

DEVELOPMENT OF AN INTEGRATED MATHEMATICS MODULE WITH ISLAMIC VALUES USING A SCIENTIFIC APPROACH

Putri Maisyarah Ammy^{1*}

^{*1}Universitas Muhammadiyah Sumatera Utara

^{*1}email: putrimaisyarah@umsu.ac.id

Abstract: The purpose of this study is to produce an algebraic form module that integrates Islamic values using a valid scientific approach for class VII SMP/MTs. The research method used is Research and Development (R&D) with a modified 4D model so that it only contains three stages, namely define, design, and development. The instrument used is a validation sheet using a Likert scale for the assessment category. Validation was carried out by two lecturers of mathematics education FKIP and one teacher of mathematics subjects with aspects of the modified module feasibility assessment, namely content feasibility, language feasibility, presentation feasibility, graphic feasibility, and Islamic assessment. The analysis technique used is descriptive analysis. The results of the research validation analysis by three validators were obtained with an average total validation of the module of 88.68% (very valid). The conclusion of the study shows that a mathematical module that integrates Islamic values has been produced using a scientific approach to algebraic material which is very valid.

Keywords: *Mathematics Module, Islamic Values, Scientific Approach*

Introduction

In this 21st century, known as the century of technology and information, there is a perception that the Qur'an only explains religious knowledge and Islamic history, whereas in reality the Qur'an is the source of everything including technology, science, economics and so on. Knowledge in this world can be classified into three groups, namely natural sciences, social sciences, and humanities. (Huda & Mutia, 2017)

Science and technology in the era of the industrial revolution 4.0 and social 5.0 have experienced very drastic changes, while religion itself has experienced relatively slow changes. This happens because of the disharmony between science and religion. In fact, the essence of knowledge is that all knowledge in this world must not be separated from Islamic values and that knowledge, whether it is praiseworthy knowledge or vile knowledge. (Noh et al., 2015)

Rapid technological developments must be balanced with sufficient knowledge and education, because if someone does not have sufficient education and knowledge, then faced with rapid technological advances, then they can experience cultural shock or a state where someone is not ready to accept a new culture (Nurulita, 2012). Over time, the negative effects of the development of science and technology have been felt, namely the fading of religious values, customs, and social norms that have been highly respected by the Indonesian people. In fact, sometimes these things are ignored in order to achieve success, including the behavior of students who worry many people, such as student fights, free association, and so on.

Efforts to counteract all these negative influences are through education. Education is a very important need in human life because education is the sharpest weapon that humans can use

to change the world. Without education, a nation cannot develop. That way, the ideals of a country cannot be realized. Allah SWT says in Surah At-Taubah verse 122:

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً ۚ فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِنْهُمْ طَائِفَةٌ لِيَتَفَقَّهُوا فِي الدِّينِ
وَلِيُنْذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ﴿١٢٢﴾

Meaning: "And it is not fitting for all the believers to go (to the battlefield). Why should not some of each group among them go to deepen their religious knowledge and to warn their people when they have returned so that they can protect themselves.

Therefore, education has a very large role in making the life of a nation better. In Law No. 20 of 2003 concerning the national learning system, that National Education functions to develop abilities and shape character, as well as a dignified national civilization in order to educate the life of the nation, aims to develop the potential of students to become humans who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Indonesia, 2003).

Learning and teaching are two things that at first glance look similar, but both have different connotations. In the context of education, teaching is the transfer of knowledge carried out by teachers as a source of learning to students to achieve a certain realm, such as cognitive, affective, and psychomotor. However, this seems as if learning activities only occur in one direction, where students only become teaching subjects and are different from learning that positions teachers as facilitators to help students gain understanding. (Chotimah & Fathurrohman, 2018)

Learning is assistance provided by educators so that the process of acquiring knowledge and science, mastery of skills and habits, and the formation of attitudes and beliefs in students can occur (Djamaluddin & Wardana, 2019). Mathematics learning is one alternative that can be integrated with Islamic values that are expected to be developed by teachers (Fitrah & Kusnadi, 2022). The integration of Islamic values and mathematics certainly affects the part of mathematics itself (Hildani & Safitri, 2021).

So far, mathematics subjects have focused on the knowledge aspect only and are separate from Islamic values. So that it makes partial learning, mathematics learning becomes rigid, seems difficult, and ultimately tends to be a bugbear. Mathematics learning is a learning activity in mathematics that contains the meaning of learning, namely thinking. In mathematics learning, students are expected to be able to think and reason in understanding abstract mathematical concepts (Nst & Azis, 2024). Without a good mastery of mathematical concepts, students will have difficulty competing in the era of digital technology. By integrating Islamic values into mathematics learning, teachers can communicate and transform Islamic values to students, so that students are able to improve their quality of life even though their environment is primitive.

In the practice of managing Islamic-based education in Indonesia, especially in formal educational institutions, such as madrasah educational institutions, Islamic boarding schools, or Islamic schools, from the curriculum aspect, there is still a lack of Islamic values and a lack of variety of teaching materials used by teachers and students in learning activities. In fact, one of the abilities required in teacher professional competence is the ability to master material and develop it, including developing teaching materials (Zulkifli & Royes, 2017). Susila et al., (2020) also said that sometimes teachers cannot provide creative ideas to students in the learning process which can have an impact on decreasing student interest in learning.

As one of the mathematics teachers at MTs 'Aisyiyah North Sumatra who revealed that he uses teaching materials provided by the school, such as the Junior High School/MTs Mathematics Book Volume 1A Class VII Semester 1 Based on the Revised 2013 Curriculum by Adinawan, M. C in 2016 and has not used teaching materials that include Islamic values, he only

delivers material based on school books and student worksheets (LKS) that he obtained from the school. He added that one of the materials that is still difficult for students to understand is algebraic forms and he has never used a mathematics learning module that is integrated with Islamic values.

In order for students to better understand the material on algebraic forms, without memorizing and increasing student independence in learning, teaching materials are needed that use an approach that can help students understand the material themselves. Thus, the solution is a module that uses a scientific approach. The module itself is a complete unit, consisting of a series of learning activities, which have clearly provided effective learning outcomes in achieving goals that have been formulated clearly and specifically and with the use of modules as teaching materials in mathematics learning can improve mathematics learning abilities (Kurniati, 2016). A module is a teaching material that is systematically arranged with the aim that students can learn independently without or with minimal assistance from teachers.

The advantages of using modules that can be felt by students, namely students can find out their shortcomings from the evaluation given and can immediately fix them, student performance becomes more focused because there are clear learning objectives contained in the module. With an attractive design, and easy to learn, it can increase student learning motivation and flexible modules can be learned by students in various ways and speeds (Lasmiyati & Harta, 2014). While the scientific approach will invite students to actively find a concept or their own understanding. So with the existence of a mathematics module that integrates Islamic values with a scientific approach, it is expected that students will not only be intelligent in academics, but also intelligent in spiritual and emotional, as well as increasing students' awareness and discipline to learn independently. Preparation and implementation of modules that are good and appropriate that are related to Islamic values, allow students to learn a competency in a coherent manner that is based on Islamic values and master them, and apply them in everyday life.

Literature Review

After the researcher read and studied several previous scientific works, the research was relevant to the research carried out by:

Yuniati & Sari (2018) entitled "Development of Integrated Islamic Values Mathematics Modules Through the Realistic Mathematics Education (RME) Approach in Riau Province" which stated that the results of the calculation of the validity test data by educational technology experts obtained an ideal percentage of 85.19 and by learning material experts obtained 86.42, and the practicality assessment during the trial obtained 84.14. This shows that the developed mathematics module is feasible and practical for use by students. Syamsuar et al., (2021) entitled "Integrated Islamic Mathematics Teaching Materials to Improve Student Religiosity and Learning Outcomes" stated that the developed teaching materials are valid, practical and effective. Teachers and students gave positive responses when using teaching materials. The student learning outcome and religiosity tests are in the high category. Student learning completion is more than 60% or is in the good category. This integrated Islamic teaching material can be used to improve religious attitudes and student learning outcomes.

Hikmah & Haqiqi (2021) with the title "Development of Integrated Islamic Values Mathematics E-Modules Based on a Scientific Approach to Algebraic Form Material" which states that this mathematics e-module was validated by three experts, namely material experts with a final average score of 3.8, religious experts 3.9, and media experts 3.5. The three validation results fall into the "Valid" criteria. Meanwhile, there were two response tests, namely a small group test with an average score of 3.27 and a field group test of 3.30. Both response test results fall into the "Very Interesting" criteria. Thus stating that the mathematics e-module product is valid and interesting so that it can be used for mathematics learning.

Kinanti & Wulantina (2023) with the title "Development of Mathematics Learning Modules Based on Discovery Learning Integrated with Islamic Values" which states that the development of the module based on the assessment of material experts obtained an average percentage of 80% with valid criteria, the assessment of media experts obtained an average percentage of 84.73% with very valid criteria, and the assessment of Islamic religious experts obtained an average percentage of 91.81% with very valid criteria. The results of student responses obtained an average percentage of 83% with interesting criteria and the student learning outcome test obtained a learning completion percentage of 77.41% with good criteria so that the module can be said to be effective. Based on these results, it can be said that the mathematics learning module based on discovery learning integrated with Islamic values that was developed is valid, interesting, and effective for use in the learning process.

Indriani et al., (2024) with the title "E-Module Based on Open-Ended Integrated with Islam (Development Study to Facilitate Students' Mathematical Connection Skills)" which states that the developed e-module is classified as very valid with a validity level of 0.89, very practical with a value of 84.40% for small groups and 83.26% for large groups. The effectiveness of the e-module was evaluated through the students' pretest and posttest scores, where an n-gain value of 0.60 was obtained which is included in the moderate category. Thus, the e-module using Flip PDF Professional based on open-ended integrated with Islam has been proven valid, practical, and effective for use in facilitating mathematical connection skills in the mathematics learning process in schools.

Method

This research method uses a type of development research. Development research is conducted to produce products, both developing existing products and new products, such as learning materials, books or modules, learning systems, learning planning models, learning strategies or management, learning media, programs, tests or quizzes, and curriculum. (Prasetia, 2022)

This development research is to produce a product in the form of a mathematics module that is integrated with Islamic values, so that students can learn independently and increase their Islamic insight, and apply it in everyday life. This research refers to the type of 4D model development (Thiagarajan & Dkk, 1976), where this model consists of four stages, namely the definition, design, development, and dissemination stages. Due to the limitations of researchers, this study only contains three stages, namely the definition, design, and development stages.

The first stage is to determine and define learning needs by analyzing the objectives and limitations of the material. The second stage is to compile an initial module design to obtain an overview in carrying out development using the results of the definition stage. The researcher will determine how the module will be designed by compiling the module framework and module display design. Furthermore, at this design stage, the researcher also compiles an instrument to assess the developed module. The third stage is an evaluation, where the purpose of this stage is to produce a revised module. After the product design is validated, the shortcomings of the development of module-based teaching materials that integrate Islamic values in algebraic form material using a scientific approach can be identified. These shortcomings are then corrected to produce a better product. The data collection instrument in this study used a validation instrument. Where the validators were 2 lecturers from the FKIP Mathematics, Universitas Muhammadiyah Sumatera Utara and 1 mathematics teacher from MTs. 'Aisyiyah North Sumatra. The analysis technique used by the researcher was descriptive analysis, namely describing the validation of module-based teaching materials that use a scientific approach by integrating Islamic values in algebraic form material. Then conduct a descriptive analysis of the validation questionnaire that has been filled out by the validator. The

researcher revised the module according to the notes and directions from the validator. The validity of the assessment instrument is determined by the average score given by the validator.

Result and Discussion

RESULT

The process of developing a mathematics module integrated with Islamic values using a scientific approach is carried out in several stages as follows:

Definition Stage

The definition stage aims to formulate the needs for module development which includes five main stages, namely:

1. Curriculum Analysis

In the curriculum there are competencies that must be achieved, so in developing the module, it must be in accordance with the curriculum used by the school, namely the 2013 curriculum.

2. Analysis of Student Character

The researcher identified the character of the students by interviewing one of the mathematics teachers and the information obtained was that there were several obstacles to the character education of students, namely the lack of awareness of students to repeat lessons or study independently, so that some students had difficulty understanding the material. Another problem is the way students communicate and the low discipline of students in submitting assignments. So, to overcome these things, the researcher developed a mathematics module that integrated Islamic values using a scientific approach. The module is presented systematically with Islamic values in full color, can attract students' interest in reading and increase students' awareness to study independently.

3. Material Analysis

In addition to analyzing student character, interviews were also used to analyze the material. The teacher said that he only used printed books and LKS teaching materials, and there were no Islamic values in the teaching materials used. Therefore, the design of this mathematics module aims to assist teachers in the learning process and of course so that students can learn independently by constructing their knowledge according to the 2013 curriculum.

4. Concept Analysis

The concept presented by the researcher in the development of this module is to explain algebraic forms verbally and symbolically, algebraic arithmetic operations (addition, subtraction, multiplication, and division), and simplification of algebraic forms (exponentiation and factoring) accompanied by verses of the Qur'an as a form of integration of Islamic values and various problems related to everyday life.

5. Formulation of Learning Objectives

The learning objectives formulated in the module developed by the researcher are that students are able to:

- Recognize algebraic forms.
- Explain the meaning of variables, coefficients, constants, and terms in algebraic forms.
- Recognize similar terms in algebraic forms.
- Understand and complete addition, subtraction, multiplication, and division operations in algebraic forms.
- Simplify algebraic forms by using exponentiation and factoring algebraic forms.

Design Stage

The purpose of this design stage is to design a module, so that a module is obtained that is in accordance with the characteristics and needs of students, both from the module framework

(cover, foreword, table of contents, module usage instructions, module information, concept map, material content, summary, competency test, assessment rubric, reflection, and bibliography) and the module display design that has full color criteria by integrating Islamic values into mathematics made using Indonesian and accompanied by images that are adjusted to the development of the module and the character of the students.

Development Stage

In this development stage, the researcher implements the previously designed framework to be realized into a feasible product according to the revision from the validator. The following is a sample of the product that has been made by the researcher. For completeness of the product.

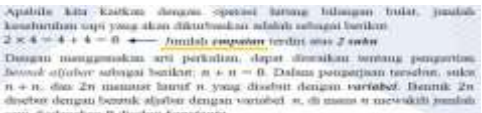
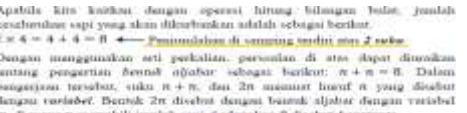
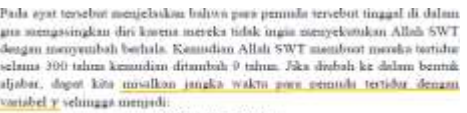
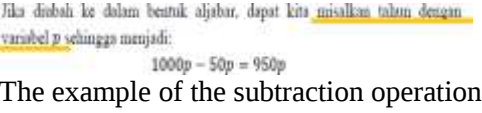
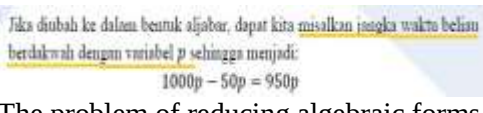


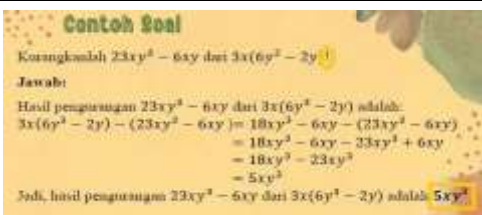
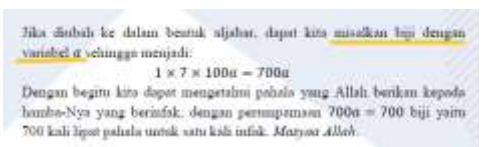
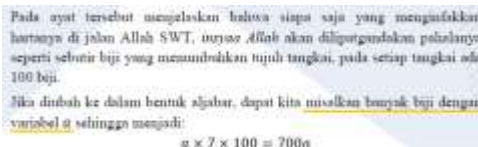
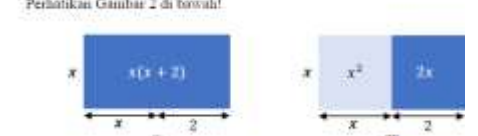
Figure 1: Example of Mathematics Module Display

Researchers validated the developed product, namely a mathematics module integrated with Islamic values. The following is a summary of comments and suggestions provided by the validator:

Table 1: Comments and Suggestions from Validators on the Module

No	Comments and suggestions	Revision Results
1.	h. Pahami peta konsep yang disajikan sebagai kerangka berpikir siswa agar memudahkan siswa dalam mencapai tujuan pembelajaran yang telah disajikan . The words “concept map” should be replaced with words that are easy for students to understand.	h. Pahami alur pembelajaran yang disajikan pada bagian peta konsep sebagai kerangka berpikir siswa agar memudahkan siswa dalam mencapai tujuan pembelajaran. The words “concept map” have been replaced with words that are easier for students to understand.

2.	 Module information should contain definitions.	 The module information has been added with the meaning of each element in the module.
3.	 The position of the title "Concept Map" should be center aligned.	 The title position of "Concept Map" is center aligned.
4.	 It is best to provide a preface or introductory sentence before starting the material.	 Before the material is given an introductory sentence.
5.	 The word "empatan" is not standard.	 It has been revised into a standard sentence.
6.	 The example of the addition operation of algebraic forms is not appropriate because the parameters are unclear.	 The example of the addition operation of algebraic forms has been revised with clear parameters.
7.	 The example of the subtraction operation of an algebraic form is not appropriate because the parameters are unclear.	 The problem of reducing algebraic forms has been revised with clear parameters.

8.	 The result of the example problem of subtraction of algebraic forms is wrong and in the problem do not use exclamation marks.	 The results of the example problem of subtraction of algebraic forms have been corrected and the exclamation mark in the problem has also been removed.
9.	 Images should not be taken from the internet.	 The image has been revised and taken from the author's document.
10.	4. Pada sebuah tes yang terdiri dari 20 butir soal dibuat dengan aturan sebagai berikut: jika benar mendapat skor 5, salah mendapat skor (-1), dan tidak dijawab mendapat skor (-2). Ilham menjawab benar 15 soal dan 2 soal dijawab salah sementara sisanya tidak dijawab. Berapakah total skor yang Ilham dapat? It is better if the score for answering incorrectly is greater than the score for not answering (questions in exercise 1).	4. Pada sebuah tes yang terdiri dari 20 butir soal dibuat dengan aturan sebagai berikut: jika benar mendapat skor 5, salah mendapat skor (-2), dan tidak dijawab mendapat skor (-1). Ilham menjawab benar 15 soal dan 2 soal dijawab salah sementara sisanya tidak dijawab. Berapakah total skor yang Ilham dapat? The score for practice question 1 number 4 has been revised.
11.	 The example of the multiplication operation of algebraic forms is not appropriate because the parameters are unclear.	 The example of the multiplication operation of algebraic forms has been improved with clear parameters.
12.	 Figure 2 is not proportional.	 The image is proportional.

Based on the table above, the researcher made revisions based on comments and suggestions from the validators so that the developed module would be better. The validation results obtained from each aspect of the assessment can be seen in the following table:

Table 2: Module Validation Results

Rated Aspect	Validity Percentage of Validators (%)			Average (%)	Category
	V-1	V-2	V-3		
Content Eligibility	90	90	75	85	Quite Valid
Language Eligibility	95	100	80	91,67	Very Valid
Presentation Eligibility	88,63	81,81	90,9	87,11	Very Valid
Graphic Eligibility	94,44	83,33	86,11	87,96	Very Valid
Islamic Assessment	88,89	94,44	91,67	91,67	Very Valid
Average Total (%)				88,68	Very Valid

DISCUSSION

After conducting the validity test, the product validation results were very valid with an average total of 88.68%. The module assessment was carried out based on five aspects, namely the aspect of content feasibility, the aspect of language feasibility, the aspect of presentation feasibility, the aspect of graphic feasibility, and the aspect of Islamic assessment. Based on the assessment of the three validators, an average of 85% was obtained in the aspect of content feasibility with a fairly valid category which means it can be used, but needs minor improvements, the aspect of language feasibility 91.67% with a very valid category, the aspect of presentation feasibility 87.11% with a very valid category, the aspect of graphic feasibility 87.96% with a very valid category, and the aspect of Islamic assessment 91.67% with a very valid category. From the explanation above, it can be concluded that the development of a mathematics module integrated with Islamic values using a scientific approach to algebraic form material for grade VII MTs produces a very valid module with minor improvements in the aspect of content feasibility.

Conclusion

This research has produced a product in the form of a mathematics module integrated with Islamic values using a scientific approach to the material of algebraic forms for grade VII MTs. This module obtained a very valid category based on the validity test conducted by two FKIP Mathematics lecturers and one MTs mathematics subject teacher with an average total percentage of 88.68%. Based on this, it can be concluded that a mathematics module integrated with Islamic values using a scientific approach to the material of algebraic forms has been produced which is very valid.

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