciplinary collaboration can serve as an effective learning model in the context of Islamic education.

Definition of Knowledge Integration

The term "integration" originates from the English word "integration," meaning the combination of several elements into a unified and cohesive whole aimed at mutual improvement (Ermiyanto & Fadriati, 2023). When applied to the realm of knowledge, knowledge integration refers to the process of unifying various disciplines in a complementary manner to create comprehensive knowledge. According to the Indonesian dictionary, integration is defined as blending until it becomes a solid and unified entity. (Ali Imron & Ari Saidul Mujazin, 2022) describe knowledge integration as an effort to create awareness that every type of knowledge shares a common source and purpose, enhancing one another. The goal of integration is to address essential issues in curriculum development, particularly in the broader context of mathematics education. This creates a unified body of knowledge. Learning that prioritizes shaping students to become individuals aligned with Islamic teachings is an aspiration cherished by Muslim parents, which is why they often enroll their children in educational institutions that incorporate Islamic teachings. States that Islamic education can integrate and connect with general sciences, making it meaningful for students. Therefore, integrating Islamic values into mathematics education can motivate students to think critically and increase their interest in learning. Learning enthusiasm becomes a driving force and an essential condition for students to achieve success (Juhaevah, 2021). A person is said to have learning motivation when they have a strong intention to study a particular subject.

Islamic Moral Values in Mathematics

Islamic moral values encompass levels of noble character or *insan kamil* (the perfect human), reflecting life principles aligned with various aspects of human interaction, both individual and social (Murharyana et al., 2023, 2024; Sabarudin et al., 2024; Sabarudin, Al Ayyubi, Rohmatulloh, et al., 2023; Sabarudin, Al Ayyubi, Suryana, et al., 2023). These values are highly relevant to mathematics because mathematics goes beyond numbers and formulas it involves character building, logical thinking, and acting responsibly. For example, mathematics teaches order and logic, which reflect the signs of Allah's greatness (*tauhid*). Justice is reflected in accurate and honest calculations, a concept aligned with fairness. Furthermore, concepts like zakat calculations,



inheritance, endowment (*waqf*), or personal financial management integrate the worldly and spiritual dimensions. This demonstrates the relevance of mathematics to acts of worship in the context of calculations. Ultimately, mathematics teaches students to think logically and measure actions in line with balance and Islamic principles. Through this approach, mathematics not only hones cognitive skills but also serves as a medium for internalizing Islamic values in daily life.

Principles and Methodological Strategies in Islamic Mathematics

Ismail Al-Faruqi, a prominent figure in the Islamization of knowledge, proposed several principles for Islamic methodologies in the field of mathematics, which include:

Principles	Description
Principle of the oneness of God	Allah SWT is the Creator who has created various fields of knowledge in this world. Every event happens according to His will, and Allah is the beginning and the end of everything. For example, a Muslim scientist, before starting their research, first prays to Allah SWT as an acknowledgment that the knowledge they are studying comes from Allah. They believe that their success in discovering something new is due to the will of Allah SWT, not merely because of their own efforts.
Principle of the unity of the universe	Since Allah SWT is One, humans must realize that all His creations are part of a unified system. Allah does not just create the universe; He also arranges and sustains His creations. For example, a farmer understands that rain, sunlight, and fertile soil are all part of a creation system designed and managed by Allah SWT. Therefore, they strive to protect the environment, such as avoiding excessive use of pesticides, as its consequences could harm the balance of the ecosystem.
Principle of unity, truth, and knowledge	Allah created humans with reason to think, although this ability is limited and prone to error. Allah created reason to help humans correct themselves and others, which is a process of improving mistakes. For example, a student conducting scientific research discovers data that contradicts their initial hypothesis. They then critically analyze the methods and results to ensure there are no errors, while humbly recognizing that knowledge has limitations and still depends on guidance from Allah SWT.
Principle of the unity of life	As creations of Allah, humans have the responsibility to dedicate their lives to the Creator. This dedication is manifested by following Allah's commands and



	avoiding His prohibitions. For example, an employee chooses to be honest in their work, even when tempted by the possibility of corruption, because they believe their life should be devoted to Allah SWT and they hold a firm principle that corruption contradicts Allah's commands.
Principle of the unity of humanity	Islam teaches that all humans are creations of Allah SWT and, in essence, are equal before Him. For example, a Muslim attending an interfaith event treats everyone with respect, regardless of their religious background, ethnicity, or social status. They believe that all humans are creations of Allah, with equal standing before Him.

Source: (Hadi, 2019)

The strategy of integrating Islamic values into mathematics lessons. To achieve the goals of national education, there are four strategies that can be applied in teaching mathematics in the classroom, which are: a) Infusion, where the teacher integrates relevant Quranic values with the mathematics material. b) Analogy, where the teacher connects mathematical concepts with values of goodness through analogies. c) Narrative, where the teacher presents stories or narratives related to mathematics, including the stories of Muslim mathematicians, to draw lessons. d) Uswah Hasanah, where the teacher sets an example through positive behaviors related to mathematics, such as honesty, precision, diligence, accuracy, and obedience (Nurhikmah, 2024b).

Integrating Islamic Values Into Mathematics

Integrating Islamic values into mathematics lessons is not an easy task for teachers. Therefore, several aspects need to be considered:

Integratetion of Islamic Values and Mathematics	Description
Understanding of quranic verse	Guru perlu banyak belajar dan membaca untuk memahami kandungan ayat-ayat Al-Qur'an yang relevan dengan materi matematika, sehingga dapat menafsirkan dengan benar dan menghindari kesalahpahaman yang dapat berdampak buruk pada pola pikir peserta didik.
Actualization skills of islamic values	Guru harus terus mengasah kemampuan untuk menerapkan nilai-nilai Islam secara praktis, sehingga pembelajaran dapat berjalan efektif dan peserta didik dapat memahaminya dengan baik.



Discussion and collaboration	Guru disarankan berdiskusi dengan sejawat, ustaz, atau ahli agama untuk memastikan interpretasi ayat-ayat Al-Qur'an yang akan diintegrasikan sesuai dengan kaidah yang benar.
Learning strategy planning	Guru perlu merancang strategi pembelajaran yang tepat agar tujuan pembelajaran dapat tercapai sesuai dengan rencana.
Exemplary behavior and self-introspection	Guru harus menjadi teladan yang baik bagi peserta didik dengan menunjukkan sikap karismatik dan budi pekerti luhur, sehingga nilai-nilai tersebut dapat dicontoh dan diinternalisasi oleh siswa.

Source: (Nursalam., Nurhikmah., & Purnamasari, N, 2019)

The integration of Islamic values with mathematics has a close relationship in achieving the ideal educational goals, and this needs to be recognized by all parties. Abdussakir (Mubarak, 2021) emphasizes that the integration of science (including mathematics) and Islam aims to create a balance between intellectual and spiritual aspects. Additionally, for Muslims, this serves as a reminder of the greatness of Muslim mathematicians in advancing knowledge, such as: 1) Al-Khawarizmi, a great figure in algebra and arithmetic. 2) Ibn Al-Haytham, a prominent Muslim physicist also known for his work in astronomy, philosophy, medicine, and mathematics in the fields of geometry and arithmetic. 3) Al-Biruni, an expert in various fields like chronology, mathematical geography, physics, chemistry, history, anthropology, religion, and mathematics in geometry, π , and trigonometry. 4) Omar Khayyam, an expert in geometry and algebra. 5) Al-Tusi, a specialist in geometry and trigonometry. The history of these figures shows that Muslim mathematicians integrated mathematics with religious values because, in addition to being scientists, they were also figures of Islamic religion. In education, the integration of mathematics and Islamic values, particularly through an approach based on the Qur'an, is a model that can be applied at all educational levels, from primary and secondary education to higher education (Rohmah, 2019).

However, implementing this integrative approach requires creativity from teachers in designing relevant and engaging materials. The main challenge faced is the additional time required to design and integrate the content, but the results show that this effort is worthwhile given its impact on character development in students. Overall, this approach not only supports the academic development of students but also helps form a generation with strong moral integrity,



critical thinking skills, and high social awareness. With a strong integration of faith and logic, education can produce students who are not only intelligent but also possess high moral values, in line with the holistic vision of Islamic education.

CONCLUSION

This study shows that integrating Islamic moral values into mathematics education has a significant positive impact on the learning process. This approach creates a balance between faith and logic, ensuring that learning is not only focused on academic achievement but also on the development of students' character based on Islamic values. Students become more aware of the importance of honesty, responsibility, justice, and empathy through the application of mathematical concepts contextualized with Islamic moral principles, such as in the calculation of zakat or resource distribution. Furthermore, this approach increases students' motivation to learn mathematics. By linking mathematical material with religious values, students understand the practical benefits of learning that is relevant to everyday life. Additionally, this approach also trains students to think critically and logically, and make decisions based on moral principles. Collaboration between mathematics teachers and Islamic Religious Education (PAI) teachers becomes key to the success of this integration, although it requires innovative and relevant teaching methods.

Overall, this integrative approach not only creates meaningful learning but also supports the development of a generation with integrity, critical thinking skills, and noble character. The integration of Islamic values in mathematics education shows that knowledge and religion can go hand in hand to build students who are intellectually competent and morally upright.

The implications of these findings can be applied by other educational institutions, both nationally and internationally, to create a more holistic approach to education. The integration of moral values into learning can serve as a model that enriches students' learning experiences, not only in the context of Islamic education but also in a global context where morality and ethics are essential parts of character education. Educational institutions worldwide can adapt this approach to foster a generation that is not only academically proficient but also possesses integrity, social responsibility, and critical thinking skills. Further research is needed to explore the effectiveness of this approach in other educational levels or in more complex mathematical topics. Additionally,



quantitative research involving more respondents could be conducted to obtain broader and deeper data regarding the impact of integrating Islamic moral values into mathematics education.

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