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Research and Development of Mathematics Teaching Material Integrated with Islamic Values: A Systematic Literature Review

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Abstract

Mathematics teaching material integrated with Islamic values can support the achievement of mathematics learning objectives in cognitive and affective aspects. This research aims to conduct a literature review related to the research and development of mathematics teaching material integrated with Islamic values. The method used in this research is a Systematic Literature Review (SLR), which consists of 36 studies from 2018 to 2022. The key question in this research is how the articles regarding research and development of mathematics teaching materials integrated with Islamic values are distributed based on year of publication, level of education, Islamic values, and mathematics topics. The results of this research show that most studies related to mathematics teaching materials integrated with Islamic values were carried out in 2020, researchers conducted much research on teaching materials integrated with Islamic values at the junior high school level, and teaching materials integrated with Islamic values were mostly applied to the topic of numbers, and the most widely used Islamic value is the Quran. This research is expected to be a reference to carry out further research related to mathematics teaching materials integrated with Islamic values, and using mathematics teaching material integrated with Islamic values can be the option to make the mathematics learning process more meaningful.

Keywords: Research and Development; Mathematics Teaching Material; Islamic Values; Systematic Literature Review

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INTRODUCTION

Mathematics learning objectives include cognitive and affective aspects. Based on the decision of the head of the Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research, and Technology, mathematics learning in Indonesia aims to equip students to have mathematical understanding and procedural skills, reasoning, and proof skills. mathematics, mathematical problem-solving abilities, mathematical communication and representation abilities, mathematical connection abilities, and have an attitude of appreciating the usefulness of mathematics in life, namely having curiosity, attention, and interest in studying mathematics, as well as a creative, patient, independent, diligent, open, tough, tenacious and confident attitude in solving problems (BSKAP, 2022). These learning objectives describe that mathematics learning should focus not only on the cognitive aspects but also the affective aspects. The mathematics learning process is considered successful when students behave well in line with the intended learning objectives (Miftachurohmah et al., 2022). Furthermore, students must first comprehend and become proficient in the mathematical concept so they will be able to deal with problems through the implementation of mathematics in real life (Nasuha & Ammamiaritha, 2023). The importance of mathematics led to its

inclusion as a core subject in school curricula. The goal of the mathematics curriculum is to give students the knowledge and abilities they need to succeed in the rapidly evolving technological environment (Mazana et.al, 2019). Achieving mathematics learning objectives will support students' success in various areas of life, so this is one of the rational reasons why mathematics is a subject that must be studied at various levels of education.

On the other hand, the obligation to study mathematics from primary to secondary school levels to achieve goals, which include cognitive and affective aspects, is accompanied by the fact that the achievement of mathematics learning goals in Indonesia is still low. Based on the results of a study conducted by the Trends in International Mathematics and Science Study Indonesia, it is ranked 44th out of 49 countries. Mathematics achievement results show 54% low, 15% medium, and 6% high (Grønmo et al., 2015). As a result of the Program for International Student Assessment (PISA) 2018 in the mathematics category, Indonesia is ranked 72 of 78 countries with a score of 379 below the average OECD score of 489 (Schleicher, 2019). More specifically, the achievement of mathematics learning objectives can be seen in the following research results, which state that students' mathematical understanding abilities are in a low category (Nurdiyana et.al., 2022), students do not have good reasoning abilities (Agusti, 2023), students' mathematical problem-solving abilities are at low qualifications (Krisnawati & Iyam, 2020), students' mathematical communication abilities are still relatively low (Zaditania & Ruli, 2022), and students' mathematical connection abilities are low (Widiyawati et.al, 2020). Furthermore, from the affective aspect, it was found that there are still many students whose learning motivation is low (Hikmah & Saputra, 2022), and the level of students' self-confidence in learning mathematics is also still relatively low (Pangestu & Sutirna, 2021). These results show that mathematics learning objectives have not yet been achieved optimally (Ariati & Juandi, 2022). There is also a condition when some teachers only make tools for administrative completeness, and student worksheets are not applied. This resulted in the learning objectives not being achieved properly (Kari et al, 2022). Therefore, an effective mathematics learning process is needed to support the achievement of mathematics learning goals.

Teaching materials are one of the components that can support the effective mathematics learning process and become the most influential in what happens in the learning process. Problems in mathematics learning show there are parts that are not connected well in mathematics learning. One of these parts can come from teaching materials (Sadewo et al., 2022). Teaching materials are usually activity-based and explicitly or implicitly formed from six components: objectives, input, activities, settings, educators' role, and students' role (Winarni, 2013). Teaching materials can be integrated with various contexts so it will become a contextual learning process. Contextual learning has been proven effective in learning mathematics (Ayu & Anas, 2023). Furthermore, the contextual aspect can appear as values that can relate closely to students' daily lives so that they can better support the achievement of mathematics learning objectives. One of the values that can be integrated into mathematics learning is Islamic values.

Based on the research that has been carried out, it was found that mathematics teaching materials that are integrated with Islamic values can support the achievement of mathematics learning objectives in both cognitive and affective aspects, including the ability to understand mathematics, problem-solving, mathematical connections, and positive character. Teaching materials that are integrated with Islamic values through learning models, such as numbered head structures, as done by Febriyanti and Ahmad (2019), or in the form of learning videos, as done by Rachmiati and Mansur (2021), can improve students' mathematical understanding abilities. Other mathematical thinking skills that can be improved by using teaching materials that are integrated with Islamic values include problem-solving skills as research results by Suhandri and Sari (2019), and mathematical connection skills as research results by Supriadi (2015). Not only the cognitive aspect, based on research conducted by Ariningsih and Amalia (2020), Hamidah and Susilawati (2023), Rachmiati and Mansur (2021), Nurhamdiah et.al

(2020), the use of integrated teaching materials with Islamic values can also influence the affective aspect namely student character that in this case is related to the formation of a more positive character. Thus, one way to support the achievement of mathematics learning objectives is through the development of teaching materials that are integrated with Islamic values.

The integration of Islamic values in mathematics learning is still difficult to implement. This problem arises due to a lack of student learning resources and teaching materials for teachers. The majority of teaching materials widely circulated are only general knowledge without being combined with Islamic values (Astutik et al., 2021). Therefore, research is needed to develop teaching materials integrated with Islamic values. One of the research methods that can be used to develop a valid, effective, and practical mathematics teaching material integrated with Islamic values is research and development. This method is the systematic study of the process of designing, developing, and evaluating models, programs, teaching-learning strategies, and their tools, products, and systems as solutions to complex problems in practical education, and also has the aim of increasing knowledge about the characteristics of models, programs, teaching-learning strategies, and their tools, products, and systems which consist of the process of design, development, evaluation, and implementation (Haviz, 2016). Research and development is a research method used to develop or validate products used in education and learning (Hanafi, 2017). Therefore, by using research and development methods, valid, effective, and practical mathematics teaching materials integrated with Islamic values will be obtained.

Based on the research that has been carried out, many articles about mathematics teaching materials integrated with Islamic values use research and development methods to develop mathematics teaching materials integrated with Islamic values. There are no articles on this topic that use the Systematic Literature Review method to review research related to research and development of mathematics teaching materials integrated with Islamic values, which is expected to be useful, especially for other researchers who are looking for references and research gaps in the theme of mathematics teaching materials integrated with Islamic values in particular. in terms of educational level, Islamic values that can be integrated, and mathematical materials used.

METHOD

The method used in this study is a Systematic Literature Review (SLR). SLR techniques review clearly articulated issues using systematic and explicit procedures for finding, selecting, and evaluating critically relevant research and collecting and analyzing data from research presented in a scientific article (Juandi, 2021). This research method is carried out by collecting and evaluating research related to a particular topic focus and aims to identify, review, evaluate, and interpret all available research within the topic area of the phenomenon of interest, with certain relevant research questions (Triandini et al., 2019). Data collection and analysis was carried out by following the general steps of the SLR method, which consist of 3 major parts: planning, development, and results. In the planning stage, we identify the need for the review, determine research questions, select a database, search keywords, and delineate inclusion and exclusion criteria. In the development stage, we search for primary studies without filtering, then filtering studies using the inclusion and exclusion criteria; after that, we conduct data extraction and data synthesis. In the results stage, we conduct a quantitative summary of the results, discussion, and conclusion (Kitchenham, 2009). Details of each stage are explained below.

Step 1: Planning

Systematic review techniques are used to find, critically assess, and synthesize the results of all actual research that highlights research and development of integrated mathematics teaching materials with Islamic values. To achieve this goal, several research questions were formulated.

1. How is the distribution of articles about research and development of mathematics teaching material integrated with Islamic values in terms of the year of publication?
2. How are mathematics teaching materials integrated with Islamic values used at all levels of education?
3. How are Islamic values integrated into mathematics teaching materials?
4. How are the articles distributed in terms of the mathematics topics presented?

In this article, a systematic review is conducted employing the electronic database Google Scholar. The database was accessed via the keyword: "Bahan Ajar Matematika Terintegrasi Nilai Keislaman," resulting in a total of 60 articles. We set these inclusion-exclusion criteria in Table 1 to simplify the selection process of appropriate literature.

Table 1. Criteria of inclusion and exclusion

Criteria	Inclusion	Exclusion
Article title and content	an appropriate title that complied with the study's requirements	did not match the requirements of the study and had an irrelevant title
Year of publication	publications from 2018 to 2022	publications outside the range specified
Type of publication	solely for journal articles	reviews, editorials, and non-empirical studies
Research Methodology	using research and development	using another research methodology except research and development
Language	Bahasa Indonesia, English	others
Field of article study	mathematics education	others than mathematics education
Accessibility	full-text articles or open-access	preview articles and required a payment

We used an appropriate title for the article title and content criteria that complied with the study's requirements to align with the research's aim. We restrict the article to the period of publication from 2018 to 2022, so it is still up-to-date research. The type of publication that we use is journal articles because it is typically adhere to rigorous research methodologies and high scientific standards. This ensures that the presented data can be trusted and the research findings are highly valid. Then, we analyze the article that uses research and development methods because using research and development methods obtained valid, effective, and practical mathematics teaching materials integrated with Islamic values. We also restrict the language of the article to just Bahasa Indonesia and English because Bahasa Indonesia is a national language and English is a universal language frequently used in the article published in Indonesia. We restrict the field of article study to mathematics education so that this article will focus on mathematics learning material. To get an easy access, we use full-text articles or open-access.

Step 2: Development

The development stage is the stage that contains searching for primary studies without filtering, then filtering of studies using the inclusion and exclusion criteria, followed by data extraction and data synthesis. In this study, we refer to the standard Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA). Identification, screening, eligibility, and inclusion are the foundational elements of PRISMA (Mielgo-Conde et al., 2021). In the stage identification, we searched for the keyword "Bahan Ajar Matematika Terintegrasi Nilai Keislaman," and then 60 articles were obtained on Google Scholar. After that, in the screening stage, 42 articles remained based on the inclusion and exclusion criteria. Then, in the eligibility

stage, based on the results in the previous step, two articles only discussed needs analysis, and four articles did not integrate mathematics teaching materials with Islamic values but instead what were integrated learning models and learning approaches; through this eligibility process, six articles were excluded. Last, in the stage of included, based on the results of the previous process, 36 articles were obtained that were feasible for the literature study.

Step 3: Result

This stage involves a methodical analysis and discussion of the reported results, which leads to the conclusion of the SLR and is completed by trends, study deficiencies, and suggestions for further.

RESULTS AND DISCUSSION

The results of this research were prepared based on research questions that had been created previously. As for the results of the literature study carried out, data will be presented in several articles, looking at the year of publication, level of study, Islamic values, and mathematics topics. Based on applying the PRISMA method in selecting relevant articles, 36 articles were selected from various journals, which will be presented in tables to make the interpretation process easier. Next, a critical analysis is presented to answer the problem formulation in detail and precisely.

Studies by Year of Publication

The diversity of 36 research articles on integrated teaching materials with Islamic values in terms of the characteristics of the year of publication is presented in Table 2.

Table 2. Number of Studies Based on Publication Year Criteria

Publication Year	Frequency
2018	4
2019	6
2020	12
2021	8

Based on Table 2 above, it can be seen that the number of studies related to research and development of mathematics teaching materials integrated with Islamic values published from 2018 to 2022 has changed from year to year. The studies were still little carried out in 2018, then increased in 2019 and reached the highest number in 2020. After that, there was a decline in 2021 and 2022. The majority of research on mathematics teaching material integrated with Islamic values appears to have been conducted in 2020, which suggests the influence of the Covid-19 pandemic, as 2020 marked the start of the massive transmigration in all spheres of life, including education (Hendriyanto et al., 2021). Interestingly, interest in research and development of mathematics teaching material integrated with Islamic values has evolved. Knowing the year of publication trend provides an overview of the development of mathematics teaching material integrated with Islamic values studies that have been carried out and predict what is still necessary and will be investigated next. Seeing this trend, studies on research and development of mathematics teaching materials integrated with Islamic values have the potential to develop in the years to come.

Study Based on Education Level

The articles sampled in this research were further grouped based on the various educational levels of the research. The following is a presentation of article data based on education level.

Table 3. Number of Studies Based on Educational Level Criteria

Education Level	Frequency
Elementary School	4

Education Level	Frequency
Junior High School	27
Senior High School	4
University	1

From Table 3, it is known that most research on integrated teaching materials for Islamic values was carried out at the junior high school level with a total of 27 studies, then followed by the elementary school and high school level with four studies, and the higher education level with a total of 1 research. It can be seen that researchers are more interested in researching mathematics teaching materials integrated with Islamic values at the junior high school level than at the senior high school, elementary school, and university levels. The target for mathematics teaching material integrated with Islamic values in selected studies can provide an overview of the most appropriate use of it in terms of cognitive development levels.

Research on mathematics teaching materials integrated with Islamic values is mostly carried out at the junior high school level. Junior high school students in Indonesia are generally aged 12-15 years and are included in the adolescent phase. This is in line with Erik Erickson's theory of psychosocial development, which states that adolescence enters the stage of identity vs. loss of role (Erikson, 1950). One way that can be done to help adolescents find their identity is to instill religious values. Adolescents can find their identity by carrying out their religious teachings and will not experience identity confusion if they are filled with strong beliefs about religious values, are even able to make them become tough teenagers, and are not carried away by negative social currents (Rusuli, 2022). Based on the characteristics of junior high school students who already can think logically, abstractly, and symbolically, mathematics learning that follows the characteristics of junior high school students is mathematics learning that contains the ability to think symbolically, logically, and abstractly. By presenting mathematics learning that emphasizes the process of constructing meaning, students can easily imagine many alternative problem-solving along with possible consequences or outcomes. Therefore, the characteristics of students at this stage have supported the implementation of learning that emphasizes a deeper understanding process (Ismail et al., 2021). So, using mathematics teaching material integrated with Islamic values at the junior high school level is reasonable.

Study Based on Islamic Values Used

The next study is related to Islamic values in the research of teaching materials integrated with Islamic values. The following data related to integrated teaching materials of Islamic values are presented based on the type of research used in Table 4.

Table 4. Number of Studies Based on Islamic Values

Islamic Values	Frequency
Tawhid	3
History	5
Qur'an	21
Hadith	7
Aqidah	4
Akhlak	8
Use of Islamic terms	3
Visualization of illustrations with Islamic nuances	5
Islamic knowledge in daily life	6

Based on Table 4 above, the Quran is the most widely used Islamic value, which has as many as 21 articles. Integrating mathematics teaching materials with Islamic values in the Qur'an is done by including Qur'anic verses and their meanings into teaching materials. The Qur'anic verses listed are associated with the mathematical topics that have been discussed. For

example, research conducted by Winarso and Wahid (2020) lists Surah Al-An'am verses 78-83 as subjects in mathematics lessons on set material. The integration of Qur'anic verses on the topic of numbers can also be done based on Surah Al-Isra's verse 12, as conducted by Widiyastuti and Noor (2022). Using the Quran in the mathematics teaching material can make mathematics concepts more meaningful and can also relate to real-life situations. The Quran can also be used as guidance in human life from the Islamic point of view. The other Islamic values that are used are tawhid, history, *hadith*, *aqidah*, *akhlak*, use of Islamic terms, visualization of illustrations with Islamic nuances, and Islamic knowledge in daily life. This shows many options of Islamic values that can be integrated into mathematics teaching materials. This list of Islamic values can be the reference for the next research and for the teachers in the mathematics class to make mathematics learning more meaningful.

Study Based on Mathematics Topics

The findings of researchers in the study about research and development of mathematics teaching material integrated with Islamic values are very diverse and cover various concepts in mathematics learning from elementary school to higher levels. Mathematics topics integrated with Islamic values cover basic concepts such as numbers and simple geometry topics to advanced levels such as algebra and trigonometry. It was also found that in one study on the research and development of mathematics, teaching materials integrated with Islamic values were presented on more than one mathematics topic. The following is a list of mathematics topics integrated with Islamic values that have been developed through various studies.

Table 5. Number of Studies Based on Mathematics Topics

Mathematics Topics	Frequency
Algebra	3
Linear Algebra	1
Social Arithmetic	3
Quadrilateral	1
Numbers	10
Lines and Angles	1
3D Geometry	1
Set	7
Circle	1
Rational and Irrational Inequality	1
Relation and Function	2
Triangle	1
Linear Equation and Inequality	1
System of Three Variables Linear Equations	1
Linear Equation of Two Variables	1
Statistics	1
Pythagorean Theorem	1
Trigonometry	2

Based on Table 5, the most widely used mathematical topic in research on integrated mathematics teaching materials with Islamic values is number material, followed by set material. As for the research conducted by Imamuddin (2022), a number of material is integrated with aqidah, sharia, and moral materials. Understanding the concept of numbers serves as a basis for learning mathematical concepts and skills. Hence, it is important to identify interventions, especially in accepting and developing number concepts, which support students early to prevent future math failures (Roliana, 2018). Thus, it is important to learn about numbers as a basic ability to learn another mathematical concept. On the other hand, one of the materials in mathematics that students often have difficulty in solving problems is set material.

Set material has a fairly high level of difficulty, especially in the type of story questions, so many students have difficulty in solving set story problems. The set is a part whose material is difficult for students to understand. Its operation differs from the operation of numbers commonly used since grade I elementary school (Dwidarti et al., 2019). The set material can be integrated with Islamic religious education materials such as Al Qur'an Hadith, Moral creed, Fiqh, and Islamic Cultural History. Indicators of Islamic values that can be used are the mention of Allah SWT, historical tracing, Islamic nuanced terms, and visualization of illustrations or images presented by Islamic portraits. The characters developed are religious, honest, disciplined, responsible, and conscientious (Nurhamdiah et al., 2020). Therefore, it is reasonable that numbers and sets are mostly used in the research of mathematics teaching material integrated with Islamic values.

The other mathematics topics that can be integrated with Islamic values are algebra, linear algebra, social arithmetic, quadrilateral, lines and angles, 3D geometry, circle, rational and irrational inequality, relation and function, triangle, linear equation and inequality, system of three variables linear equations, linear equation of two variables, statistics, Pythagorean theorem, and trigonometry. This demonstrates the variety of mathematics topics that can be integrated with Islamic values. These lists of mathematics topics can serve as a guide for future research as well as for math teachers looking to infuse more significance and importance into their lessons.

CONCLUSION

This study concluded that studies related to research and development of mathematics teaching material integrated with Islamic values were most widely carried out in 2020. Researchers conducted a lot of research and development of integrated teaching materials for Islamic values at the junior high school level. The most widely used Islamic values were the Quran, and integrated teaching materials for Islamic values were most applied to a number of topics.

RECOMMENDATION

This systematic literature review research is expected to be a reference to carry out further research related to mathematics teaching materials integrated with Islamic values, especially about Islamic values that can be used, unworked topics, and levels to be researched. The suggestion for further studies related to mathematics teaching material integrated with Islamic values is to involve cognitive and affective aspects in mathematics learning. In the practical aspect, teachers and students can use mathematics teaching material integrated with Islamic values as an option to make the mathematics learning process more meaningful.

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