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Integration of Qur'an in mathematics learning

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Abstract

This study aims to identify and explain relevant verses of the Qur'an to be integrated into mathematics learning. We used a systematic literature review method to identify and to analyze previous studies. In this study, we collected relevant articles and then the articles were analyzed using a qualitative approach based on a content analysis. We successfully selected 10 research articles on the integration of the Qur'an verses in mathematics learning. The results of the study revealed that many mathematical concepts such as numbers, sets, geometry, sequence, logic, social arithmetic, and linear equation in one variable were found to be relevant to some Qur'an verses. Integrating the Qur'an in mathematics learning can foster students' learning motivation and characters, such as obedient, fair, honest, and religious. It confirms that connecting mathematics with Islamic context not only enriches the learning process, but also fosters positive values in students and creates a more meaningful learning experience.

Keywords: integration, mathematics learning, Qur'an, systematic literature review

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INTRODUCTION

Innovation in mathematics education at schools, especially in madrasas, shows positive trends and innovations. Some of the main innovations seen include the use of technology, a more creative and fun approach, and integration with cultural and religious values. Religious integration includes integrating verses from the Qur'an in mathematics learning (Akmansyah et al., 2025; Diponegoro et al., 2024; Fitrah & Kusnadi, 2022; Sugiarto, 2025). Based on the Decree of the Director General of Islamic Education Number 2313 of 2024 concerning technical instructions for the implementation of the 2024 Madrasah Science Competition, it states that to actualize the mathematical potential of students in Indonesia in facing the challenges of the times, the Ministry of Religious Affairs is implementing a Madrasah Science Competition activity which has been held since 2012. The Madrasah Science Competition, specifically in the subject of mathematics, elaborates mathematics by integrating it with verses from the Qur'an and Islamic values.

In Madrasah Tsanawiyah—Islamic junior high school and Madrasah Aliyah—Islamic senior high school, the Qur'an is studied in depth and is the core of various subjects. This makes the Qur'an very familiar to students, because it is considered a source of knowledge that is inseparable from the lessons they receive (Noperta, 2024}. Mathematical material can be connected to the Qur'an because there are concepts regarding mathematical material that can be used as learning material in the Qur'an. Umam et al. (2021) argued that there are several verses of the Qur'an that can be a guide for teachers to teach mathematics by linking them to the Qur'an. According to Zahroh and Faridah

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(2019), integrating the values of the Qur'an in mathematics learning can improve student learning outcomes and motivation. However, currently, mathematics learning in madrasas is often the same as in other public schools, namely not connecting it with the Qur'an so that as a result students do not understand the relationship or role of mathematics to the verses of the Qur'an, therefore teachers are expected to be able to integrate the verses of the Qur'an in mathematics learning because the government has provided a vehicle for students, especially madrasa students, to develop talents and interests through integrated madrasa science competitions.

The concept of integrating Quranic verses into mathematics learning has been a focus of research in recent years. This research, conducted by Sulasteri et al. (2020), used the SAVI (Somatic, Auditory, Visual, Intellectual) approach. It showed that integrating Quranic verses into mathematics learning can increase students' learning motivation by 23% compared to conventional learning. This study revealed that when students find relevance between mathematics material and their religious values, their level of engagement and understanding of mathematical concepts can increase their learning motivation.

Research conducted by Apriliana et al. (2025) examined the implementation of Islamic values-based mathematics learning in madrasas. The results showed that this approach not only improved students' academic achievement but also strengthened their understanding of the relationship between science and religion. This study also found that students who participated in mathematics learning integrated with Islamic values had a more positive attitude towards mathematics compared to students who participated in conventional learning.

Meanwhile, a research by Aji (2020), explored the use of verses about the creation of the universe in geometry learning. The results showed that students who learned geometry using verses about the creation of the heavens and the earth had a deeper understanding of spatial geometry concepts. This study also revealed that this approach can enhance students' appreciation of the majesty of God's creation, as reflected in the mathematical patterns of the universe. A study conducted by Safitri et al. (2023) on the implementation of mathematics learning based on verses on calculating time and the Islamic calendar showed promising results. This study found that integrating verses on calculating months and years into mathematics learning can improve students' ability to solve problems related to the number system and arithmetic operations. Furthermore, this approach can also enhance students' understanding of the wisdom behind establishing prayer times in Islam.

Although various studies have been conducted to integrate Islamic values in mathematics learning, there are still gaps that need to be addressed, including: (1) Most existing research focuses on specific aspects of mathematics, such as geometry or arithmetic. These studies do not provide a comprehensive framework for combining or integrating all areas of mathematics holistically. (2) Previous studies were generally conducted on a small scale and limited to the context of madrasas or Islamic schools, so the generalization of the results to the national education system is still limited. (3) The approach used in previous studies tends to be superficial, many studies are limited to inserting verses without in-depth analysis of the relationship between mathematical concepts and the meaning of these verses. (4) There has been no research that systematically develops an appropriate learning model that comprehensively integrates verses with various branches of mathematics, from algebra, geometry, statistics, to calculus.

Based on the background that has been described, the focus of this research aims to explore the integration of the verses of the Qur'an in mathematics learning with a systematic literature review approach that refers to the results of previous relevant research. Thus, this research is expected to be able to contribute to the integration of the verses of the Qur'an in mathematics learning, especially in madrasas, in order to enrich the learning process, foster positive and religious values in students, thereby creating a more meaningful learning experience.

RESEARCH METHOD

This study uses a qualitative approach with the systematic literature review (SLR) method. This method was chosen based on the need to comprehensively and systematically analyze various literature related to the integration of Quranic verses in mathematics learning. The data collection technique used in this study is document study. The stages in data collection are as follows.

Determining data sources

In this study, data collection used secondary data sources, consisting of 10 research articles relevant to the integration of verses from the Koran in mathematics learning.

Searching process

The literature search process was conducted through four main databases, namely the Science and Technology Index (SINTA), the Portal Garuda of the Ministry of Education and Culture, and articles in Google Scholar with data based on the comprehensive scope of scientific publications with research, as well as a reputation as a source of high-quality literature in the field of education. The search strategy used a combination of keywords in Indonesian and English, including "integration of Al-Quran verses", "mathematics learning", "Islamic education", "mathematics education", "Quranic integration", and "Islamic values in mathematics". The following steps are used to search the articles as presented in Table 1.

Table 1. Steps of searching the articles

No	Activity Stages	Details
1.	Start	Conduct a comprehensive literature search
2.	Identification	Articles were identified based on a database search (Google Scholar) with the keywords: "integration of verses of the Qur'an in mathematics learning", "difficulties in mathematics learning",
3.	Screening	A total of 67 selected articles were analyzed in depth to assess the relevance of the topic, methodological approach, and emphasis on integrating Quranic verses into mathematics learning.
4.	Eligibility	A total of 10 selected articles were analyzed in depth to assess the relevance of the topic, methodological approach, and emphasis on integrating Quranic verses into mathematics learning.
5	Conclusion	Articles that have met the criteria are given a conclusion.

Article selection criteria
The article selection criteria are as follows: (1) Articles in international journals, articles in national journals indexed by SINTA, GARUDA, and other articles in Google Scholar that are comprehensive with research. (2) The focus of the research is an article that discusses the integration of verses of the Qur'an and Islamic values in mathematics learning.

RESULTS AND DISCUSSION

Articles that met the criteria and were relevant for use in the systematic literature review method in this study were selected. A review process was conducted for all articles to obtain information related to the integration of Quranic verses into mathematics learning. The review results are recorded in a table that includes the author's name, article title, and journal or proceedings name (indexing). The review results are presented in Table 2. Based on the analysis of ten selected articles, various ways of integrating verses from the Quran in mathematics learning were found.

Integration of mathematics with Islamic values and local cultural wisdom
It is a research by Mutijah (2018) which discusses the model of mathematical integration in the Qur'an and utilizes the Qur'an as a mathematical reference and also the integration of local cultural wisdom that has been successfully developed so as to foster intellectual character (*ulul albab*) rooted in local cultural wisdom. The integration of developing mathematics from the Qur'an, for example, in basic statistics learning by studying the letter Al Kahfi verse 96 to learn the mean, Al-Kahfi verse 54 to learn the mode, Al-Maidah verse 66 to learn the median, and about the hypothesis by studying the letter Al-Baqarah verse 78, Yunus verse 66, Saba 'verse 53, Az-Zukhruf verse 20 and Al-Jasiyah verses 24 and 32. Although in this study written several verses that can be integrated in mathematics learning, there is no explanation about the form of integration.

Student responses to PISA-similar mathematics problems in the context of integrating Islamic values
This study discusses the effects of providing PISA-like mathematics problems integrated with Islamic values, including creating problems by integrating verses from the Qur'an. From the results of this study, it can be concluded that PISA-like mathematics problems with the existing context of integrating Islamic values and verses from the Qur'an can increase students' motivation and Islamic practices in their daily lives because they know the benefits of the context in the questions being tested. In this study, it is stated that in the Qur'an, Surah As-Sajdah, verse 5, regarding the comparison of life time in this world and in the hereafter (Lutfianto & Sari, 2017). The text of As-Sajdah, verse 5, as follows.

يُدَبِّرُ ٱلْأَمْرَ مِنَ ٱلسَّمَآءِ إِلَى ٱلْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِى يَوْمٍ كَانَ مِقْدَارُهُۥٓ أَلْفَ سَنَةٍ مِّمَّا تَعُدُّونَ ٥

"*He conducts every affair from the heavens to the earth, then it all ascends to Him on a day whose length is a thousand years by your counting.*"

From this verse, we can see that a day in the afterlife is equivalent to a thousand years on earth. The mathematical context of this verse allows us to ask a question, for example, if the average human lifespan is 63 years, what is

the equivalent age in the afterlife? This question can, of course, be answered using comparison.

Table 2. List of research articles

No	Authors	Title	Journal or Proceedings
1	Mutijah (2018)	Model of integration of mathematics with Islamic values and local cultural wisdom in mathematics learning	Journal of Mathematics Education, Vol. 1, No. 2 (Sinta 3, Garuda)
2.	Lutfianto and Sari (2017)	Student responses to PISA-similar mathematics problems with an integrated Islamic values context	Journal of Elements, Vol. 3, No. 2 (Sinta 2, Garuda)
3.	Farid (2022)	The Qur'an and mathematics	Darussalam Journal, Vol. 23, No. 2 (Garuda)
4.	Hasanah et al. (2022)	Analysis of the need for mathematics teaching materials digital comic based on Islamic values for Class X SMA students in era 5.0	Numerical: Journal of Mathematics and Mathematics Education, Vol. 6, No. 2 (Sinta 4)
5	Choirunnisa et al. (2022)	Development of Islamic value-based mathematics teaching materials to improve students' understanding of mathematical concepts	Journal of Analysis, Vol. 8, No. 1 (Sinta 4)
6.	Ahmad et al. (2020)	Integration of the Quran in trigonometry courses	Jurnal Pendidikan Matematika, Vol. 14, No. 1 (Sinta 2)
7.	Syamsuar et al. (2021)	Integrated Islamic mathematics teaching materials to improve student religiosity and learning outcomes	Suska Journal of Mathematics Education, Vol. 7, No. 1 (Sinta 4)
8.	Triono and Santoso (2024)	Character development through religious education through mathematics education in elementary school	Qalam, Vol. 12 No. 1 (Sinta 2)
9.	Noperta (2024)	Analysis of mathematical concepts in the Quran	Equation Journal, Vol. 6 No.1 (Sinta 4)
10.	Suhandri and Syahwela (2024)	Developing Islamic-integrated mathematics teaching materials to develop the character of junior high school students	Cendekia Journal: Journal of Mathematics Education, Vol. 8, No. 2 (Sinta 4)

Al-Qur'an and mathematics

This study aims to determine the mathematical content of the Qur'an (Farid, 2022). Among these are related to sequences, whole numbers, integers, fractions, and circles. This shows the relationship between the Qur'an and

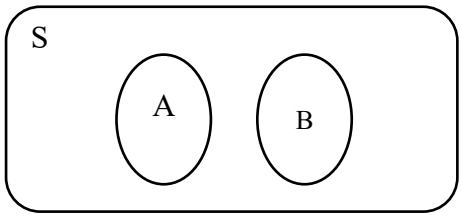
mathematics. This study explains that the material of sets is a collection of objects that are clearly defined. The Qur'an discusses sets a lot, including Al-Hujuraat verse 13, Yunus verse 101, Luqman verse 20, and Al-Fajr verses 2-3. These verses discuss sets.

Surah Al-Hujuraat verse 13 reads:

يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقۡنَٰكُم مِّن ذَكَرٖ وَأُنثَىٰ وَجَعَلۡنَٰكُمۡ شُعُوبٗا وَقَبَآئِلَ لِتَعَارَفُوٓاْۚ إِنَّ أَكۡرَمَكُمۡ عِندَ ٱللَّهِ أَتۡقَىٰكُمۡۚ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٞ ١٣

"*O humanity, indeed, We created you from a male and a female, and made you into peoples and tribes so that you may ˹get to˺ know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware.*"

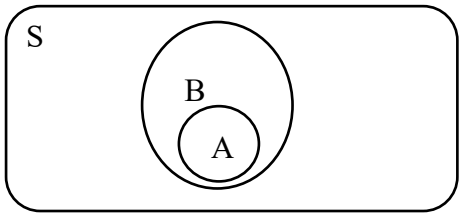
In Al-Hujuraat verse 13, it is explained that humans have male and female genders, and that there are different nations and tribes. If depicted with a Venn diagram, humans with two genders are disjoint sets with no intersection (∩). Both sets include human gender, namely male and female (See Figure 1)



S = Human Gender
A = Male
B = Female

Figure 1. Venn diagram for male and female gender presentation

If set A (humans with male and female sex) is a subset of set B (nations and tribes), then the combination of sets A and B is set B itself, which is also called the right group. In mathematical notation, this can be written as: A ⊂ B, then A ∪ B=B (See Figure 2).



S = Human
A = Human Male and Female Woman
B = Nation and tribe

Figure 2. Venn diagram for gender to nation presentation

Fractional numbers are also found in the Qur'an, namely in An-Nisa' verses 11-12 and verse 176 which mention fractional numbers such as half (½), one third (⅓), one quarter (¼), one sixth (⅙), one eighth (⅛), two thirds (⅔). These verses are related to the science of faraid (inheritance) which in its calculation and division uses mathematics. The material of the circle is explained in Al-Hajj verse 29 which illustrates the concept of tawaf in the Hajj pilgrimage, namely circling the Kaaba seven times. This circling movement is considered to form a circle pattern, which is a visual representation of the pillars of the Hajj.

Digital comics based on Islamic values
Hasanah et al. (2022) found an urgent need to develop digital mathematical comics integrated with Islamic values in this case the verses of the Qur'an that are adapted to the material. In this study, an example of an Islamic digital comic created is a comic with learning material on inverse functions from the Qur'an with the achievement indicator being for students to understand the relationship between the verses of the Qur'an and inverse functions. However, it is not explained in detail what verses of the Qur'an can be integrated with the inverse function material. It is then supported by high agreement from the majority of students (81.7%) and teachers (83.5%) who believe this media can motivate the learning process. This media is considered necessary to increase student learning motivation, in line with the demands of developing learning media in the industry 5.0 era.

Islamic value-based mathematics teaching materials
Chorunnisa et al. (2022) developed an Islamic-based mathematics module with integrated content from the Qur'an for Social Arithmetic. This module was designed to improve students' understanding of mathematical concepts. This study used the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data were collected through questionnaires, interviews, and tests. The results showed that this module was valid based on the assessment of material experts (average 83%) and media experts (average 87%). When tested in the field, this module was considered interesting (average 83%). In addition, this module proved effective in improving students' understanding of mathematical concepts. This was evidenced by the results of the t-test which showed that classes using this module had better learning outcomes. Improved student conceptual understanding was also seen from the N-Gain analysis. However, this study did not clearly detail how the integration of Islamic values in mathematics teaching materials.

Integration of the Quran in trigonometry courses
Ahmad et al. (2020) suggest that religious values are crucial in character education. Therefore, this study focuses on the integration of the Quran in trigonometry courses to assess its impact on student learning outcomes. The method used is *a mixed-method* approach. This research involved the development of four chapters of trigonometry teaching materials integrated with Quranic verses (Al-Anbiya' 30, Al-Hujurat 13, Adz-Dzariat 56, Al-Baqarah 142-145, Yunus 87) and the Pythagorean success approach. Quantitatively, the average pretest score was 45.83, while the average posttest score increased to 79.42, indicating a significant effect of Quranic integration on trigonometry learning outcomes. Qualitative results from the questionnaire showed that students responded positively to this Quranic integration. They felt that they not only understood trigonometry but also gained additional knowledge about Islamic values. This was evident in their improved performance at each meeting.

Integrated Islamic mathematics teaching materials to improve religiosity
Syamsuar et al. (2021) uses the Research and Development (R&D) method with the ADDIE model, this study collects data through questionnaires, observations, and tests. The results show that the developed teaching materials are valid, practical, and effective. They developed of lesson plans and Islamic integrated mathematics modules in the form of verses from the Qur'an for grade VII students of SMP Negeri 3 Sungguminasa. Both teachers and students gave

positive responses to its use. Moreover, the learning outcome test and the level of student religiosity are in the high category, with student learning completeness reaching more than 60% or in the good category.

Character development through religious education and mathematics education
Triono et al. (2024) employed a library research with content analysis. The steps included preparing tools, compiling a bibliography, scheduling, and reading and taking notes. Data were obtained from various relevant literature such as books, journals, and scientific articles, both manually and digitally. Once collected, the data was processed through display, reduction, and construction to produce a new, coherent concept. The results indicate that religious character education can be strengthened through mathematics learning in elementary schools by integrating mathematics learning materials with Islamic values.

Mathematical concepts in the Quran
Noperta (2023) suggests that many mathematical concepts are found in the Quran, such as numbers, great common factors and least common multiple, sets, geometry, sequence, logic, statistics, and straight-line equation. In this study, the mathematical concept of sets is linked to Al-Kahf verses 12, 28, 33 and 50 and Al-Baqarah verses 2-5, 6-10, 17-18, 26, 62, 75, 81-82, 96, 104, 113, and 212. For numbers, it is found in Al-Kahf verses 22, 25, 32, 39, 40 and 82, Al-Baqarah verse 261, and Al-Fajr verse 3. Geometry and its mathematical concepts are found in Al-Kahf verses 1, 2, 14, and 32. It means that mathematics learning can be enriched by integrating it with the values and verses of the Quran. For example, the concept of numbers can be applied to everyday problems, and geometric sequences can be linked to the rewards of charity. This approach not only improves students' mathematical abilities but also strengthens their character building.

Islamic integrated mathematics teaching materials to develop character
Suhandri et al (2024) aimed to develop mathematics teaching materials on linear equation in one variable that integrate Islamic values and Quranic verses. The modules are designed to be valid, practical, and effective in learning. The development uses the Borg and Gall model, with data collection techniques in the form of questionnaires and tests. The instruments used include validation sheets from educational technology experts and material experts, post-test questions, and character questionnaires. In this study, there is no explanation of which verses of the Qur'an that can be integrated into mathematics learning, but they assure that developing mathematics teaching materials which integrates Islamic values not only focuses on the cognitive aspect but also the affective aspect through the reflection of the related verses of the Qur'an.

CONCLUSION

This research, using a Systematic Literature Review approach, reveals that the integration of Quranic verses into mathematics learning shows enormous potential to improve the quality of mathematics education in Indonesia. The integration of Islamic values and Quranic verses into mathematics learning is a highly potential and needed approach. Various studies have shown that many Quranic verses can be integrated into mathematics learning on the material of numbers, geometry, statistics, and sets. This method is considered capable of increasing motivation, conceptual understanding, mathematical abilities, and character formation (including religious and intellectual character) of students. Integration can also be done into teaching modules, PISA-like questions, and

digital comics that combine mathematics with the Quran because this has proven valid, practical, and effective, and has received a positive response from teachers and students. This confirms that connecting mathematics with an Islamic context not only enriches the learning process but also fosters positive values and religious attitudes in students.

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