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Research Article

Revitalization of Islamic Values-Based Curriculum: Integration of Religious Education in Mathematics Learning

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ABSTRACT

This study discusses the urgency and strategy of integrating Islamic values in mathematics learning as part of the revitalization of the Islamic value-based curriculum. The main goal of this approach is to create an education that not only emphasizes the cognitive aspect, but also shapes the character and spirituality of students as a whole. Through the library research method, this study examines various scientific literature, books, and the latest research results related to the integration of Islamic values in mathematics education. The results of the study show that this integration can be carried out through thematic approaches, contextual, inquiry-based religious learning, and the use of technology such as interactive media and Islamic learning applications. The study also highlights the importance of the role of teachers, the need for contextual teaching tools, and the development of an integrative evaluation system that includes cognitive, affective, and spiritual aspects. Nevertheless, implementation in the field still faces challenges such as limited teacher training and lack of applicable assessment guidelines. The revitalization of the Islamic value-based curriculum is expected to be a strategic solution in forming a generation that is academically superior and has noble character.

Keywords: Curriculum Revitalization; Islamic Values; Mathematics Learning; Integration; Religious Education; Student Character

1. INTRODUCTION

The integration between Islamic values and mathematics learning is one of the holistic educational efforts that responds to the moral and spiritual needs of students, in line with the idea *of Islamization of Knowledge* which emphasizes the unification of modern science and Islamic values. This need is increasingly urgent for madrassas and Islamic schools to form students who are not only academically intelligent, but also have character and piety. Mathematics education in the Islamic context focuses not only on mastering formulas and theories, but also on developing attitudes and behaviors that are in accordance with Islamic teachings. For example, in teaching the concept of numbers, teachers can relate to the concept of tawakkul, where students are taught to surrender to Allah after effort. This not only makes learning more meaningful, but also shapes the character of students based on faith. Cutting-edge research supports the urgency of this integration. Ilma, Irawan, and Abdussakir (2024) in "Integration of Islamic Values in Mathematics Learning at Madrasah Ibtidaiyyah" found that the principles of value integration in the form of honesty, responsibility, and devotion are applied through literature methods, contextual learning, and content analysis (Ilma et al., 2024).

The literature method can involve reading and discussing inspirational stories from Islamic figures that demonstrate honesty, responsibility, and piety. For example, students can learn the story of the Prophet Muhammad SAW known as Al-Amin, which means trusted person. In this way, students not only learn about those values, but also get inspired to implement them in daily life, While contextual learning, on the other hand, allows students to learn mathematics in a broader and relevant context. For example, in teaching the concept of fractions, teachers can use examples from daily life, such as dividing food or calculating zakat. By relating mathematics to real situations, students will find it easier to understand and remember the concepts being taught. It also provides an opportunity for students to see how Islamic values can be applied in their daily situations, thus strengthening their understanding of the importance of integrating values in education.

Content analysis, teachers can evaluate learning materials to ensure that Islamic values are well integrated. For example, when choosing a textbook or other learning resource, it is important to consider whether the material reflects the values you want to teach. By conducting in-depth analysis, teachers can ensure that students gain not only academic knowledge, but also moral values that will shape their character.

The results of other research show that mathematical materials such as trigonometry and geometry can be directly related to worship practices, such as the direction of the qibla and the pattern of prayer movements, as explained in the research on the integration of Islamic values in trigonometric materials (Sari et al., 2024). This research shows that understanding mathematical concepts is not only useful in an academic context, but also has deep relevance in daily life, especially in the worship practices of Muslims. In this case, trigonometry, which studies the relationship between angles and sides in a triangle, as well as geometry, which focuses on the nature and size of space, can be used to understand and determine the direction of the qibla more accurately. The integration of Islamic values in trigonometric and geometry materials provides a new perspective in mathematics education. This shows that education should not be separated from the moral and spiritual values embraced by students. By associating mathematical concepts with worship practices, students not only learn to understand numbers and formulas, but also to appreciate and apply science in daily life. This creates a more meaningful and relevant learning experience, which in turn can increase students' motivation in learning math.

The systematic literature review-based approach emphasizes that number material and the Qur'an are the topics most often integrated, and the development of LKPD or mathematics teaching materials with a religious context improves students' conceptual and affective understanding (Dwirahayu & Putri, 2025). The integration between science and religious values has a very important role. This is not only related to the delivery of academic material, but also to the formation of students' character and morals. When number material is linked to the teachings of the Qur'an, students can see the relevance between mathematics and the spiritual values taught in their religion. For example, when studying the concepts of even and odd numbers, teachers can relate it to the concept of justice in Islam, where every being must be treated fairly, creating a deeper connection between the material and the values that the student believes in.

Furthermore, Dermawan & Prasetyo (2024) examine integration in elementary schools through the learning of historical Islamic stories where moral values such as honesty and hard work are inserted when teaching simple arithmetic operations (Dermawan & Prasetyo, 2024). The integration of moral values in mathematics learning, such as simple calculation operations, provides a new dimension in understanding teaching materials. When students learn about addition and subtraction, teachers can relate the concept to real-life situations involving honesty. For example, in a story, an honest merchant always gives his customers the right change, even if there is an opportunity to take more profits. Through this illustration, students not only learn how to perform counting operations, but also understand the importance of honesty in business and social interaction. In this way, learning becomes more meaningful and relevant to students' daily lives, strengthening their understanding of the moral values that must be applied in life.

The importance of this integration lies not only in the teaching of moral values, but also in the development of students' social and emotional skills. In the learning process that involves stories, students are invited to discuss and collaborate, thereby improving their communication and cooperation skills. For example, after listening to a story, students could be divided into groups to discuss lessons that can be learned from the story and how they can apply it in their lives. Activities like this not only make learning more interactive but also help students internalize the moral values being taught. Thus, the integration of historical Islamic story learning in primary education serves not only as a tool to teach academic material but also as a means to shape students' character and social skills.

The era of industry 4.0 and Society 5.0 has brought significant changes in various aspects of life, including in education. In this context, the development of Islamic mathematics materials using modern technologies such as multimedia and digital devices has become very relevant. By utilizing technology, students not only learn about mathematical concepts, but also develop character and digital literacy that are very important in today's digital era. For example, the use of interactive learning videos that integrate Islamic values can make students better understand and appreciate science, while at the same time building good character.

One concrete example of the application of technology in Islamic mathematics teaching is the use of mobile applications that are specifically designed to help students understand mathematical concepts through an approach that is in line with Islamic values. This application can present math problems related to daily life, such as the calculation of zakat or the distribution of inheritance, so that students not only learn mathematics theoretically, but also see its practical application in the context of their lives. Additionally, multimedia such as animation and simulation can be used to explain complex concepts, making them easier to understand. This way, students will be more motivated to learn because they can see the immediate relevance between mathematics and their daily lives, as well as the values taught in Islam.

Studies at the level of Madrasah Aliyah (Rizal et al., 2023) It shows that value integration is carried out consistently from planning to evaluation, and this is in accordance with the school's visions and missions so as to strengthen the institution's commitment to forming Islamic character. A careful planning process is an important foundation in the integration of educational values. In curriculum planning, for example, schools not only consider academic aspects, but also incorporate moral and ethical values that are in line with Islamic teachings. For example, in the subject of Islamic Religious Education, students are taught not only about theory, but also real practices in daily life, such as the importance of honesty and responsibility. In this way, students not only become intellectually intelligent, but also develop into individuals who have integrity. Furthermore, in the implementation stage, teachers play the role of role models. They not only deliver material, but also demonstrate behaviors that reflect the values taught. For example, a teacher who is always punctual and respectful of each individual in the class will instill the value of discipline and respect for others in students.

Evaluation is the final stage that is no less important in the value integration process. The school evaluates not only academic achievements, but also on the development of students' character. For example, through attitude and behavior assessments, schools can measure the extent to which students apply the values that have been taught in daily life. With this approach, students are taught to reflect on themselves and understand the importance of those values in a broader context. It also creates an environment conducive to character development, where students support each other to grow into better individuals.

The study of ethnomathematics adds a local dimension in the integration of values, linking local culture and Islamic values in the practice of mathematics, this technique enriches the learning context and its relevance for students. In the context of education, the ethnomathematics approach serves not only as a teaching method, but also as a bridge that connects students with their cultural heritage. By associating mathematical concepts with the values that exist in the local culture and Islamic teachings, students can see that mathematics is not a discipline separate from everyday life, but rather a relevant tool that can be used to understand the world around them. For example, in a society that has an agricultural tradition, the concept of geometry can be taught through patterns that exist in the arrangement of agricultural land. For example, students can learn about triangular and rectangular shapes through the ways farmers organize their crops to maximize yields. By relating math lessons to the real practices they see on a daily basis, students not only learn theories, but also understand the practical applications of those concepts. In addition, Islamic values, such as justice and honesty, can be integrated into mathematics learning by teaching the importance of transparency in the calculation and distribution of crops, which reflects the ethical principles in Islam.

Furthermore, this ethnomathematics approach also provides an opportunity for students to explore their identity. When students learn about the traditional ways of calculating or measuring that exist in their culture, they not only learn mathematics, but also get to know and appreciate their cultural heritage. For example, in some cultures, there are unique methods of counting, such as the use of fingers or other traditional tools. By learning this method, students can feel pride in their culture and understand that mathematics has existed in many different forms and ways around the world. This creates a sense of connectedness between students and their culture, as well as giving them a broader perspective on how mathematics can function in different contexts.

Latest research by (Putra & Rifaldi, 2025) highlighting the use of "lines and angles" materials that are integrated with Islamic values to strengthen faith and piety, as well as enhance students' Islamic character. One of the aspects raised in this study is how the concept of lines and angles can be explained by referring to Islamic principles. For example, when discussing straight lines, teachers can relate it to the concept of istiqamah in Islam, which means steadfastness and consistency in living life according to the teachings of Allah. In this case, a straight line can be a symbol of the right path that a Muslim should follow. In addition, when explaining the angle, the teacher can relate it to the importance of tolerance and mutual respect in interacting with others, where different angles can be likened to differences of opinion that need to be appreciated and understood. In this way, students not only learn about geometry, but also gain moral lessons that they can apply in their daily lives. Overall, empirical evidence suggests value integration increases student learning motivation: (Pebria et al., 2024) in ArRiyadhiyyat found an increase in interest and achievement through the approach of Islamic values in mathematics. This shows that when students can relate the subject matter to the values they embrace, they are more likely to be actively involved in the learning process. In this context, it is important to understand how those values can be a significant driver in creating a positive and productive learning environment.

The perception of teachers, especially in Aceh, also supports this integration: 87.5% of teachers stated that Islamic and mathematical values can be synergized through creative media such as comics, although further training is still needed (Putri et al., 2022). One way to integrate Islamic values in mathematics learning is through the use of creative media such as comics. Comics, as a form of narrative art, are able to convey messages in an interesting and easy-to-understand way, especially for students who are still in the stage of cognitive development. For example, a comic that depicts the story of the

Prophet Muhammad PBUH using calculations in daily life can provide a deeper context for students. In this way, students not only learn about numbers and formulas, but also understand how Islamic values can be applied in real-world situations. However, to achieve this goal, teachers need to be adequately trained so that they can use these teaching methods effectively. The training can include how to make educational comics, an understanding of the integration of Islamic values in mathematics, and innovative teaching techniques.

The integration of education that focuses on the formation of character and morals is a strategic step in creating a generation that is not only intellectually intelligent, but also has high moral integrity. In this context, the vision of the expanded curriculum emphasizes not only the transfer of knowledge, but also on the development of spiritual character in line with cognitive abilities. This means that education is no longer seen as a one-way process in which knowledge is simply passed from the teacher to the student, but rather as an interactive process involving the moral and ethical values that are the foundation for the formation of individual character. However, the implementation of an integrative curriculum that combines mathematical content and Islamic values in the field is not easy. Teachers face great challenges that demand dual competence. First, they are required to have a deep mastery of mathematical material conceptually and pedagogically. Second, teachers must also comprehensively understand Islamic values that can be contextually integrated into learning. This is not only about understanding sharia principles, but also the ability to translate these values into applicative examples that are relevant to students' lives.

The need for teachers with this dual competence has been highlighted in various studies. For example, a study by (Faadhilah et al., 2024) emphasizing the importance of training based on the integration of Islamic values in the professional development of mathematics teachers. They suggested a program to strengthen content-based Islamic pedagogy as a solution to the inequality between material mastery and values that often occur in the classroom. In addition, support in the form of integrative teaching tools, such as modules, contextual teaching materials, and learning media that contain Islamic values is still very limited. Teachers often have to design their own materials that fit this approach, which of course requires time, creativity, and cross-disciplinary understanding. A study by (Nurhamdiah et al., 2020) revealed that the lack of availability of integration-based teaching tools causes teachers to tend to use conventional materials that do not explicitly reflect spiritual values.

Another problem is the absence of an assessment guide that can evaluate students' achievements not only from the cognitive aspect of mathematics, but also the affective and spiritual aspects of Islam. Integrative assessment is still considered abstract and difficult to apply operationally in the classroom. This is because integrative assessment systems require specific indicators and instruments that measure the internalization of values such as honesty, responsibility, and simplicity in the context of mathematics learning. The importance of revitalizing the Islamic value-based curriculum in mathematics learning is not just a pedagogical innovation, but an essential need so that contemporary education in Indonesia is able to form a generation that excels academically and has Islamic morals.

2. RESEARCH METHOD

This research uses the library research method, which is a research approach that is carried out by studying, reviewing, and analyzing various literature relevant to the topic of integrating Islamic values in mathematics learning. According to Zed (2008), literature research serves to gather theories, expert views, and the results of previous research as the basis for argumentation and the development of new ideas in the academic realm. The main objective of this research is to explore the theoretical concepts, cutting-edge research results, and practical approaches that have been developed within the integrative framework between Islamic education and mathematics. The data sources in this study consist of: 1) Primary literature: Accredited scientific journals, dissertation results, theses, and academic books relevant to the integration of Islamic values and mathematics learning. 2) Secondary literature: Seminar proceedings articles, education policy reports, and curriculum documents such as Phase D Learning Outcomes in the Independent Curriculum. The data collection technique was carried out by searching digital literature through scientific databases such as Google Scholar, DOAJ, Garuda, ResearchGate, and the PTKIN journal portal, cataloging and bibliographic recording, using tools such as Zotero and Mendeley for reference and citation management and content analysis of relevant literature, in order to identify models, approaches, results, and challenges in the implementation of the integration of Islamic values in mathematics education. The data collected was analyzed by content analysis and thematic analysis. This analysis is carried out through several stages: Data reduction, thematic coding and synthesis and interpretation, i.e. compiling findings narratively and argumentatively to build a conceptual framework.

3. RESULTS AND DISCUSSION

3.1 The Philosophical and Theological Foundations of the Islamic Curriculum

The Islamic curriculum has a strong philosophical foundation, which can be analyzed through three basic concepts: *ta'dib*, *tarbiyah*, and *ta'lim*. *Ta'dib* refers to education that emphasizes the formation of character and morals, while *tarbiyah* focuses more on the learning process and the development of individual potential. *Ta'lim*, on the other hand, emphasizes the transfer of knowledge. These three concepts are interrelated and form a solid foundation for education in an Islamic perspective. According to Al-Ghazali, education must be directed to form human beings, namely human beings who are balanced between spiritual, intellectual, and emotional aspects (Al-Ghazali, 2000).

This mission of the formation of the perfect human being becomes very relevant in the context of today's education, where moral and spiritual challenges are increasingly complex. In this context, education not only functions as a transfer of knowledge, but also as a means to shape students' morals and character. Ibn Sina, a major figure in the history of Islamic thought, also emphasized the importance of integrative education, where science and moral values must go hand in hand (Ibn Sina, 1999). This shows that a curriculum based on Islamic values must be able to integrate academic knowledge with spiritual values. Other figures, such as Syed Muhammad Naquib al-Attas, emphasized that education in Islam should be oriented towards the development of intellect and heart. In his view, good education is education that not only educates the intellect, but also shapes the character and morals of students (Al-Attas, 1999). Therefore, it is important for the curriculum to be oriented not only to mastery of the material, but also to the formation of good character and morals.

In the context of the mathematics curriculum, the integration of Islamic values can be carried out by associating mathematical concepts with Islamic moral and ethical principles. For example, in the teaching of statistics, the value of honesty can be emphasized in data collection and analysis. Thus, students not only learn mathematics as a science, but also understand the importance of moral values in the application of this science. Through this approach, it is hoped that a curriculum based on Islamic values can produce a generation that is not only intellectually intelligent, but also has strong character and good morals. Thus, education from an Islamic perspective is not only about academic achievements, but also about the formation of *kamil* people who are ready to face the challenges of the times.

3.2 The Urgency of Integrating Religious Education in Mathematics Learning

The integration of religious education in mathematics learning has strong epistemological, pedagogical, and spiritual reasons. Epistemologically, religious education provides an important moral framework in the mastery of science, including mathematics. In this context, religious education serves as a foundation that provides meaning and purpose for mathematics learning. A strong understanding of religion often emphasizes discipline and rigor in carrying out religious teachings. This can form a more disciplined and meticulous character in doing tasks, including learning mathematics.

From a pedagogical perspective, an integrative approach allows students to see the interconnectedness between various disciplines. This is important in the context of holistic learning, where students are invited to understand how mathematics relates to religious values. For example, in geometry teaching, students can be taught about the beauty of God's creation through the geometric shapes that exist in nature. This approach not only makes learning more engaging, but also fosters gratitude and appreciation for God's creation. From a spiritual perspective, the integration of religious education in mathematics learning helps students to develop an awareness of God's existence in every aspect of life, including learning. This is in line with the principle that all knowledge comes from Allah and should be used for good. When students understand that mathematics is part of God's creation, they will be more motivated to learn and apply it in a good and correct way (Hikmah et al., 2025)

Criticism of the separation of religious and general sciences in the modern education system is also increasingly apparent. Many education experts argue that this separation has led to a moral crisis and spiritual disorientation among students. In the context of Indonesia, where the majority of the population is Muslim, it is important to integrate religious values in every aspect of education, including mathematics learning. This can help students to build strong character and good morals, which are indispensable in daily life (Febrianto et al., 2025). The relevance of the integrative approach to the formation of students' character and morals cannot be underestimated. Research shows that students who get an education with an integrative approach tend to have better attitudes and behaviors compared to those who only get a secular education. Therefore, the integration of religious education in mathematics learning is not just an option, but an urgent need in the current educational context.

3.3 Criticism of the Conventional Curriculum

Conventional curricula that are value-neutral or secular have a number of weaknesses that need to be identified. One of the main weaknesses is the lack of integration of moral and spiritual values in the learning process. This can cause students to

lose their direction in understanding the purpose of education and the meaning of the knowledge they are learning. According to research conducted by (Ismail et al., 2025), many students feel that the math learning they receive is irrelevant to daily life, thus reducing their motivation to learn. The impact of this secular curriculum is also seen in the moral crisis and spiritual disorientation that is increasing among students. Without the strengthening of moral values, students can fall into negative behaviors, such as cheating, dishonesty, and apathy towards the environment. Data from the Ministry of Education and Culture (2021) shows that the number of cases of cheating in national exams in Indonesia is increasing every year, which shows that there is a serious problem in the formation of students' character.

Relevant case studies can be seen in the curriculum in Indonesia, such as the Education Unit Level Curriculum (KTSP), the 2013 Curriculum (K13), and the Independent Curriculum. Despite efforts to integrate character education into the curriculum, many teachers have difficulty implementing it effectively. This is due to a lack of adequate training and understanding of how to integrate religious values in mathematics learning (Mulyati et al., 2024). Another disadvantage of conventional curriculum is the lack of relevant context in learning. Much of the material taught feels abstract and unrelated to students' daily lives. In mathematics learning, for example, students are often taught formulas without understanding their context and application. This causes students to feel bored and lose interest in learning, which in turn negatively impacts their learning outcomes (Habbinnur Rizki et al., 2025). Thus, criticism of conventional curriculum suggests that there is an urgent need to revitalize the curriculum with a more integrative and value-based approach to Islam. This revitalization is expected to overcome existing weaknesses and produce a generation that is not only academically intelligent, but also has strong character and good morals.

3.4 The Concept of Curriculum Revitalization Based on Islamic Values

The revitalization of the Islamic value-based curriculum is an effort to update and improve the quality of education by incorporating Islamic values into the curriculum structure. The definition of revitalization in this context includes changes that aim to make education more relevant to the needs of society, as well as to shape the character of students in accordance with Islamic teachings. The main goal of this curriculum revitalization is to create a generation that is not only academically intelligent, but also has good morals and ethics in accordance with Islamic principles.

The characteristics of an Islamic value-based curriculum can be divided into three main aspects: integrative, contextual, and transformative. Integrative means that the curriculum combines a variety of disciplines, including religious education, so that students can see the connection between mathematics and Islamic values. Contextual shows that learning is carried out in the context of students' daily lives, so that they can understand the real application of the concepts taught. While transformative reflects positive changes in students' attitudes and behaviors as a result of the learning carried out (Utomo, 2019). For example, in mathematics learning, students can be taught about honesty through the concept of statistics. For example, when discussing data and graphs, teachers can emphasize the importance of honesty in data collection and presentation, which is an important value in Islam. In this way, students not only learn about mathematics, but also gain a deeper understanding of the moral values they are supposed to espouse (Idris, 2021). In this context, the revitalization of the Islamic values-based curriculum is expected to produce individuals who are not only academically intelligent, but also have strong integrity and character. By integrating Islamic values into mathematics learning, it is hoped that students can see the relevance between science and religious teachings, so that they can become better personalities in society.

3.5 Strategy for Integrating Islamic Values in Mathematics Learning

The integration of Islamic values in mathematics learning can be done through various approaches and strategies. One example is the application of the value of honesty in statistics. In this learning, students can be taught about the importance of honesty in data collection and statistical analysis. For example, when students conduct surveys to collect data, they must be taught not to manipulate the data in order for the results to be trusted. This is in line with Islamic teachings which emphasize the importance of honesty in every aspect of life (Amelia et al., 2022).

Pedagogical approaches that can be used in the integration of Islamic values are integrative-thematic, contextual, and inquiry-based religious learning. The integrative-thematic approach combines various disciplines with a specific theme, so that students can see the connection between mathematics and Islamic values. The contextual approach emphasizes learning that is relevant to students' daily lives, so that they can understand the application of mathematical concepts in a broader context. Meanwhile, inquiry based religious learning encourages students to explore and ask questions about the relationship between religious teachings and the mathematical concepts studied. Analysis of learning design that relates Qur'anic verses or hadith to mathematical concepts is also an effective strategy. For example, when teaching the concept of geometry, teachers can relate it to verses that speak of the beauty of God's creation. In this way, students not only learn about geometry, but also reflect on God's greatness in creating the universe. This can improve students' understanding of the importance of mathematics in understanding the world around them (Yustika et al., 2023).

In addition, the use of real-life case examples that are relevant to students' daily lives can also strengthen the integration of Islamic values in mathematics learning. For example, when discussing order in algebra, teachers can give examples of how order in daily life, such as in financial management, can reflect Islamic principles. Thus, students can see that mathematics is not just numbers and formulas, but also has a deeper relevance in their lives. Through these strategies, it is hoped that students can develop a more holistic understanding of mathematics, which includes not only cognitive aspects, but also affective and spiritual aspects. Thus, mathematics education based on Islamic values can create a generation that is not only intelligent, but also noble and responsible in their every action.

3.6 The Role of Teachers in the Implementation of the Integrative Curriculum

The role of teachers in the implementation of an integrative curriculum is crucial, especially in the context of integrating Islamic values in mathematics learning. Teachers not only function as teachers who deliver material, but also as role models for students in applying Islamic values in daily life. Therefore, the dual competencies that teachers must possess are essential: mastery of mathematical content and a deep understanding of Islamic values. According to (Fatulloh et al., 2021), teachers who have this competence will be better able to integrate these values in the learning process.

Training or capacity building for mathematics teachers is also no less important. In many cases, teachers may not have enough knowledge or skills to integrate Islamic values in mathematics learning. Therefore, a training program that focuses on developing teacher competencies in this case is very necessary. However, there are several obstacles that can hinder the implementation of this integrative curriculum. One of them is the limited time to teach all the material required in a rigid national curriculum. Teachers often feel pressured to complete the curriculum without having enough time to delve into aspects of Islamic values. In addition, limited resources, such as textbooks that do not support the integration of Islamic values, are also a significant obstacle. Resistance from educational institutions can also be a challenge in the implementation of this curriculum. Some schools may not support the changes needed to integrate Islamic values in math learning. Therefore, it is important for school management to provide the necessary support and resources so that teachers can implement the integrative curriculum properly (Purnamasari & Purnomo, 2021). By understanding the roles and challenges faced by teachers, it is hoped that the implementation of a curriculum based on Islamic values in mathematics learning can run more effectively. Support from various parties, including schools and communities, is needed to create a learning environment conducive to the development of students' character.

3.7 Design of Islamic Value-Based Modules or Teaching Materials

The design of Islamic value-based modules or teaching materials in mathematics learning is an important step to support the integration of these values in the curriculum. The design of teaching materials should contain Islamic values explicitly and implicitly, so that students can easily understand and apply them in a mathematical context. One of the important criteria in the design of teaching materials is relevance to Islamic teachings. For example, in a module that discusses statistics, an explanation of honesty and responsibility in data collection and presentation may be included.

Indicators of the integration of Islamic values in student worksheets (LKS), Learning Implementation Plans (RPP), and textbooks also need to be considered. In the LKS, for example, questions can be inserted that invite students to reflect on Islamic values when solving math problems. The lesson plan must also include learning objectives that not only focus on cognitive aspects, but also on the development of students' character in accordance with Islamic values (Andriani & Putra, 2021).Evaluating the quality and effectiveness of integrative teaching materials is also an important step in ensuring that the designed modules meet the learning objectives. Assessments can be carried out through feedback from students and teachers, as well as through analysis of student learning outcomes after using the teaching materials. According to research conducted by (Hamzah et al., 2025), teaching materials that integrate Islamic values show a significant improvement in students' understanding of mathematical concepts, as well as in their attitudes and behaviors.

In addition, it is important to involve teachers in the process of designing teaching materials. Teachers involved in module development will better understand students' needs and be able to design teaching materials that are more relevant and engaging. Collaboration between teachers, education experts, and religious leaders can also produce teaching materials that are more comprehensive and in accordance with Islamic values. By designing modules or teaching materials based on Islamic values, it is hoped that students can not only understand mathematical concepts well, but also be able to apply these values in their daily lives. This will create a generation that is not only academically intelligent, but also has a strong character and is in accordance with the teachings of Islam.

3.8 Evaluation and Assessment of Integrative Learning

Evaluation and assessment of integrative learning is an important aspect in determining student achievement in mathematics learning based on Islamic values. One of the main challenges in the evaluation is how to assess the

achievement of the cognitive, affective, and spiritual aspects of the students. A comprehensive evaluation should cover all of those aspects to provide a more holistic picture of student development. Alternative assessment models such as performance-based assessments, portfolios, and grades rubrics can be used to assess student achievement more effectively. For example, in a performance-based assessment, students may be asked to complete a project that integrates mathematical concepts with Islamic values. This not only tests their understanding of the material, but also their ability to apply those values in a broader context.

The integration of Islamic values in formative and summative assessments is also important to ensure that students not only learn to pass exams, but also understand and apply the values taught. In formative assessments, teachers can provide constructive feedback on how students can better apply Islamic values in their learning. While in summative assessment, student learning outcomes can be evaluated based on the extent to which they have integrated these values in mathematical problem solving. The importance of evaluation based on Islamic values must also be conveyed to students so that they realize that mathematics learning is not only about numbers and formulas, but also about character development and ethics. In this way, it is hoped that students can be more motivated to learn and apply Islamic values in their daily lives (Yuniartin et al., 2024). By implementing integrative evaluation and assessment, it is hoped that the mathematics learning process based on Islamic values can run more effectively, so that students not only become academically intelligent, but also have good character and are in accordance with Islamic teachings.

4. CONCLUSION

The integration of Islamic values in mathematics learning is a transformative strategy that contributes significantly to the formation of students' character holistically. This approach emphasizes the importance of making education not only a means of knowledge transfer, but also a medium for internalizing moral and spiritual values. Value integration is carried out with various strategies such as thematic approaches, contextual, inquiry-based religious learning, and the application of technology and creative media, which have been shown to improve conceptual understanding, learning motivation, and student affectivity in many studies. The revitalization of the Islamic curriculum in mathematics learning rests on philosophical foundations such as *ta'dib*, *tarbiyah*, and *ta'lim*, which unite academic and spiritual aspects. Mathematical concepts can be linked to Islamic values, such as honesty in statistics, istiqamah in straight lines, or justice in the concept of numbers. This effort creates meaningful and applicative learning in students' real lives, while strengthening their Islamic identity.However, the implementation of this integrative curriculum still faces significant challenges, such as the limitation of relevant teaching tools, the low capacity of teachers to integrate content meaningfully, and the absence of an evaluation system that is able to assess the cognitive, affective, and spiritual dimensions as a whole. Therefore, teacher training based on value integration, the provision of contextual modules, and the development of comprehensive assessment instruments are urgent needs. With the revitalization of the curriculum based on Islamic values as a whole, mathematics education is not only a vehicle for academic intelligence, but also an instrument for the formation of a generation with character, integrity, and noble character. Such education is expected to answer the challenges of the modern era and form kamil people who are ready to contribute positively to society and global life.

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