

INTEGRATION OF MATHEMATICS LEARNING WITH ISLAMIC VALUES IN ELEMENTARY SCHOOLS

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Abstract

This research focuses on integrating Mathematics Learning with Islamic Values at SD IT Daar Al Uluum Range, Asahan Regency. This study aims to discover the program process, implementation, and results of integrating mathematics learning in Daar Al Uluum Kisaran IT Elementary School. The method used in this research is qualitative research with a case study approach. Research data in the form of integration of mathematics learning with Islamic values. Meanwhile, data sources are obtained from students, teachers, and school stakeholders. Data collection techniques through observation, interviews, and documentation. While data analysis, data reduction, data presentation, and conclusions. The results showed that after integration, students who are responsive and easy to understand, then he can talk about Islamic figures briefly. But he only hears stories from his friends for students who are difficult to understand. But also, not infrequently, some students find it difficult to understand; when they listen to their friends tell stories, they can conclude the results from their friends. That way, the integration of learning is expected to produce students who believe in and do charity. The characteristics that appear in students are bravery, honesty, confidence, and responsibility.

Keywords

Integration, Islamic Values, Mathematics Learning, SD IT Daar Al Uluum Kisaran



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INTRODUCTION

Integration is an effort to unify or blend two sciences, namely religion and general science (science/mathematics) so that there is no separation (dichotomy) of science which has been a boomerang for the progress of science itself (Imamuddin et al., 2020). Integration is merging or unifying several elements, components, or elements into a larger and intact whole. In a social or cultural context, integration refers to the effort or process of combining individuals or groups who have different backgrounds, values, or identities into a larger whole (Jones & Clark, 2018). Value integration in learning is a process of guidance and education that includes fostering life values, both religious, cultural, ethical, and aesthetic values, to achieve the formation of students who have religious and spiritual intelligence, complete personality, noble character, and skills needed by themselves, society and the country. According to the Ministry of National Education, Islamic values provide guidance and support to carry out religious teachings in Sharia, tolerate other spiritual practices, and live in harmony with fellow believers (Ramadanti, 2020). Integration-interconnection, according to Amin Abdullah, explained that the purpose of integration-interconnection in multidisciplinary implementation is to free Muslims from the trap of normativity of religious studies. Interconnections end the linearity of monodisciplinary sciences.

Integration-interconnection is a concept that refers to the process of combining or connecting different elements, components, or systems into a larger whole (Fugate & LeMay, 2018). Integration-interconnection aims to create connectedness, cooperation, and harmony between different entities, resulting in efficiency, good coordination, and improved overall performance (Alghorani & Juma'h, 2019). The integration-interconnection paradigm assumes that the phenomena of life humans face and live are very complex. Every scientific building, religious science (including Islam and other religions), social science, humanities, and nature cannot stand alone. The integration-interconnection paradigm is also a response to the dichotomy of science that affects sociocultural-political conditions, namely with the formation of the Ministry of National Education and the Ministry of Religion. Separating these two departments, especially in education, adds to the perfection of the dichotomy in question. Therefore, an integration-interconnection approach is needed so there is no longer a gap between science and another to dialogue and complement each other (Purwaningrum et al., 2021).

The 1945 Constitution (Amendment version), Article 31, Paragraph 3 (2002:24) states, "Pemerintah mengusahakan dan menyelenggarakan satu system pendidikan nasional yang meningkatkan keimanan dan ketakwaan serta akhlak mulia dalam rangka mencerdaskan kehidupan bangsa, yang diatur dengan undang-undang." Article 31, paragraph 5 states, "Pemerintah memajukan ilmu pengetahuan dan teknologi dengan menjunjung tinggi nilai-nilai agama dan persatuan bangsa untuk kemajuan peradaban serta kesejahteraan umat manusia." The description of the 1945 Constitution on education is set forth in Law No. 20, Year 2003. Article 3 states (2002), "Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab."

The constitution's mandate proves that the purpose of education in Indonesia is not only to develop potential and educate but also to form people with a religious character. But in schools today, more emphasis is placed on the cultivation of concepts, formulas, and theories. Subjects and class hours in schools are also dominated by the field of general science rather than religious education. So education in Indonesia seems secular (Muspiroh, 2016).

The phenomenon obtained is that implementing mathematics learning in schools is still limited to how to manage the material taught by teachers. In fact, in learning, it can be possible to recognize the characteristics of Islamic character in an educational environment to increase student motivation and understanding by integrating skills that exist in Islamic teachings (Maarif, 2015). The integration of mathematics with Islamic values is very important to be used as a method of developing the nation's character. Therefore, it is necessary to start studying mathematics continuously by referring to verses in the Qur'an and some Islamic figures whose studies are open to all humankind (Fitriyani & Kania, 2019).

The rapid development of integrated Islamic schools can be used as a manifestation of the community's dissatisfaction with previous educational institutions, both faith-based and general education. Such rapid development makes the community demand educational institutions that can provide provisions of ethics, morals, and other abilities to face the development of this era. Schools labeled Islam indicates that schools have more knowledge to apply and integrate the field of Islamic religious science. The integration of Islamic values into surplus values is one reason parents choose

elementary schools. Because parents believe that when children attend Islam-based schools, it not only strengthens cognitive knowledge but can also provide a strong foundation for a child's life. That way, Islamic values can be combined with general knowledge to form and habituate children's character (Widyaningrum, 2022). A common problem in elementary school mathematics learning is that students are less interested in mathematics lessons. Many students find mathematics boring, uninteresting, and difficult to understand.

Implementing mathematics learning at SD IT Daar Al Uluum Kisaran is carried out by linking mathematics subject matter with Islamic values, such as Quranic verses and Islamic figures. Implementing mathematics learning with Islamic values at SD IT Daar Al Uluum Kisaran discusses the material of building flat circles. In the initial activity, the teacher did not forget to say greetings and ask students for news and then continued with prayer. After that, the teacher is absent / requests about the student's attendance. Furthermore, to arouse students' enthusiasm for learning, the teacher invites students to ice break into singing asmaul husna together. In the core activities of education, the teacher explains the material to students by displaying the learning media provided by the teacher while giving questions and answers to students. The teacher also told the students that mathematics is a very important science that has existed since immemorial. Even mathematics is a science that originated in Islam because not a few Muslim scientists became the inventors of several mathematical sciences, such as; Al Khawarizmi, Ibnu Sina, Al Khuyandi, and Abu Wafa al Bawzajani. Not only that, but the teacher also linked mathematics learning materials with Quranic verses. The teacher explained QS. Al-Hajj verse 29 has a connection with the material of building flat circles. He explained that the poem discusses the tawaf with the Ka'bah.

Because the tawaf carried out during the Hajj / Umrah is seven times, the teacher also explained the formula for the area/circumference of a circle used with a measuring instrument called Phi. Phi is a special quantity related to the rim and the circle's diameter. The value of Phi has a large $22/7$ because the numbers 22 and 7 connect with the pilgrimage and the pillars of tawaf. So it can be concluded that tawaf means to rotate around the Ka'bah in a circle seven times. After that, the teacher made some sample questions and instructed some students to come to the front of the class. Next, the teacher assigns assignments to students to be done by each student. In the closing activity, the teacher invites students to conclude the learning that has been learned together and ends with prayer.

In implementing the learning above, the problem is that students who tend to only listen to the concept of the subject matter make them bored and bored with learning mathematics. This can be a factor that prevents students from focusing on learning. So it is necessary to link with Islamic values to increase students' insight into general and Islamic knowledge.

Several related studies (Fitriyani & Kania, 2019) show that the integration of Islamic values can be linked through the mathematics of faith, tolerance, and honest mathematics. In addition to what has been explained in previous research, the integration of mathematics learning can also be associated with other Islamic values such as Quranic verses, Sirah nabawi, and Islamic scholars. Research (Yustinaningrum et al., 2020) shows that teacher preparation and planning in making mathematics learning programs integrated with Islamic values is carried out by preparing learning tools such as annual programs, semester programs, effective weeks, minimum completeness criteria, syllabi, and lesson plans. Islamic values developed on quadratic material are; values related to *hablun minallah* (a servant's relationship with God), such as obedience and gratitude, and values associated with *hablun minannafsi* (self), such as honesty and discipline. The implementation of learning in this theory based on a scientific approach is divided into five stages: observing, questioning, trying, reasoning, and communicating. In addition to explaining previous research, integrating learning with Islamic values, as done by researchers, can be done by linking learning with the Qur'an and telling Islamic scholars.

Furthermore, research (Hamidah & Susilawati, 2023) explains that mathematics, seen from its philosophy, comes from the Quran. Islamic values derive from the Qur'an, Hadis, and common sense. Several values can be developed in the context of learning mathematics, including discipline, objective thinking, enthusiasm, open thinking, curiosity, and consistency in solving problems. In addition, mathematics learning that integrates with Islamic values also has a positive impact, such as; an honest, meticulous and simple, consistent, fair, and responsible attitude. Then research (Maarif, 2015) mathematics learning can also be associated with commendable attitudes such as honest, careful, simple, consistent, and systematic attitudes toward rules. Mathematics is arranged systematically, starting from proven definitions and truths, fair attitudes, and attitudes of responsibility. After all, in mathematics, there is a so-called proof process that must be based on truth and strong reason, As well as a confident attitude and not easily give up. Because a student must have this attitude because in solving math problems are required to be confident in doing it.

The research conducted (Fitriyani & Kania 2019) explained that the integration of Islamic values could be associated with the mathematics of faith, tolerance, and honesty. While in my research, the integration of mathematics learning can be related to other Islamic values, such as Qur'anic verses and Islamic scientific figures. A study (by Yustinaningrum et al., 2020) explains that Islamic values developed on quadratic material are; values related to *hablun minallah* (the relationship of a servant with God), such as obedience and gratitude, values related to *hablun minannafsi* (self), such as honesty and discipline. While in my research, Islamic values developed on the material of building flat circles are based on QS. Al-Hajj (22:29) explains *tawaf*, which means rotating around the Ka'bah in a circle seven times.

Furthermore, research (Hamidah & Susilawati, 2023) explains that Islamic values are values derived from the Quran, Hadis, and common sense so that these values can be developed with the values of discipline, objective thinking, enthusiasm, open thinking, curiosity, consistency in solving problems. The research conducted (Maarif, 2015) explained that mathematics can also be associated with commendable attitudes such as honesty, caring, simple attitudes, consistent and systematic attitudes towards rules, fair attitudes, responsible attitudes, confident attitudes, and not giving up easily. While in my research, I explained that the integration of learning is expected to be able to produce students who believe and do charity and give birth to the character of students who are brave, honest, confident, and responsible. The purpose of this study is to explain the integration of mathematics learning with Islamic values carried out by teachers at SD IT Daar Al Uluum Kisaran.

METHOD

This research is qualitative research with a case study approach. A qualitative research method analyzes data where the subject is a key instrument (Abdussamad, 2021). This research was conducted at SD IT Daar Al Uluum Kisaran. Research data in the form of integration of mathematics learning with Islamic values. Meanwhile, data sources are obtained from students, teachers, and school stakeholders. Data collection techniques used in observation, interviews, and documentation with research instruments are observation sheets, interview guidelines, and document review. The researchers' observation sheets are used to obtain data related to the integration carried out in the school. Researchers use interview guidelines when conducting interviews on data sources, namely grade VI teachers, principals, and curriculum waka. Review documents researchers use to collect

data from documents related to this research, such as; Teacher lesson plans, syllabi, and student report cards.

The data analysis techniques in this study are data presentation, data reduction, and conclusions. After the researcher obtained the data, the first step was to reduce it by reducing the data of mathematics learning activities at SD IT Daar Al Uluum Kisaran. After the data is reduced, the next stage is the presentation of the data. Data on the integration of mathematics learning activities with Islamic values are presented in the form of tables. Then the researcher conducted a critical-dialogical analysis of the integration of mathematics learning with Islamic values. Researchers analyze with theory/discourse of science integration. Then juxtapose it with some other relevant research.

FINDINGS AND DISCUSSION

Findings

The findings of the research results will be presented systematically related to the integration of mathematics learning with Islamic values at SD IT Daar Al Uluum Kisaran. The study's results were obtained through several methods: observation by looking directly at teachers in teaching, interviews with related parties carried out with triangulation, and documentation supporting the study's results. Based on the formulation of the problem contained in Chapter I, the results of the research were obtained, namely:

Activity Program for Integration of Mathematics Learning with Islamic Values at SD IT Daar Al Uluum Kisaran

SD IT Daar Al Uluum Kisaran is an educational institution in the pesantren area, so the school prioritizes Islamic values as a place to shape and build Islamic character. In shaping Islamic character, educators associate general learning with Islamic values, such as telling Islamic figures and Qur'anic verses related to learning at that time. Based on data collected by interviews, observations, and documentation, it was found that the learning integration program implemented at SD IT Daar Al Uluum Kisaran did not have a special program. Therefore, in the implementation of the program, it depends on the teacher who teaches. Further explanation can be seen in the following table:

Table 1. Activity Program for Integration of Mathematics Learning with Islamic Values at SD IT Daar Al Uluum Kisaran

No.	Source	Result
1.	Principal	Since its establishment, the school has indeed had the concept of integration, but it does not specifically regulate the integration program. Therefore it all depends on the preparation of each teacher in teaching.
2.	Waka curriculum	Since its establishment, this school already has the concept of integration. Still, the integration program is not specifically regulated by the school/curriculum because the preparation for teaching depends on each teacher. Because the curriculum in this school consists of a general curriculum and a cottage curriculum such as tahfidz, recite, fiqh, etc. This is because this school is located among the pesantren base.
3.	Class VI teacher	The teacher has always taught Islamic values. Because students not only understand general knowledge but also can get to know the history and Islamic values contained in learning. Regarding the making of the learning integration program, namely making lesson plans and learning media, the teacher also made small notes about the material he wanted to teach along with matters related to Islamic values.

Implementation of Integration of Mathematics Learning with Islamic Values at SD IT Daar Al Uluum Kisaran

Implementing learning is an activity that has educational value through interactions with teachers and students. Interaction is educative because the implementation of learning is directed to achieve certain goals formulated before learning begins. According to Azhar, learning is a form of effort to obtain information and knowledge in an interaction between teachers and students. (Lestari, 2021) According to Nana, Sudjana explained that the implementation of learning is a process that is arranged in such a way as to achieve certain steps so that the implementation achieves the expected results. (Indarti, 2020). Therefore, the performance of learning at SD IT Daar Al Uluum Kisaran can be done by teachers in the following ways:

Table 2. Implementation of Integration of Mathematics Learning with Islamic Values at SD IT Daar Al Uluum Kisaran

No.	Source	Activities
1.	Introduction	The teacher greets and asks the students how they are doing, followed by praying before starting the lesson. Then the teacher is absent and asks the students for attendance. Not to forget, the teacher also invited students to ice break into singing Asmaul husna together.

2.	Core	The teacher explains the material about building flat circles while showing students the learning media the teacher has prepared. The teacher also relates the subject matter to Quranic verses. Not only that, but the teacher also told the students about Islamic scientists about mathematics.
3.	Cover	Teachers and students conclude the learning results that have been learned, then end with prayer.

The material taught by the teacher is about building a flat circle. A circle is a type of flat shape composed of a set of points with an equal distance to the target point. The elements of the process consist of Center Point (P), Radius (r), Diameter (d), Circle Arc, Bowstring, Circle Squint, Tembereng, and Apothema. The teacher shows the learning media he has prepared and then explains the material based on the press. The teacher relates the learning to the verse in the Qur'an, namely about tawaf in QS. Al-Hajj (22:29) as follows;

ثُمَّ لِيَقْضُوا تَفَثَهُمْ وَلِيُوفُوا نُذُورَهُمْ وَلِيَطَّوَّفُوا بِالْبَيْتِ الْعَتِيقِ

Means: "Then, let them remove the dirt (which is on their bodies), complete their vows, and perform tawaf around the old house (Baitullah)."

The teacher tells the students that the verse explains the relationship of the tawaf to the Ka'bah. Thawaf is part of the pillars of Hajj and Umrah, performed seven times. A circle's area/circumference formula is used with a measuring instrument known as Phi. Phi is a special quantity representing the fundamental relationship between a circle's circumference and diameter. The value of Phi has a large 22/7 because it is easy to calculate. Because the numbers 22 and 7 are related to Hajj and the pillars of tawaf. So it can be concluded that tawaf means to rotate around the Ka'bah in a circle seven times.

Figure 1. Teachers Display Learning Media



Figure 2. Teachers Explain Learning Material



Figure 3. Teacher Tells Male Students to Come to the Front of Class



Figure 4. Teacher Tells Female Students to Come to the Front of the Class



In addition, through the observations obtained by the researcher, the teacher not only related mathematics learning with Qur'anic verses, but the teacher also explained Islamic figures related to mathematics. The Islamic statistics mentioned include Al Khawarizmi, Ibn Sina, Al Khuyandi, and Abu Wafa al Bawzajani. The teacher briefly told the students that mathematics also used to come from Islam. One of them is the Islamic figure Al Khawarizmi, often referred to as the father of algebra because he is the creator of the algebra system. He found symbols in numbers 1 through 9 and the system of algorism (zero), which means the system of tithing.

Furthermore, the teacher also explained the Islamic figure Ibn Sina, one of the Muslim scientists who has had hundreds of written works in various fields of science such as mathematics, geometry, astronomy, physics, chemistry, etc. From a young age, Ibn Sina showed high intellectual abilities. Because at the age of 10, he became a memorizer of the Qur'an, then at 16, he learned about medicine, and two years after that, he managed to complete the status as a doctor. Then at the age of 21, he produced hundreds of written works. As for the next Islamic figure, the teacher also briefly talked about Al Khuyandi, a figure in astronomy and mathematics, especially in geometry. He also includes the discoverer of sines, often called astronomical rules. And the teacher also talked about the Islamic figure Abu Wafa al Bawzajani, who is a figure who has the largest field of Muslim mathematicians who are often referred to as astronomers and developers of trigonometric material (the science of measuring angles). He was also the first to propose several trigonometric formulas.

Integrating learning in mathematics subjects aims to produce graduates who are good believers and charity. In addition, it is also expected for students not only to understand the material to be delivered but students are also likely to be able to understand the Islamic values contained in the learning they learn. The integration of this learning also aims to arouse students' enthusiasm for

learning mathematics, increase their knowledge of Islamic values, and change students' character and morals to be better than before. The morals and character that arise in students are being brave, honest, responsible, and confident.

However, especially the grade 6 teacher Ibn Sina who was the subject of my research, always carried out the concept of integration in learning in this school. Because for him, integrating learning with Islamic values is very important to increase students' insight into Islamic values contained in learning.

Results of Integration of Mathematics Learning with Islamic Values at SD IT Daar Al Uluum Kisaran

After implementing the integration of learning, the teacher has a goal in carrying out the integration program activities. The results obtained by teachers after integrating knowledge are for some students who are easy to understand, then he can conclude learning associated with Islamic values. But for students who have difficulty understanding learning, then these students look ordinary. But it was all helped by his friend, who understood learning. Because the friend will tell his fellow friends because most students today find it easier to understand their friends' language than teachers. That way, the character of the students who emerge is to be brave, honest, confident, and responsible.

Discussion

Activity Program for Integration of Mathematics Learning with Islamic Values at SD IT Daar Al Uluum Kisaran

Planning comes from the word plan, which means designing what will be done. From this understanding, it can be concluded that planning has several components, including goals (to be achieved), the existence of activities (actions to achieve goals), and time (when these activities will be implemented). This planned action is certainly an action for the future. Therefore, planning can be called a reaction to the future (Ariadi, 2019). Learning preparation is teaching preparation that can be used as a basis for preparing lesson plans and as a reference for teachers in carrying out learning activities so that they are more directed and run effectively. Therefore, teaching preparation is a strategy teachers use to carry out the learning process (Anggraini, 2021).

The theory presented in the journal (Fitrah & Kusnadi, 2022) and (Salafudin, 2015) in developing learning strategy programs associated with Islamic values can be implemented by namely:

1. Always mention the name of Allah SWT. Before studying, it is customary to read "Bismillahirrahmanirrahim" and pray. Then after ending the learning, it must be closed by saying "Alhamdulillah" and praying
2. Use of Terms. Mathematics can be presented in various terms, including events (endowment of land with a certain area, speed of travel when doing sa'I from Saffa to Marwa during Hajj), objects (collection of scriptures and set of mosques)
3. Visual Illustration. Mathematics learning tools and media can be created with Islamic images. For example, in the discussion of building space, the teacher can display the Ka'bah media, and the forum of the building flat can show the area of the prayer mat.
4. You are mentioning Relevant Verses or Hadiss. In mathematics, there is a discussion of material that can be integrated with verses or Hadiss such as; Surah An-Nisaa verses 11 and 12 on the procedure for the distribution of inheritance, which is fractional material, surah Al-Baqarah verse 97, Al-Hujuraat verse 13, Al-Baqarah verses 22 and 29, Yunus verse 101, Luqman verse 20 are the material of the set; Surah Al-Fajr verses 2-3 are numerical matter; Surah Al-Israa' verse 12 is an integer matter; surah An-Nisaa' verses 11-12 and 176 algebraic form counting operations; surah Al-Baqarah verses 275, 280, and 282-283 fractions; surah Al-Jumu'ah verses 9-10 similarities and inequalities; Surah Al-Baqarah verses 142 and 144, Ar-Rahman verse 17, and Al-Ma'aarij verse 40 constitute angular matter; Surah Al-Baqarah verse 125 and Al-Mulk verse 19 constitute the material volume and area of the spatial side.
5. Topic Network. Linking mathematics with other sciences. For example, in flat wake material. A flat building starts from a line, and then a line becomes a point that finally comes from a substance created by Allah SWT.
6. Symbols of the verses of the universe. The matter of rotary symmetry can be used as an example of how regular Allah Almighty is in creating the movement of the moon circling the earth and the earth around the sun or about the earth's rotation on its axis.

The stage of the program of integration of mathematics learning with Islamic values at SD IT Daar Al Uluum Kisaran can be prepared with steps, namely:

1. Make a Learning Implementation Plan (RPP)
2. Create learning media by the material to be taught
3. Look for Islamic values contained in the learning to be prepared. Such as Qur'anic verses and Islamic literary figures.

4. Make small notes about something that will be taught.

The explanation described above about the integration program of mathematics learning with Islamic values in theory in the journal Fitrah & Kusnadi with Salafudin is my idea. However, the preparation made by one of the SD IT Daar Al Uluun Kisaran teachers was not described in detail. Still, judging from the observations of the researcher, a teacher has applied the theory of the journal Fitrah and Kusnadi, which always starts with Bismillah and ends with Alhamdulillah, the use of terms and visual illustrations such as teachers likening the material to building flat circles with tawaf, mention relevant verses or Hadiss such as teachers associating circle material with Qur'anic jingles in QS: Al-Hajj (22:29), networking topics (linking mathematics with other sciences).

Implementation of Integration of Mathematics Learning with Islamic Values at SD IT Daar Al Uluum Kisaran

In KBBI, implementation comes from the word *laksana*, which means to run or carry out an activity. The actual implementation process can be successful, less successful, or failed because the process of implementing a program can be seen from elements whose influence is supportive or inhibiting. Implementation is an action from a plan prepared carefully and in detail. The implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results (Gilang, 2020). Program implementation is the core of the teaching and learning process. There needs to be careful readiness so that the implementation can run optimally (Herman et al., 2022).

In the implementation of the mathematics learning integration program on Islamic values at SD IT Daar Al Uluum Kisaran based on data from interviews and observations in the field, its performance can be seen from the activities carried out by teachers in the classroom such as;

1. In the initial stage, usually, the teacher says greetings, asks for news, and absent students also ask students about past learning. Furthermore, the teacher invites students to ice-breaking by singing the song asmaul husna.
2. In the Core Stage, the teacher explains the learning material to students related to building flat circles while displaying that the teacher has prepared learning media. In the learning process, teachers also relate to Islamic values, such as the content in QS. Al-Hajj (22:29) is about tawaf. Furthermore, the teacher also told students about Muslim scientists such as; Al Khawarizmi, Ibn Sina, Al Khuyandi, etc.

3. In the closing stage, teachers and students conclude the learning results that have been learned, then end with prayer.

According to (Widyanto & Wahyuni, 2020), there are several stages in the learning planning process. Among them:

1. In the initial stage, the teacher greets and invites students to pray. The teacher absents students and asks how they are doing, conveying how important it is to understand the material to be discussed and achieve the learning.
2. The core stage activities carried out by teachers are: Observing, questioning, collecting information, processing information, and communicating.
3. In the closing stage, the teacher and students conclude the learning results and do not forget the teacher provides reinforcement, then ends with prayer.

This is to interviews and observations made by researchers in the field that the initial stage carried out by teachers is to say greetings, ask for news and absent students, and also ask students about past learning. Furthermore, the teacher invites students to ice-breaking by singing the song asmaul husna. The second stage is the teacher explaining the learning material to students related to building flat circles while displaying that the teacher has prepared learning media. In the learning process, teachers also relate to Islamic values, such as the content in QS. Al-Hajj (22:29) is about tawaf. Furthermore, the teacher also told students about Muslim scientists such as; Al Khawarizmi, Ibn Sina, Al Khuyandi, etc. And the last is the closing stage which is carried out with teachers and students, concluding the learning results that have been learned and ending with prayer.

Results of Integration of Mathematics Learning with Islamic Values at SD IT Daar Al Uluum Kisaran

Learning outcomes are all effects that can be used as indicators of the value of learning methods. Learning outcomes can be tangible results, namely the results achieved from using a plan under certain conditions, and desired results, namely goals to be completed, which often influence the decision of the learning designer in selecting methods (Seliro Wangi et al., 2022).

The theory presented in the journal results obtained after integrating mathematics learning with Islamic values can increase students' enthusiasm for learning in mathematics learning. In the end, students can improve their mathematical abilities. Mathematics skills that can be improved when teachers integrate Islamic values in mathematics learning include: (1) practical and effective in improving mathematics, (2) improving mathematical communication, (3) improving reasoning

skills, (4) guiding students in solving problems, (5) increasing mathematical literacy, and (6) increasing students' mathematical connections.

While the results of integrating mathematics learning with Islamic values at SD IT Daar Al Uluum Kisaran were obtained by the observations and interviews of researchers, results emerged for some students who easily understood learning. He could conclude that learning was associated with Islamic values. But for students who are difficulty to understand learning, then these students look ordinary. But it was all helped by his friend, who understood learning. Because the friend will tell his fellow friends because most students today find it easier to understand their friends' language than teachers, that way, the character of students that emerge is to be disciplined, honest, and responsible.

Furthermore, the theory (Anggreni, 2019) explains that the results of the application of Islamic values to mathematics learning about fractional material can be associated with Quranic verses about inheritance in surah An Nisa verses 11, 12, and 176 and surah Al-Baqarah verse 267 about zakat. The character values in mathematics learning associated with fractional material are responsibility, fairness, and social care. At the same time, the results of applying Islamic values in mathematics and learning about the material for building flat circles can be related to the Qur'anic verses about tawaf in surah Al Hajj verse 29. In addition, the character values in mathematics learning about making flat circles are discipline, honesty, and responsibility.

CONCLUSION

The integration of mathematics learning with Islamic values at SD IT Daar Al Uluum Kisaran is carried out by grade VI teachers by making integration programs, namely making lesson plans, learning media, and small notes about the material associated with Islamic values. In implementing learning integration, teachers relate learning materials with Islamic values, such as telling Islamic figures about mathematics and linking material with verses of the Quran in learning. The results obtained from students after integration are; for students who are responsive and easy to understand, he can briefly talk about Islamic figures. But he only hears stories from his friends for students who are difficult to understand. But also, not infrequently, some students find it difficult to understand. When they listen to their friends tell stories, they can conclude the results from their friends.

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