

Preferences for the Integration of Mathematics and Islam: A Systematic Literature Review

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Abstract: This paper is a systematic literature review that aims to describe the thematic preferences of articles discussing the integration of mathematics and Islam published in Indonesian journals. The data were obtained from scientific journal articles retrieved through a search of mathematics education journals accredited at SINTA 1 and SINTA 2 using a systematic literature review procedure. A total of 56 articles were identified from these accredited journals. The search process applied predefined inclusion and exclusion criteria, keyword-based screening, and full-text eligibility checks. Most publications originated from journals affiliated with universities that uphold religious values. The dominant research approach employed was Research and Development (R&D). The most common educational levels examined were Junior High Schools (SMP) and Islamic Junior High Schools (Madrasah Tsanawiyah/MTs). The topics of integration between mathematics and Islam predominantly centered on Islamic-integrated mathematics learning. These findings offer valuable guidance for educators, curriculum developers, and researchers in designing mathematics learning aligned with Islamic values and in enhancing culturally responsive mathematics education in Indonesia. This study also provides a systematic mapping of research on the integration of mathematics and Islam in SINTA-accredited journals, outlining the current state of the field and offering a comprehensive foundation for more diverse and robust future research in Islamic-integrated mathematics education.

Keywords: Islamic-Integrated Mathematics Learning, Mathematics and Islamic Values Integration, Systematic Literature Review

A. Introduction

From the perspective of Islamic education, science and religion are inseparable and should be integrated. The Qur'an encourages humans to think and reason as a means to comprehend the greatness of Allah swt, as stated in QS. al-Imran/3: 190-191 and QS. al-Mujadilah/58: 11. This aligns with the role of mathematics as a discipline that aims to develop students' logical, analytical, and critical thinking abilities.

Integration of Islamic values in mathematics learning has become an engaging issue in the development of 21st-century education, particularly in countries with value-based educational systems such as Indonesia. Integrating Islamic values into math lessons aims to build students' character, spiritual awareness, and religious understanding, enabling them to connect mathematical ideas with their faith and daily life for more meaningful learning (Djannah et al., 2025; Iswan et al., 2020; Rizal et al., 2023; Surur et al., 2025). Several studies have been conducted in this area, including an exploration of mathematical concepts in Islamic law, such as "*Mathematical Concepts in Calculating Zakat Maal Based on the Al-Qur'an Perspective*" (Azizah & Tohir, 2024), a study of mathematical miracles in the Qur'an in "*Revealing the Concept of Prime Numbers in Surah Al-Kautsar*" (Mubaroh et al., 2016) and the integration of Islamic values into learning components to enhance students' mathematical abilities in "*Development of Islamic Math Comics Media to Enhance Students' Mathematical Understanding and Character*" (Basir et al., 2020). In addition, the discussion of integrating mathematics and Islam is relevant in the context of education that balances academic competence and moral values, as reflected in "*Integrating Sedekah Context in Mathematics Learning to Enhance Students' Mathematical Communication Skills and Awareness of SDG 1: No-Poverty*" (Nurniqta et al., 2025).

Considering the importance of integrating Islamic values into mathematics education, a literature review is essential to identify the various approaches and implementations of mathematics-Islam integration, particularly within the Indonesian context. This review aims to provide an overview of research trends on the integration of mathematics and Islam, including the number of published articles, the publishing journals, research approaches or methodologies, research loci, and thematic focuses addressed in the reviewed studies. The results are expected to offer a theoretical foundation for developing mathematics learning that aligns with and reinforces Islamic values. Based on the background and objectives of this article, the research questions of this study are 1) What are the publication trends of research on the integration of mathematics and Islam in SINTA-accredited mathematics education journals, including the number of studies, publishing journals, and research loci? 2) What research approaches, methodologies, and thematic focuses are predominantly adopted in studies on the integration of mathematics and Islam?

B. Methods

This paper employs a systematic literature review and explicitly adheres to the PRISMA guidelines (Page et al., 2021) throughout the processes of identification, screening, eligibility assessment, and inclusion. The purpose of this review is to describe the thematic preferences of scholarly articles discussing the integration of mathematics and Islam published in Indonesian journals. The data sources consist of scientific journal articles obtained through a structured search of mathematics

education journals accredited in SINTA 1 and SINTA 2. The steps undertaken in preparing this article are as follows:

1. Identification

Journals in the field of mathematics education accredited in SINTA 1 and SINTA 2 were identified through the website <https://sinta.kemdiktisaintek.go.id/> by using the Search Journal menu and selecting SINTA 1 and SINTA 2 under the Filter by Rank and Indexed section, as well as Education under the Filter by Subject Area section. A total of two journals accredited in SINTA 1 and thirteen journals accredited in SINTA 2 in the field of mathematics education were selected.

2. Screening

A search for articles on the integration of mathematics and Islam in mathematics education journals accredited in SINTA 1 and SINTA 2 was conducted by entering the keywords 'Quran,' 'Qur'an,' or 'Islamic' into the search menu of each journal. All retrieved records were screened based on their titles and abstracts to eliminate publications that did not meet the relevance criteria.

3. Eligibility

Full-text articles were assessed using predefined inclusion criteria: published between 2016 and 2025, written in Indonesian or English, focused on the integration of mathematics and Islam within educational or instructional contexts, and published in SINTA-accredited mathematics education journals. After the eligibility check, a total of 56 articles remained for analysis.

4. Inclusion

Articles discussing the integration of mathematics in mathematics learning or education from 2016 to 2025 were identified and reviewed. Through this identification and review process, a total of 56 articles were found, published in 2 SINTA 1-accredited journals (including *Infinity Journal and Jurnal Pendidikan Matematika [Mathematics Education Journal]*) and 9 SINTA 2-accredited journals (including *Jurnal Elemen, Jurnal Mosharafa, Jurnal Aksioma, Jurnal Kreano, Jurnal Alifmatika, Jurnal Edumatica, Jurnal Kalamatika, Jurnal Matematika & Pembelajaran, and Jurnal Al-Jabar*). The access and collection of the articles were carried out from October 5, 2025 to October 17, 2025.

The dataset, consisting of a collection of articles, was analyzed to produce a scientific article entitled "*Preferences for the Integration of Mathematics and Islam: A Systematic Literature Review*," in which the number of published articles, the journals in which they appeared, the research approaches or methods used, the research loci, and the topics discussed in the articles are presented.

C. Results and Discussion

Based on the identification and review of articles on the integration of mathematics and Islam published in SINTA 1 and SINTA 2 accredited journals in the field of

mathematics education, using the keywords “Quran,” “Qur’an,” or “Islamic” in each journal’s search menu, a total of 56 published articles were found, as presented in Table 1 below:

Table 1. Articles on the Integration of Mathematics and Islam (2016–2025)

No	Journal Name	Title, Author & Year	Research Approach/ Method	Education Level
1	Infinity Journal	PISA-Like Problems Using Islamic Ethnomathematics Approach (Afgani & Paradesa, 2021)	Development	Junior High School
2	Infinity Journal	Student Readiness and Challenge in Completing Higher Order Thinking Skill Test Type For Mathematics (Kusaeri et al., 2019)	Descriptive explorative	Junior High School
3	Infinity Journal	When Religion Meets Mathematics: From Mathematical Anxiety to Mathematical Well-Being For Minority Group Student (Diponegoro et al., 2024)	Descriptive qualitative	Elementary School
4	Jurnal Pendidikan Matematika (Mathematics Education Journal)	Integration of the Qur’an in Trigonometry Courses (Ahmad et al., 2020)	Mix-methods	University
5	Jurnal Pendidikan Matematika (Mathematics Education Journal)	Students' Thinking Process in Solving Mathematical Literacy Problems in Islamic Contexts (Miftah et al., 2023)	Qualitative-descriptive	(Islamic Elementary School (MI), Islamic Junior High School (MTs), and Islamic Senior High School (MA))
6	Jurnal Pendidikan Matematika (Mathematics Education Journal)	Development of Learning Media with Mathematical Understanding in Geometric Sequences and Series within Malay Islamic Context (Amaliah et al., 2023)	Development	Senior High School
7	Jurnal Pendidikan Matematika (Mathematics Education Journal)	Integrating Sedekah Context in Mathematics Learning to Enhance Students' Mathematical Communication Skills and Awareness Of SDG 1: No-Poverty (Nurniqta et al., 2025)	Quantitative approach and a quasi-experimental research design	Senior High School
8	Jurnal Elemen	Students’ Responses to PISA-like Mathematics Problems with Contexts Integrated with Islamic Values (Lutfianto & Sari, 2017)	Qualitative	Junior High School
9	Jurnal Mosharafa	Analysis of Islamic Value-Integrated Mathematics Learning: Efforts to Form	Mix-methods dengan	University

		Prospective Mathematics Teacher with Religious Character (Kusmaryono et al., 2024)	embedded experimental	
10	Jurnal Mosharafa	Practicality of Hypothetical Learning Trajectory on Straight-Line Equations Concept (Nasution & Yulia, 2024)	Design research	University
11	Jurnal Mosharafa	Development of Didactic Design for Learning Mathematics In Pesantren: Integration of Mathematics And Fiqh Learning (Ramdhani et al., 2023)	Design didactical research (DDR)	Senior High School/Islamic Senior High School (MA)/Islamic Boarding School
12	Jurnal Mosharafa	Geometry and Islamic Values: Validity of Teaching Materials Based on Modified Project-Based Learning Model (Yulia & Nasution, 2024)	Research and Development (R & D)	University
13	Jurnal Mosharafa	Ethnomathematics Exploration of Geometry from Karang Bayan Ancient Mosque in Elementary School Mathematics Learning (Aini et al., 2023)	Qualitative approach with an ethnographic research	Elementary school
14	Jurnal Aksioma	Analysis of the Honeycomb Structure in Mathematical Geometry and the Qur'an (Novitasari et al., 2019)	Qualitative research	Not Written
15	Jurnal Aksioma	Development of Al-Qur'an Context Math E-Module on Invers Function Materials Using Book Creator Application (Hasanah et al., 2022)	Development	Senior High School/Islamic Senior High School (MA)
16	Jurnal Aksioma	Development of Mathematics Teaching Materials in The Form of QR Code Based Al-Qur'an Sourced Leaflets (Meldi et al., 2023)	Development	Junior High School
17	Jurnal Aksioma	Development of a Digital Platform Using Linktree Assisted by Wordwall to Facilitate Digital Literacy in Geometry Learning Integrated with the Qur'an/Hadith (Zain et al., 2025)	Research and Development (R & D)	Junior High School
18	Jurnal Aksioma	Qur'an-Based Mathematics Learning Design on The Set Material for Junior High School Students (Zulmaulida et al., 2024)	Research and Development (R & D)	Junior High School
19	Jurnal Aksioma	Development of Mathematics Animation Videos (MAV) with The Qur'an Context on Mathematical Reasoning Ability (Sah et al., 2023)	Research and Development (R & D)	Islamic Senior High School (MA)
20	Jurnal Aksioma	Development of Teaching Materials Integrated Mathematic Reasoning Ability with Religious Values of Madrasah Aliyah Students (Anwar et al., 2023)	Research and Development (R & D)	Islamic Senior High School (MA)

21	Jurnal Aksioma	Mathematical Critical Thinking Skills Viewed from Qur'an Memorization Ability (Tantri & Soro, 2022)	Descriptive qualitative	Senior High School
22	Jurnal Aksioma	The Reward of Worship in Ramadhan During Covid-19 Pandemic: A Mathematical Analysis (In'am & Rayungsari, 2020)	Qualitative – library research	Not Written
23	Jurnal Aksioma	Development of Mathematics Learning Modules on Statistics Integrated with Islamic Values (Ekawati et al., 2019)	Development	Islamic Junior High School (MTs)
24	Jurnal Aksioma	Development of Islamic Math Comics Media to Enhance Students' Mathematical Understanding and Character (Basir et al., 2020)	Development	Junior High School
25	Jurnal Aksioma	Development of Computer-Based Mathematics Teaching Materials Using Flipbook Maker Integrated with Islamic Values on Probability (Munandar & Rizki, 2019)	Development	Vocational High School
26	Jurnal Aksioma	Development of Islamic-Integrated Mathematical Literacy Questions for Madrasah Students (Imamuddin et al., 2022)	Development	Islamic Junior High School (MTs)
27	Jurnal Aksioma	Islamic Integrated Mathematics Textbooks for Junior High students (Sepriyanti et al., 2023)	Development	Islamic Junior High School (MTs)
28	Jurnal Aksioma	Development of Mathematics Teaching Materials on Sets Linked with Islamic Values (Khoiriyah & Rizki, 2017)	Development	Junior High School
29	Jurnal Aksioma	Development of Student Worksheets (LKPD) Based on the Contextual Teaching and Learning (CTL) Approach with Islamic Value Content on Set Theory (Antari et al., 2022)	Research and Development (R & D)	Islamic Junior High School (MTs)
30	Jurnal Aksioma	Handbook of Social Arithmetic with an Islamic Values Approach (Hardiyanti et al., 2021)	Development	Islamic junior high school (MTs)
31	Jurnal Aksioma	Islamic Values in Mathematics Learning Through The Realistic Mathematics Education (RME) Model (Jannah et al., 2021)	Descriptive qualitative	Islamic Senior High School (MA)
32	Jurnal Aksioma	Design of the Gerlach and Ely Learning Model Characterized by Islamic Values to Improve Mathematical Communication Skills (Setiawati et al., 2018)	A pre-experimental design with one-group pretest-posttest	Senior High School

33	Jurnal Aksioma	Design Mathematics Problem Solving Tasks: Students Response (Hartatiana & Wardani, 2021)	Development	Junior High School
34	Jurnal Kreano	Development of Hots-Based Elementary Linear Algebra Course Test Instruments Charged With Islamic Character (Abrar & Kusumayanti, 2023)	Research and Development (R & D)	University
35	Jurnal Kreano	Development of Elementary Linear Algebra Learning Video Media in Islamic Context (Mattoliang et al., 2022)	Research and Development (R & D)	University
36	Jurnal Kreano	Development of Blog-Based Mathematics Learning Media Using Malay Islamic Context in Junior High School (Syutaridho & Nizar, 2024)	Research and Development (R & D)	Junior High School
37	Jurnal Kreano	Development of Islamic Boarding School-Based Learning Tools on Social Arithmetic Material to Improve Students' Numeracy Skills (Habibi et al., 2024)	Research and Development (R & D)	Islamic Junior High School (MTs)
38	Jurnal Kreano	Development of Monokram (Islamic Integrated Mathematics Monopoly) Learning Media on Numbers Material (Oktaviya & Wahyuni, 2024)	Research and development (R & D)	Islamic junior high school (MTs)
39	Jurnal Alifmatika	Mathematical Concepts in Calculating Zakat Maal Based on The Al-Qur'an Perspective (Azizah & Tohir, 2024)	Literature review	Not Written
40	Jurnal Alifmatika	Development of Mathematics Teaching Materials: Internalizing Al-Qur'an, Hadith, Madurese Culture, and Religious Moderation (Rosikhoh, 2024)	Development	Elementary School
41	Jurnal Alifmatika	Exploration of Mathematical Concepts in Prayer and Mushofahah Movements (Laili & Maswar, 2024)	Literature review	Not Written
42	Jurnal Edumatica	Utilizing Indonesian Islamic Culture in Hots Task Design to Enhance Students' Critical Thinking (Oktiningrum et al., 2025)	Research and Development (R & D)	Elementary School
43	Jurnal Edumatica	Unity of Sciences-Based Mathematics Learning in an Islamic High School (Nurjanah et al., 2024)	Qualitative	Islamic Senior High School (MA)
44	Jurnal Kalamatika	Developing a Set Module With a Guided Inquiry And Tahfidzul Quran to Improve Students' Critical Thinking (Karim et al., 2021)	Research and Development (R & D)	Islamic Boarding School / Islamic Junior High School (MTs)
45	Jurnal Matematika	The Development of Learning Module Trigonometry Equation Material	Research and Development (R & D)	Islamic Senior High School (MA)

	dan Pembelajaran	Integrated Islamic Values to Improve Students Learning Outcome (Ummah et al., 2019)		
46	Jurnal Al-Jabar	Geometry and Measurement in Quran (Huda, 2020)	Descriptive-qualitative method with library research	Not Written
47	Jurnal Al-Jabar	Contrasting Mathematical Phenomena and Concepts in Ethnomathematics Through Etic and Emic Approaches: a Study of Dhikr Jahar Practices in Tariqa Qodiriyah Naqsyabandiyah Ma'had Suryalaya (Yulianto et al., 2021)	Qualitative methods with two approaches, namely ethnography and phenomenology	Islamic Boarding School & Traditional Learning Center
48	Jurnal Al-Jabar	Analysis of Students' Difficulties in Learning Fractions in the Kitab Faroid (Netriwati, 2016)	Qualitative-descriptive	University
49	Jurnal Al-Jabar	Revealing the Concept of Prime Numbers in Surah Al-Kautsar (Mubaroh et al., 2016)	Qualitative-contentent analysis	Not Written
50	Jurnal Al-Jabar	Enhancing Student Learning Motivation: Developing an Integrated Mathematics Module With Islamic Values (Hifzhi et al., 2024)	Research and Development (R & D)	Junior High School
51	Jurnal Al-Jabar	The Applying of Hypothetical Learning Trajectory (HLT) on Comparison Material Using Nisab Zakat Theory Toward The Student's Learning Outcomes (Y. Y. Putra & Saputra, 2018)	Quasi-experimental design	University
52	Jurnal Al-Jabar	Students' Intuitive and Analytical Thinking in The Mathematics Study Through The Integration Of STAD and Environmental Islamic Jurisprudence (Fiqh) (Abdillah et al., 2020)	Mixed- methods	University
53	Jurnal Al-Jabar	The Effect of Reflective Learning Models with Islamic-Nuanced Realistic Mathematics Approaches on Mathematical Communication Skills (F. G. Putra, 2016)	Comparative causal research	Islamic Junior High School (MTs)
54	Jurnal Al-Jabar	Developing Islamic Context-Based Learning Materials in Increasing Students' Mathematical Understanding (Ulpah & Novikasari, 2020)	Research and Development (R & D)	University
55	Jurnal Al-Jabar	Modification of the Gerlach and Ely Learning Model through the Integration	Pre-eksperimental	Islamic Junior High School (MTs)

		of Islamic Values as an Effort to Improve Mathematical Representation Ability (Yusnita et al., 2016)	design with one-group pretest-posttest
56	Jurnal Al-Jabar	Development of a Rigorous Mathematical Thinking-Based Textbook in The House of Worship Context to Enhance Conceptual Understanding (Syafri et al., 2024)	Research and Development (R & D) University

Number of Articles on the Integration of Mathematics and Islam by Year of Publication

Based on Table 1, it can be seen that from 2016 to 2025, a total of 56 articles discussing the integration of mathematics and Islam were published. The integration was carried out through the examination of mathematical concepts in Islam, as well as the implementation of Islamic culture and values within mathematics learning components. The highest number of publications occurred in 2024, with 14 articles, representing 25% of the total. The following figure presents the distribution of articles on the integration of mathematics and Islam by year of publication:

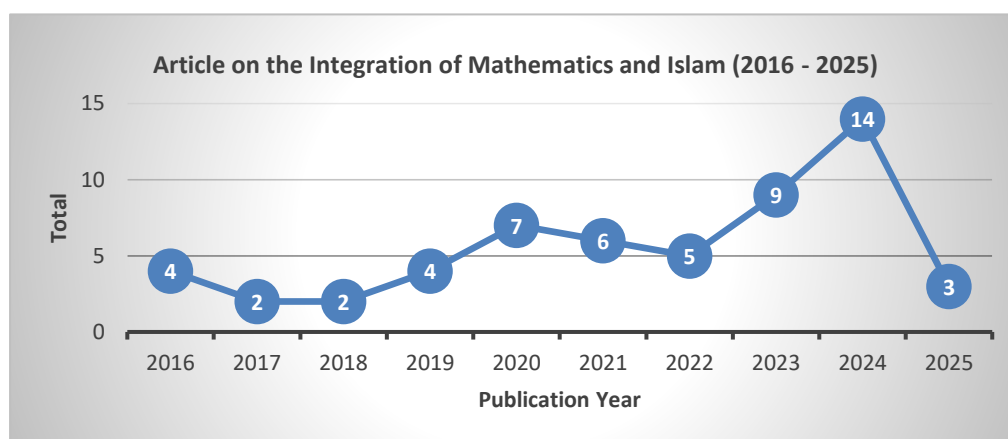


Chart 1. Number of Articles by Year of Publication

Journals Publishing Articles on the Integration of Mathematics and Islam

Based on Table 1, it can be observed that the journals publishing the highest number of articles on the integration of mathematics and Islam are Jurnal Aksioma (published by Universitas Muhammadiyah Metro) with 20 articles, Jurnal Al-Jabar (published by Universitas Islam Negeri Raden Intan Lampung) with 11 articles, Jurnal Kreano (published by Universitas Negeri Semarang) with 5 articles, and Jurnal Mosharafa (published by Institut Pendidikan Indonesia Garut) with 5 articles. The tendency shows that the majority of journals publishing articles on the integration of mathematics and Islam are affiliated with universities that uphold religious-based visions. The following figure illustrates the distribution of journals publishing articles

on the integration of mathematics and Islam:

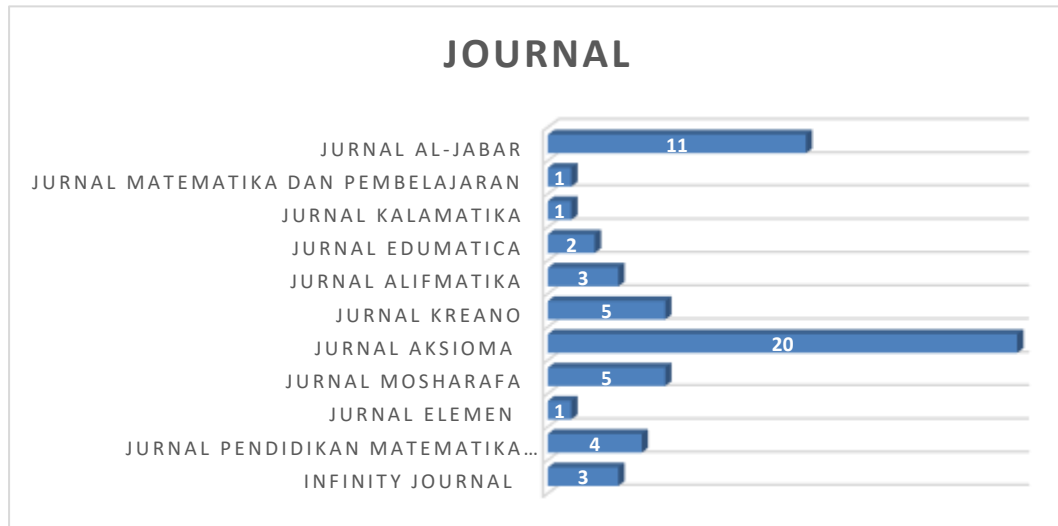


Chart 2. Journals Publishing Articles on the Integration of Mathematics and Islam

Research Approaches/Methods in Articles on the Integration of Mathematics and Islam

Based on Table 1, which presents articles on the integration of mathematics and Islam, it can be identified that the research approaches or methods most frequently implemented are Research and Development (R&D) (including research and development, development, and design research) found in 32 articles or 57.14% of the total, and qualitative approaches (including qualitative and descriptive research) found in 12 articles or 21.43% of the total. The following figure illustrates the distribution of research approaches or methods commonly employed in articles on the integration of mathematics and Islam:

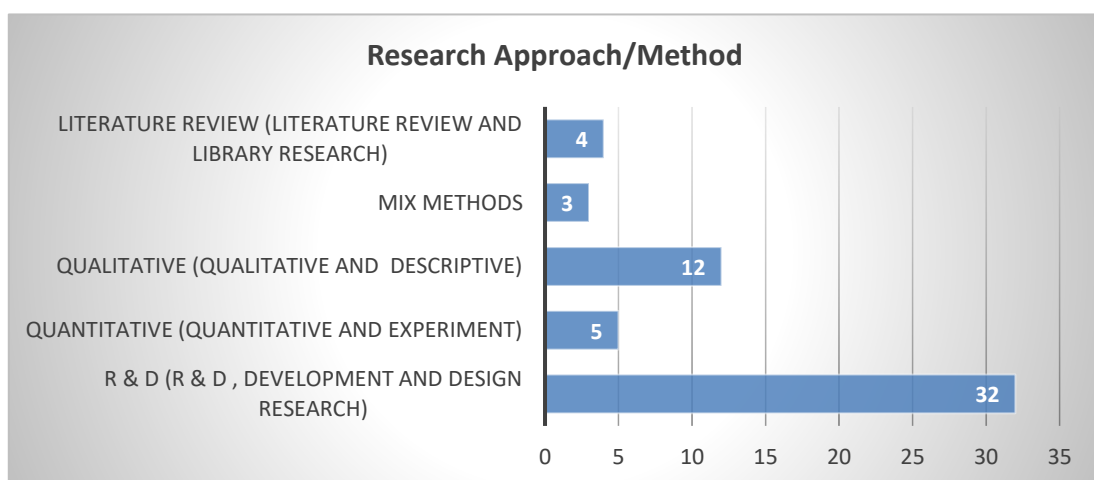


Chart 3. Research Approaches/Methods in Articles on the Integration of Mathematics and Islam

Research Locus of Articles on the Integration of Mathematics and Islam

Based on Table 1, which presents articles on the integration of mathematics and Islam, it can be identified that the educational levels most frequently chosen as the research locus are Junior High Schools (SMP) and Islamic Junior High Schools (Madrasah Tsanawiyah/MTs), appearing in 21 articles or 37.5% of the total. The following figure illustrates the distribution of educational levels commonly selected as the research locus in articles on the integration of mathematics and Islam:

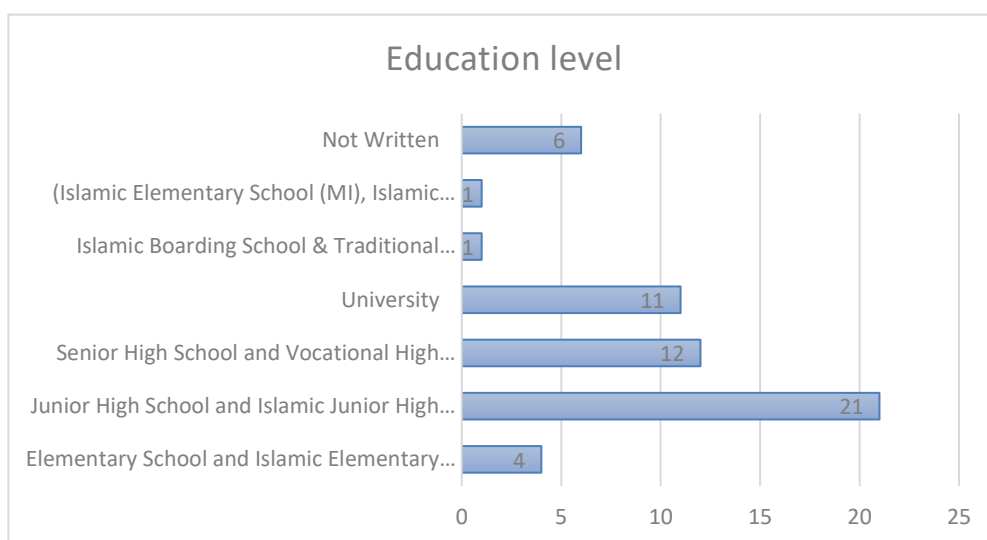


Chart 4. Research Locus of Articles on the Integration of Mathematics and Islam

Topics of Articles on the Integration of Mathematics and Islam

Based on Table 1, which presents articles on the integration of mathematics and Islam, it is found that the topics generally include the implementation or development of: Islamic-integrated assessment instruments (such as questions, assignments, and tests); Islamic-integrated e-modules, modules, and student worksheets (LKPD); Islamic-integrated mathematics learning (including learning models and approaches); Islamic-integrated teaching materials (such as learning content, handbooks, and textbooks); Islamic-integrated learning media (such as videos, comics, digital platforms, blogs, and monopoly games); students' abilities in solving Islamic-integrated mathematical problems (including mathematical communication, critical thinking, analytical thinking, intuition, and difficulties in understanding mathematics); and mathematical concepts in Islam. The dominant topic of discussion in the articles on the integration of mathematics and Islam lies within the scope of Islamic-integrated mathematics learning (including learning models and approaches), comprising 12 articles or 21.43% of the total publications. The table below presents the distribution of article topics on the integration of mathematics and Islam:

Table 2. Topics of Articles on the Integration of Mathematics and Islam

No	Topics of Articles	Authors
1	Islamic-integrated assessment instruments (such as questions, assignments, and tests)	(Afgani & Paradesa, 2021); (Lutfianto & Sari, 2017); (Imamuddin et al., 2022); (Hartatiana & Wardani, 2021); (Abrar & Kusumayanti, 2023); (Oktiningrum et al., 2025)
2	Islamic-integrated e-modules, modules, and student worksheets (LKPD)	(Hasanah et al., 2022); (Ekawati et al., 2019); (Antari et al., 2022); (Habibi et al., 2024); (Karim et al., 2021); (Ummah et al., 2019); (Hifzhi et al., 2024)
3	Islamic-integrated mathematics learning (including learning models and approaches)	(Diponegoro et al., 2024); (Nurniqta et al., 2025); (Kusmaryono et al., 2024); (Nasution & Yulia, 2024); (Ramdhani et al., 2023); (Zulmaulida et al., 2024); (Setiawati et al., 2018); (Jannah et al., 2021); (Nurjanah et al., 2024); (Y. Y. Putra & Saputra, 2018); (F. G. Putra, 2016); (Yusnita et al., 2016)
4	Islamic-integrated teaching materials (such as learning content, handbooks, and textbooks)	(Ahmad et al., 2020); (Yulia & Nasution, 2024); (Meldi et al., 2023); (Anwar et al., 2023); (Munandar & Rizki, 2019); (Sepriyanti et al., 2023); (Khoiriyah & Rizki, 2017); (Hardiyanti et al., 2021); (Rosikhoh, 2024); (Ulpah & Novikasari, 2020); (Syafri et al., 2024)
5	Islamic-integrated learning media (such as videos, comics, digital platforms, blogs, and monopoly games)	(Amaliah et al., 2023); (Zain et al., 2025); (Sah et al., 2023); (Basir et al., 2020); (Mattoliang et al., 2022); (Syutaridho & Nizar, 2024); (Oktaviya & Wahyuni, 2024)
6	Students' abilities in solving Islamic-integrated mathematical problems (including mathematical communication, critical thinking, analytical thinking, intuition, and difficulties in understanding mathematics)	(Kusaeri et al., 2019); (Miftah et al., 2023); (Tantri & Soro, 2022); (Netriwati, 2016); (Abdillah et al., 2020)
7	Mathematical concepts in Islam	(Aini et al., 2023); (Novitasari et al., 2019); (In'am & Rayungsari, 2020); (Azizah & Tohir, 2024); (Laili & Maswar, 2024); (Huda, 2020); (Yulianto et al., 2021); (Mubaroh et al., 2016)

D. Conclusions

Based on the analysis of 56 articles, publications were predominantly affiliated with religious-oriented universities and employed a Research and Development (R&D) approach, primarily at the Junior High School (SMP) and Islamic Junior High School (Madrasah Tsanawiyah/MTs) levels. The most frequently addressed research topic was Islamic-integrated mathematics learning (12 articles, 21.43%), particularly concerning learning models and approaches, followed by the development of assessment instruments, instructional materials, media, and Islamic-integrated problem-solving tasks. These findings indicate that research on the integration of mathematics and Islam in Indonesia remains largely product-oriented. This review

provides a foundation for future studies to broaden methodological approaches, strengthen empirical designs, and deepen the theoretical integration between mathematics education and Islamic values. Further research is needed to evaluate classroom implementation, student learning outcomes, teacher competencies, and pedagogy models based on Islamic values to advance the field both academically and practically.

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