Al-Khwarazmi
Journal of Mathematics Education and Learning

Journal Homepage: HTTPS://Journal.ar-raniri.ac.id/index.pf/alkhavarizmi

THE ROLE OF MATHEMATICS IN IMPROVING THE QUALITY OF EDUCATION BASED ON MODERN ISLAMIC CIVILIZATION

Axl Ferrari Fatahillah[1], Shafa Desliana Dinanti[2], Rizki Amrillah[3]
[1,2,3] Universitas Muhammadiyah Prof. Dr. HAMKA, Indonesia
Correspondence Author: axlferrari19@gmail.com

Article info

Article history:
Received 30 March 2024
Received in revised form 07 June 2024
Accepted 26 June 2024
Available online 29 June 2024

Keywords:
Mathematics, Education, Modern islamic

Abstract

Mathematics is one of the fields of study that has a crucial role in improving the quality of education. Islamic society attaches importance to the understanding of mathematics because of efforts to create a modern society that is by the development of sophisticated times. This study aims to determine the role of mathematics in improving the quality of education based on Islamic civilization. This study used descriptive qualitative research with a literature research approach. Literature research is a form of study conducted to collect information and data by utilizing various types of material available in libraries. The research material used in this study was obtained from relevant journal documents. Through the literature study method, researchers collect references to previous articles then sort, select and combine them so that answers to research questions and conclusions are obtained The result of this study is that students can integrate education, especially the role of mathematics with Islamic values. The gap in this study is the role of mathematics in education. The novelty in this study is how mathematics in modern Islamic civilization

INTRODUCTION

The development of the dynamics surrounding the relationship between religion and science, both in the Western and Islamic traditions, gave rise to new forms of relations between the two (Amrillah & Hakim, 2022). In modern times, Science and Technology (IPTEK) continues to experience significant progress, affecting various aspects such as social, economic, political, cultural, and educational, in line with the development of science and technology. The development of science and technology has an effect on the modernization

of Islamic Civilization, creating an image of a world where Islamic values and technological advances and knowledge merge. These influences form harmonious entities rooted in tradition but also responsive to changing times (Sari & Putri, 2023). Along with the growth of global society, the idea of modern Islamic civilization creates a picture of efforts to synchronize religious values with scientific progress, social development, and economics, so that Muslims can play a positive role as positive contributors on the global stage. Similarly, operational definitions, if deemed necessary, are also written narratively.

During the 19th and early 20th centuries, Egypt experienced major educational reforms. The purpose of these reforms was to update the curriculum and teaching techniques while combining modern scientific knowledge with Islamic understanding (Delisa & Sari Rohati, 2024). Islamic education continues to be updated and adapted to the changing times and the needs of students. Its curriculum is enriched with religious values, diversity, and tolerance, with the aim of producing young generations who are inclusive and respectful of religious differences (Sari & Putri, 2023). Modern Islamic civilization reflects the spirit to adapt and undergo transformation in various aspects of life, including education and governance (Supendi et al., 2023). The diversity and richness of Islamic culture became the basis for innovation and creativity that advanced the civilization. In this context, modernization is not only seen as the adoption of technology, but also as a refreshment in the way of thinking, educating, and interacting in a society that is constantly undergoing change (Basri et al., 2024). Education in the context of Islamic modernization includes efforts to integrate Islamic values with the development and demands of the times. Education in Islamic modernization aims at blending Islamic scientific heritage with scientific and technological advances, ensuring that Muslims are not only actively involved in the dynamics of the times, but also maintain the integrity of religious values (Heriyudanta, 2022). One of the key figures in Islamic education, the Muslim mathematician Muhammad al-Khwarizmi, known as the father of algebra and the introducer of the concept of zero, hailed from Bukhara. He lived during the Islamic Golden Age (780-850 AD). Al-Khwarizmi pioneered algebra, the study of structure, relationships, and quantities, simplifying it through the use of symbols to represent numbers, replacing the previous use of letters or numerals (Amara et al., 2023).

In the modern context, mathematics is one of the fields of study that has a crucial role in improving the quality of education (Trisnawati et al., 2023). Mathematics is not only seen as a collection of formulas and numbers, but as a tool for understanding and interpreting reality. One of the basic principles in learning mathematics is that the principle of equality does not mean that every student gets equal treatment in learning mathematics (Husna et al., 2019). This principle suggests that every student can and should learn mathematics by accommodating all differences in characteristics, differences in initial abilities, differences in learning speed, differences in socioeconomic status, and others. Understanding mathematics is considered important by the Islamic community because the majority of the population is Muslim. This is connected with efforts to form a modern society in accordance with the development of a sophisticated era, supported by advances in education, knowledge, and technology that are growing rapidly (Yudha, 2019). Mathematics has deep historical roots in Islamic civilization. Such figures as Al-Khwarizmi, Ibn al-Haytham, and Al-Biruni have made major contributions to the development of mathematics (Subagiya, 2022).

Several studies have been conducted on the role of mathematics in improving education in Islamic modernization civilizations. First, research (Ruhiat et al., 2022) The theme of mathematical concepts in Islamic civilization and their implementation in life results in that Mathematical Knowledge has been present and has significant value since the Hijri era. For example, it is used in calculating inheritance, zakat fitrah, and various other things that remain useful from the past to the present. Second, Research (Suwarno, 2019) The theme of the glory of Islamic civilization in the perspective of science shows that the glory of Islamic civilization in the perspective of science, namely the high level of scientific activity and scientific progress both religious and general science. Third, Research (Harahap et al., 2024) The theme of the history of Islamic civilization in the development of mathematics shows that through the Qur'an, Allah comprehensively invites His creatures to study mathematics can help them in doing many things, including in terms of worship.

Based on the relevant research above, the purpose of this study is to determine the role of mathematics in improving the quality of education based on modern Islamic civilization. The gap in this study is the role of mathematics in education. While the novelty in this study is how mathematical science in modern Islamic civilization.

RESEARCH METHODS

Descriptive qualitative research with a literature research approach was used in this study. Literature research is a form of study conducted to collect information and data by utilizing various types of materials available in libraries, such as documents, books, magazines, historical records, and so on (Assyakurrohim et al., 2022).

Researchers do not require direct field visits to interact with respondents. The research material used in this study was obtained from relevant journal documents. The literature review approach is considered a methodology, involving the steps of collecting, organizing, and evaluating the literature available within the scope of the study, with the understanding that the term "collection" encompasses the entire process (Musafaah et al., 2023). The results show that systematic literature review involves understanding existing literature and creating better understanding through the discovery of new literature in the field (Aprilyada et al., 2023). Researchers carry out a series of activities related to library data collection methods, reading and recording information, and managing writing materials obtained from various sources such as journals, books, documents, and the internet (Naoum, 2013). Using a literature study approach, researchers collect past articles, filter, select, and integrate them to answer research questions and draw relevant conclusions.

RESULTS RESEARCH AND DISCUSSION

RESULTS RESEARCH

Mathematics is not just a collection of numbers and formulas, but a discipline of thought that forges logic and opens the gates of various sciences. It is like a universal language that translates quantitative and spatial relationships, leading people to a deeper understanding of the world around them. Mathematics leads us to solve complex problems systematically and regularly, cultivating self-discipline and precision in every step (Tiwery, 2019). As the foundation of science, mathematics is the key to opening the doors of various disciplines. From physics and chemistry to accounting and economics, mathematics serves as a solid foundation, allowing us to understand and master various fields more easily

(Yudha, 2019). Mathematics also has a role in improving the quality based on the Islamic religion itself, starting from developing critical and logical thinking that helps students to develop critical and logical thinking (Maratusyolihat et al., 2021).

The Historical Role of Mathematics in Islamic Civilization

Numerous studies on mathematics have inspired great scientists from the past, including Muslim scholars like Al-Khwarizmi, Al-Buzjani, and Al-Battani. These three Muslim scientists made groundbreaking discoveries, contributed to the development of existing mathematical theories, and significantly advanced the field of trigonometry**.**

	Al-khawarizmi	Al- Buzjani	Al-Battani
Biodata	Abu Ja'far Muhammad Ibn Musa Al-Khwarizmi, commonly known as Al-Khwarizmi. The name Al-Khwarizmi refers to his birthplace, a small and modest town on the banks of the Oxus River. He passed away in Baghdad in 232 H (847 M)	Muhammad bin Muhammad bin Yahya bin Ismail bin al-Abbas Abu Wafa' al-Buzjani is his full name. He was born on 1 Ramadan 328 H / 10 June 940 M in the Buyid region of Buzjan, Khurasan.	Al-Battani's full name was Abu Abdullah Muhammad ibn Jabir ibn Sinan al-Harrani al-Raqqi al-Sha'ibi. He was born in 858 M and passed away around 929 M.
History	1. The scientist who introduced the concept of algorithms 2. A book titled "Hisab al-Jabr wa al-Muqabalah," which is a study in the field of algebra. 3. Al-Khwarizmi proposed and popularized the use of the number 0 and perfected it using decimal numbers and fractions.	1. Al-Buzjani is known as an astronomer and mathematician, but his main contribution lies in the further development of trigonometry 2. A book on arithmetic titled 'Fi ma Yahtaj ilayh al-Kuttab wa al-Ummal min Ilm al-Hisab' or referred to by Ibn al-Qifti as 'Al-Manazil fi al-Hisab' 3. He was also the first to apply the sine rule to the oblique angles of spherical triangles, using secants and cotangents in	1. In the history of mathematics, Al-Battani has made various improvements and provided important solutions to problems related to spherical trigonometry, 2. Al-Battani is well-known for extensively using trigonometric principles in his astronomical observations. For example, in his stellar theory, he introduced the concepts of sine and cosine as chords or arc lengths, and he used the theories of tangent and cotangent, which later became the foundation of modern trigonometry.

		trigonometry and astronomical investigations, and he contributed to determining the method for calculating Sin 30°.

(Maula et al., 2018)

The Role of Mathematics Education in Islamic Religious Education

Integrating mathematics with Islamic values is a complex challenge but also provides valuable opportunities in curriculum development (Ramdhan & Santosh, 2023). The main challenge lies in expanding the conventional view of mathematics teaching, which is often considered an isolated discipline. This integration requires a deep understanding of Islamic teachings and their application in a mathematical context. In addition, alignment with the needs and distinctiveness of students and the diversity of society are also obstacles that need to be overcome. However, the integration of mathematics with Islamic values also brings great opportunities in creating a holistic understanding of science and religion (Liriwati et al., 2023). By combining mathematical concepts with Islamic moral, ethical, and justice values, mathematics teaching can make a real contribution in shaping the character of learners. This integration also opens the door to the development of more meaningful learning methods, strengthens Islamic identity, and links learning with the realities of everyday life (Fitrah and Kusnadi, 2022). By overcoming these challenges, educational institutions have the opportunity to create a learning environment that is immersive, meaningful, and relevant to Islamic values, while preparing a skilled and moral generation (Bakar et al., 2023).

The application of mathematics in religious practice is very important for Muslims due to its connection with daily life and worship. The integration of mathematics with religion, such as the approach of the Qur'an, simultaneously strengthens the understanding of both. The use of mathematical tools to interpret religious teachings through various methods such as formulas, geometry, statistics, algorithms, and programming, not only broadens the application of mathematics but also deepens the understanding of religion (Bella & Anggraeni, 2024).

RESULTS DISCUSSION

Mathematics education has a role to strengthen communication skills effectively (Rahma, 2023). Students need to use clear and concise mathematical language to explain concepts and solutions. It helps students to develop communication skills that can be applied in all areas of life. In the context of the current Islamic civilization, the ability of students to draw closer to Allah Almighty through an understanding of the beauty and order of the universe becomes an important aspect (Jumrah &; Ondeng, 2022). Thus, students can realize the majesty of Allah Almighty and strengthen their spiritual bond with Him. The beginning of Islamization arose from the idea that science is idealistic and based on one's own

understanding. Islamization can also be interpreted as an effort to harmonize other fields with the Islamic field (Roni et al., 2024).

Islamization of knowledge refers to the step of integrating new knowledge into the heritage of Islam, which is achieved by aligning the definition of knowledge with the principles of Islamic values (Haluddin &; Bahri, 2020). Islamization of knowledge can also be done by selecting and compiling data that is in line with Islam and ensuring that scientific conclusions do not contradict Islam. According to Syed Naquib Al-Attas, the Islamization of knowledge is the process of liberating science from secular interpretations that separate religion and science (Anugrah & Fadlullah, 2023). Secular interpretation is an explanation of science based on secular ideology while secular expression is a way of delivering and using science based on secular ideology (Dalmeri et al., 2022). In the nature of science and its relationship with religion, science and religion are two important human achievements for the survival of civilization. Science can provide solutions to various human challenges and problems while religious science can provide meaning and value in human life. These two areas complement and strengthen each other (Amrillah &; Hakim, 2022)

Based on Table 1, Islamic scientists have made significant contributions to the development of mathematics. Their thoughts and works have been able to inspire other scientists to study, examine, and develop them into more complex sciences. Observing the enthusiasm of past scientists in studying science, we as students should also have a high spirit of learning in any field, especially mathematics. This is because mathematics is the foundation of all knowledge, which will continue to evolve with the times.

Nurcholis Madjid stated that Islamic education must be based on the basic essence of Islam, which covers all aspects of human life (Halim, 2022). This builds a virtuous character based on trust in God and personal responsibility in the Later Day. Thus, all actions, including prayer, devotion, life, and death, are offered and possessed wholly by Allah, along with the whole of nature (Dahlan, 2019). Islamic education aims at the overall growth of the individual. The focus is on moral and skill development. This education is directed to invest capital for the future, preparing the younger generation with high moral values and capable skills (Stepped et al., 2023). Through moral education and expertise, humans are trained to become moral and resilient individuals, who will later become high-quality human resources. (Khoir, 2023). Thus, Islamic education aims to form moral and noble moral people, develop skills and skills needed in modern times, and balance man's relationship with God and relationship with fellow human beings (Wibowo, 2019). In these two dimensions, according to Nurcholis Madjid, Islamic education needs to be developed. From this dimension of divine life is also called the rabbaniyah soul (Q.S. Ali Imran: 79) or ribbiyah (Q.S. Ali Imran: 146) and if we try to detail it then we get personal religious values that can need to be instilled in Islamic education. Some of these values include (1) adherence to Islamic teachings, (2) belief in faith, (3) kindness of heart and deeds, (4) fear and obedience to God, (5) sincerity in worship, (6) complete dependence on God, (7) gratitude for God's favor, and (8) patience in the face of trials. The strong connection between the first dimension, which is the divine dimension (vertical), and the second dimension, which is the human dimension (horizontal), forms the essence of the human dimension. The success of Islamic education cannot be achieved without incorporating divine and human values, as well as piety and good morality. (Al Ghani et al., 2023). The close relationship between taqwa and noble conduct also reflects the connection between faith and good action, as well as

religious practices such as prayer and zakat that strengthen relationships with Allah as well as with fellow human beings (Ilyas et al., 2020).

CONCLUSION

Mathematics is the basic science of many important aspects that exist in this world. In addition, mathematics is also one of the foundations that support the sciences that have developed today. As mathematics is important in life, we must relate mathematics based on an Islamic perspective. We often see this and also often feel it in everyday life, especially in improving the quality of education. Some aspects that we need to pay attention to are about the Islamic perspective in the quality of education. In an Islamic perspective, improving the quality of education is seen from the morals and character of students.

Increasing the character of students who are virtuous and able to bring closer to God without neglecting education is a good thing for the future. This is because students are able to harmonize education, especially the role of mathematics. Integrating mathematics and Islamic values is a complex challenge, but it also provides valuable opportunities in curriculum development. its greatest challenge lies in expanding the traditional outlook on mathematics education, which is often seen as an isolated discipline. This integration requires a deep understanding of Islamic teachings and their application in a mathematical context. For future research, it is recommended that studies focus on developing a curriculum that integrates mathematical concepts with Islamic teachings, including understanding the Qur'an and Hadith, as well as case studies on Islamic schools that have successfully implemented this approach.

REFERENCE

Al Ghani, Y. I., Susanto, H., & Ikhwan, A. (2023). Pendidikan Agama Islam: Problematika dan Tantangan. In *Katalog Buku STAI Muhammadiyah Tulungagung*.

Amara, F. G., Adzkiya, F. N., & Hasanah, R. (2023). Kajian Literatur : Peranan Islam Dalam Majunya Pendidikan Indonesia. *Jurnal Religion: Jurnal Agama,Sosial, Dan Budaya*, *1*, 852.

Amrillah, R., & Hakim, L. (2022). Pandangan Kritis Syed Hossein Nasr Terhadap Relasi Sains dan Agama. *Perspektif- Yayasan Jaringan Kerja Pendidikan Bali*, 525–533.

Anugrah, D. W., & Fadlullah, M. E. (2023). *Epistemologi Islamisasi Pengetahuan Syed M. Naquib Al-Attas dan Implikasinya Terhadap Pemikiran Islam Di Indonesia*. *04*(03). https://doi.org/https://doi.org/10.59689/incare.v4i3.844

Aprilyada, G., Akbar Zidan, M., Adypon Ainunisa, R., & Winarti, W. (2023). Peran Kajian Pustaka Dalam Penelitian Tindakan Kelas. *Jurnal Kreativitas Mahasiswa*, *1*(2), 165–173.

Assyakurrohim, D., Ikhram, D., Sirodj, R. A., & Afgani, M. W. (2022). Metode Studi Kasus dalam Penelitian Kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, *3*(01), 1–9. https://doi.org/10.47709/jpsk.v3i01.1951

Astuti, M., Hidayati, A., & Sunandar, A. R. (2023). *Pendidikan Islam dan Perannya Dalam Membentuk Karakter Mahasiswa*. *12*, 77–88.

Bakar, A., Nazir, M., Deceu, R., & Purnama, B. (2023). Membumikan Konsep Integrasi Pendidikan Islam Dengan Sains Di Lembaga Pendidikan Islam Corresponding Author. *Jurnal Adzkiya*, *VII*, *No. I*(I), 82–92.

Basri, M., Marito, S., & Khairiyah, A. F. (2024). View of Islam Zaman Modern Dan Kontemporer Melalui Organisasi Politik Dan Sosial di Indonesia. *Ulil Albab: Jurnal Ilmiah Multidisiplin*, *3*. https://doi.org/https://doi.org/10.56799/jim.v3i2.2743

Bella, L. I., & Anggraeni, W. (2024). Peran Pendidikan Agama Islam terhadap Pembelajaran Matematika. *Religion : Jurnal Agama, Sosial, Dan Budaya*, *3*(2), 640–650.

Dahlan, A. Z. (2019). KAJIAN NILAI-NILAI PENDIDIKAN AGAMA ISLAM (Tela,ah Berdasakan Al-qur'an dan Al-Hadist). *Angewandte Chemie International Edition, 6(11), 951–952.*, *2*.

Dalmeri, Parhan, M., Hilmiyah, A., Dwi, R., & Bastiar, N. (2022). Sekularisme sebagai Tantangan Pendidikan Islam Kontemporer. *Ta'dibuna: Jurnal Pendidikan Islam*, *11*(2), 222–239. https://doi.org/10.32832/tadibuna.v11i2.7193

Delisa, & Sari Rohati. (2024). Sejarah dan Perubahan, Perkembangan Pendidikan Islam di Mesir. *Jurnal Pendidikan Da Keguruan* , *2*(2), 1–12.

Fitrah, M., & Kusnadi, D. (2022). Integrasi Nilai-Nilai Islam Dalam Membelajarkan Matematika Sebagai Bentuk Penguatan Karakter Peserta Didik. *Jurnal Eduscience*, *9*(1), 152–167. https://doi.org/10.36987/jes.v9i1.2550

Halim, M. (2022). Pemikiran Nurcholish Madjid Tentang Pluralitas Beragama (Suatu Tinjauan Pendidikan Islam). *Journal of Islamic Education : The Teacher of Civilization*, *3*(2), 1–29. https://doi.org/10.30984/jpai.v3i2.2078

Haluddin, & Bahri, S. (2020). Islamisasi Ilmu Pengetahuan; Pengertian, Tujuan, Langkah, dan Pengaruh. *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, *1*(1), 48–54. https://doi.org/10.55623/au.v1i1.6

Harahap, A. R., Ananda, D. P., Daulay, P. I., & Zulham. (2024). Sejarah Peradaban Islam Dalam Perkembangan Matematika. *Bhinneka: Jurnal Bintang Pendidikan Dan Bahasa*, *2*(1), 173–179.

Heriyudanta, M. (2022). Model Modernisasi Pendidikan Islam di Indonesia. *Southeast Asian Journal of Islamic Education Management*, *3*(2), 189–202. https://doi.org/10.21154/sajiem.v3i2.100

Husna, F., Yunus, N. R., & Gunawan, A. (2019). Hak Mendapatkan Pendidikan Bagi Anak Berkebutuhan Khusus Dalam Dimensi Politik Hukum Pendidikan. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, *6*(2), 207–222. https://doi.org/10.15408/sjsbs.v6i1.10454

Ilyas, Putera, G. H., & Muliard. (2020). Nilai Pendidikan Islam dalam Gurindam Dua Belas Karya Raja Ali Haji. *Jurnal Ilmu Budaya*, *16*(2), 120–139.

Jumrah, A. M., & Ondeng, S. (2022). Relevansi Pemikiran Kh. Ahmad Dahlan Dan Kh. Hasyim Asy'Ari Dan Pengaruhnya Dalam Bidang Pendidikan Islam. *AL-URWATUL WUTSQA: Kajian …*, *2*(1), 9–23.

Khoir, Q. (2023). Strategi Kepala Madrasah dalam Meningkatkan Karakter Peserta Didik di Ma Al-Anwar Bunder Pancoran Bondowoso Qoidul. *Jurnal Faidatuna*, *4*(2). https://doi.org/https://doi.org/10.53958/ft.v4i2.219

Liriwati, F. Y., Ilyas, M., Syahid, A., & Merdeka, K. (2023). *Harmonisasi Kurikulum Merdeka Dengan Esensi Pendidikan Agama Islam : Membentuk*. *2*(2), 2830–2842.

Maratusyolihat, Adillah, N., & Ulfah, M. (2021). Pengaruh Kecerdasan Intrapersonal Dan Kemandirian Belajar Terhadap Kemampuan Berpikir Kreatif Pada Pelajaran Matematika. *Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam*, *20*(2), 235–248. https://doi.org/10.15408/kordinat.v20i2.21408

Maula, I., Pambudi, A. S., & Rohmah, Z. (2018). Perkembangan Matematika dalam Sejarah Peradaban Islam. *Prosiding Konferensi Integrasi Interkoneksi Islam Dan Sains*, *1*(September), 115–119.

Musafaah, R. Y., Sepriani, R., Rahayuningsih, R. T., Rahmatiya, R., Sarlina, S. F., & Amrillah, R. (2023). Urgensi Integrasi Ilmu Islam dalam Matematika Kehidupan. *Jurnal Basicedu*, *7*(6), 3(2), 524–532.

Naoum, D. S. G. (2013). *Dissertation Research & Writing For Construction Students* (Third Edit). Taylor & Francis.

Rahma, I. A. (2023). Analisis Keterampilan Komunikasi Pembelajaran Matematika pada Peserta Didik Kelas IV Sekolah Dasar Negeri 192 Pekanbaru. *Mahaguru: Jurnal Pendidikan Sekolah Dasar*, *4*(2), 401–412.

Ramadhan, W., & Santosa, S. (2023). Analisis Integrasi Nilai-Nilai Keislaman dalam Pembelajaran Ilmu Pendidikan Alam dan Sosial (IPAS) Pada Kurikulum Merdeka di Sekolah Dasar. *El-Ibtidaiy: Journal of Primary Education*, *6*(1), 1–12.

Roni, E., Supriawan, & Suparni. (2024). Tantangan Pendidikan Masa Kini Dalam Perspektif Islam Di Era Globalisasi. *Jurnal Pendidikan Tambusai*, *8*, 7837–7847. https://doi.org/https://doi.org/10.31004/jptam.v8i1.13570

Ruhiat, D. J., Puspitarani, M., Salma, S., & Fajrussalam, H. (2022). Sejarah Konsep Matematika dalam Peradaban Islam dan Implementasinya dalam Kehidupan. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *5*(2), 114–121. https://doi.org/10.58518/awwaliyah.v5i2.1116

Sari, D. W., & Putri, M. S. (2023). Relevansi Pendidikan Islam Di Era Digital Dalam Menavigasi Tantangan Modern. *SICEDU : Science and Education Journal*, *2*(2), 372–380.

Subagiya, B. (2022). Ilmuan muslim polimatik di abad pertengahan. *Ta'dibuna: Jurnal Pendidikan Islam*, *11*(1), 112. https://doi.org/10.32832/tadibuna.v11i1.7075

Supendi, U., Pribadi, S., & Murni, F. E. D. (2023). Dampak Islamisasi Kerajaan Padjajaran: Sistim Pendidikan dan Nilai-Nilai Sosial dalam Kehidupan Masyarakat Sunda. *Attractive : Innovative Education Journal*, *6*(1), 1–12.

Suwarno, S. (2019). Kejayaan Peradaban Islam dalam Perspektif Ilmu Pengetahuan. *Islamadina : Jurnal Pemikiran Islam*, 165. https://doi.org/10.30595/islamadina.v0i0.5105

Tiwery, B. (2019). *Kekuatan dan Kelemahan Metode Pembelajaran dalam Penerapan Pembelajaran HOTS*. Media Nusa Creative.

Trisnawati, N. F., Supriadi, & Warfandu, S. (2023). Pengaruh Pembelajaran Daring Dengan Menggunakan Aplikasi Google Classroom Dan Google Meet Terhadap Minat Dan Hasil Belajar Matematika Mahasiswa. *Proximal: Jurnal Penelitian Matematika Dan Pendidikan Matematika*, *6*(2), 347–355. https://doi.org/10.30605/proximal.v6i2.2929

Wibowo, A. M. (2019). Kesalehan Ritual Dan Kesalehan Sosial Siswa Muslim Sma Di Eks Karesidenan Surakarta. *Jurnal SMART (Studi Masyarakat, Religi, Dan Tradisi)*, *5*(1), 29–43. https://doi.org/10.18784/smart.v5i1.743

Yudha, F. (2019). Peran Pendidikan Matematika Dalam Meningkatkan Sumber Daya Manusia Guna Membangun Masyarakat Islam Modern. *Jurnal Pendidikan Matematika*, *5*(2), 87–94.