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Religious Moderation in Madrasah Ibtidaiyah: A Systematic Review of Contextual Mathematics Learning Strategies

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A B S T R A C T
The integration of religious moderation values into mathematics learning in Islamic elementary schools (Madrasah Ibtidaiyah) is a promising approach to simultaneously develop students' character and mathematical reasoning. This study aims to systematically review the strategies and methods used to embed values such as tolerance (*tasamuh*), justice (*i'tidal*), balance (*tawazun*), and deliberation (*syura*) through contextual mathematics learning. Using a systematic literature review method, this study analyzed peer-reviewed articles, books, and official documents published between 2015 and 2024 across databases such as Google Scholar, DOAJ, and Garuda. Findings indicate that contextual learning especially through open-ended problems, inclusive group projects, and real world applications not only promotes inclusive values but also enhances students' mathematical competence, particularly in reasoning, proportional thinking, and problem-solving. Teachers play a crucial role in designing lessons that address cognitive, affective, and spiritual dimensions. This review provides practical insights for educators and policymakers and identifies future research directions to strengthen integrative models of mathematics education in Madrasah Ibtidaiyah.

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1. INTRODUCTION

Religious moderation is an attitude or understanding that emphasizes a middle path, avoiding extremes (Salim et al., 2023). Given Indonesia's rich cultural and religious tapestry, such moderation is not merely theoretical but must be actively instilled through the national education system. The Ministry of Religious Affairs of the Republic of Indonesia asserts that religious moderation does not imply abandoning core religious principles or being lax in practice. Instead, it reflects a confident adherence to the essence of one's faith, which upholds justice and balance (Kemenag RI, 2019). In other words, religious moderation entails the capacity to appreciate and respect differences in beliefs and religious practices, while behaving justly and inclusively toward all religious groups.

In Indonesia nation renowned for its cultural and religious diversity religious moderation is

essential for maintaining harmony and social stability. The Ministry of Religious Affairs (2020) identifies *Madrasah* as the vanguard of Islamic education tasked with addressing radicalism and intolerance through the promotion of *wasathiyah* values. Madrasah Ibtidaiyah (MI), as an Islamic-based primary school, bears the responsibility of shaping students into moderate and tolerant individuals. The student age range (6-12 years) is a critical stage for developing religious identity and character. Within this context, Madrasah Ibtidaiyah plays a central role not only in academic instruction but also in the moral and spiritual development of students.

Madrasah Ibtidaiyah doesn't solely aim to deliver academic education but also moral and spiritual development. While Islamic teachings are taught intensively, universal values such as tolerance, justice, and mutual cooperation must also be instilled. This multidimensional goal opens the opportunity to incorporate universal values into various subjects including mathematics, which is often overlooked as a value-laden discipline. Although mathematics is often perceived as a neutral and value free discipline, the context and methods of teaching it can be adapted to convey religious moderation values. In reality, the nature of mathematics instruction especially when contextualized offers fertile ground for the integration of moderation values. Mathematics, is a powerful medium for nurturing universal values that align with religious moderation such as justice, tolerance, rationality, and humility. When taught with awareness and intention, math education can become not just a technical subject but a character-building process, preparing students to live wisely and peacefully in a pluralistic world. Religious moderation as a foundational value in Indonesian religious life can be effectively internalized through mathematics education in Madrasah Ibtidaiyah. This integration is supported by two main factors: first, mathematics receives substantial and continuous instructional time across educational levels; second, it possesses logical, systematic, and flexible characteristics suitable for contextualizing values such as *tasamuh* (tolerance), *tawazun* (balance), and i'tidal (*justice*).

The integration of religious values and mathematics learning can take several forms, from exploring Quranic verses that include mathematical concepts to infusing moral values through strategies such as infusion, analogy, narrative, and modeling. These approaches demonstrate that values such as honesty, discipline, responsibility, and tolerance can be cultivated alongside mathematical competencies. For example, a teacher introduces a lesson on fractions and proportions by exploring the Qur'anic inheritance law (Al-Qur'an Surah An-Nisa: 11), which outlines the specific shares of inheritance given to heirs. For instance: "Allah commands you concerning your children: for the male, what is equal to the share of two females...". Using this verse, students learn how inheritance is divided among heirs using fractional values (e.g., 1/2, 1/4, 1/8). The teacher guides students to calculate shares based on given scenarios. This becomes a real-life application of fractions and ratios, while also discussing values such as fairness, justice, and obedience to divine law all of which are central to both mathematics and religious moderation.

Nafi'an et al. (2023) explicitly show how the value of *tasamuh* (tolerance) a key principle of Islamic moderation can be internalized through open ended problem-solving strategies in mathematics instruction. Students are encouraged to discover multiple correct solutions to a problem, fostering appreciation for diverse perspectives and solution approaches. This mirrors *tasamuh* in Islam, which values differing opinions and life choices. Despite an increasing number of studies examining religious moderation in Islamic education, most of these focus on Islamic subjects or general character education rather than on mathematics instruction (Supriyanto, 2025; Rahmat Hidayat et al., 2023). Moreover, existing studies rarely connect strategies of contextual or inclusive learning with specific outcomes in students' mathematical reasoning or problem-solving abilities. Meanwhile, broader literature on improving MI quality indicates a strong interest

in curriculum reform, teacher training, and inclusive pedagogies, but lacks a focused analysis on the intersection of contextual mathematics learning, moderation values, and mathematical competence at the Madrasah Ibtidaiyah level (Rahman et al., 2024; Supriyanto, 2025)

Thus, integrating religious moderation values through mathematics education not only enables students to grasp mathematical concepts more deeply but also fosters inclusive and tolerant character development from an early age. This practice aligns with the vision of Madrasah Ibtidaiyah as an Islamic educational institution that prioritizes not only cognition but also spirituality and character formation.

This study aims to explore how mathematics instruction can serve as a tool to teach religious moderation in Madrasah Ibtidaiyah. The primary focus is to identify effective strategies and methods for integrating religious moderation values into mathematics teaching. Therefore, this study offers a novel contribution by presenting a systematic synthesis of contextual mathematics learning strategies that are explicitly designed to internalize religious moderation values within the unique setting of Madrasah Ibtidaiyah. Unlike previous studies that examine isolated values or single approaches, this article identifies a broader spectrum of strategies including open-ended tasks, proportional reasoning, inclusive media, and project-based learning and links them directly to both religious character formation and the development of mathematical reasoning. To date, no existing literature has comprehensively mapped this intersection through a systematic review in the Madrasah Ibtidaiyah context.

2. METHOD

This study employed a qualitative systematic literature review (SLR) method to explore how religious moderation values are integrated into contextual mathematics learning in Madrasah Ibtidaiyah. The SLR approach was selected to allow a structured synthesis of existing knowledge, pedagogical strategies, and theoretical perspectives related to this specific area of educational innovation (Booth, Sutton, & Papaioannou, 2016).

The data were obtained from four main academic databases: Google Scholar, DOAJ, Garuda, and ResearchGate. The search was conducted using combinations of keywords such as “religious moderation”, “mathematics learning”, “contextual learning”, “Islamic education”, “Madrasah Ibtidaiyah”, and “mathematical reasoning”. The inclusion criteria were as follows:

a. Published between 2015 and 2024,
b. Peer-reviewed journal articles or official academic publications,
c. Written in English or Indonesian,
d. Explicitly discussing the integration of religious values into mathematics learning, especially in the context of Islamic primary schools (Madrasah Ibtidaiyah).

Articles were excluded if they were not peer-reviewed, did not discuss mathematics education, or lacked direct relevance to the integration of religious moderation values.

The review followed four systematic steps adapted from the PRISMA framework (Moher et al., 2009):

a. Identification: A total of 80 articles were initially identified based on keyword search.
b. Screening: After screening titles and abstracts, 30 articles were retained.
c. Eligibility: Full texts were evaluated against inclusion criteria, resulting in 36 eligible articles.
d. Inclusion: Finally, 20 articles were selected for thematic analysis.

The selected articles were analyzed using thematic content analysis (Braun & Clarke, 2006). Each article was read carefully, and relevant segments were coded based on themes such as: (1)

teaching strategies, (2) religious moderation values integrated, (3) mathematical competencies targeted (e.g., reasoning, problem-solving), and (4) learning context. Codes were then clustered into larger thematic categories to identify effective instructional strategies and their pedagogical implications. Cross-checking and reflective triangulation were conducted to ensure the credibility and consistency of interpretation across sources.

3. RESULTS AND DISCUSSION

This section presents the synthesized findings of a systematic literature review focused on the integration of religious moderation values into contextual mathematics learning at the Madrasah Ibtidaiyah level. By analyzing selected academic sources from the last decade, the study aims to map out how mathematics, traditionally viewed as value-neutral, can be transformed into a medium for cultivating inclusive and moderate character traits in students. The discussion begins by outlining the analytical approach and data sources, followed by a thematic synthesis of identified strategies and implications for future educational practices.

a. Analytical Framework and Overview

This section presents the findings of a systematic literature review (SLR) on how contextual mathematics learning in Madrasah Ibtidaiyah (MI) can serve as a vehicle for internalizing religious moderation values. A qualitative content analysis approach was used to analyze selected articles, with a focus on identifying pedagogical strategies, the specific moderation values integrated, and the mathematical competencies developed. The synthesis process was guided by a thematic framework built around core principles of religious moderation as outlined by the Ministry of Religious Affairs (2021).

b. Article Selection and Mapping

A total of 20 articles published between 2015 and 2024 were selected for review. These articles were retrieved from various academic repositories including Google Scholar, DOAJ, Garuda, and Research Gate. The majority were peer-reviewed national publications, while several were open-access international journals. Most studies focused on the Indonesian context, particularly Islamic-based educational settings at the primary level.

The articles were mapped according to publication year, educational level, religious moderation themes, and instructional strategies. Thematic trends indicated increasing attention to value integration in mathematics education since 2019, reflecting alignment with national curriculum priorities on character education.

c. Bibliometric Insight and Research Profiling

A basic bibliometric scan showed recurring keywords such as “moderasi beragama,” “pendidikan karakter,” “matematika kontekstual,” and “nilai-nilai Islam.” The most frequently cited authors were affiliated with UIN, STAIN, and IAIN campuses. Most publications adopted qualitative descriptive or case study approaches, and only a few incorporated robust assessments of mathematical competence.

d. Thematic Synthesis of Learning Strategies

The literature revealed seven core strategies for integrating religious moderation into mathematics learning:

1) Use of Diverse Contexts

One effective method to integrate religious moderation values into mathematics learning is through the use of diverse and inclusive problem contexts. For example, mathematics word problems can include names and characters from various ethnic and

religious backgrounds, helping students become accustomed to diversity from an early age (Suryani & Wahyuni, 2020). Mathematics problems in this context, we mean realistic, story-based questions that encourage students to solve mathematical tasks while also connecting to their lived experiences, values, and social environment. These problems are powerful tools for both cognitive development and character education, including the promotion of religious moderation and respect for diversity.

This integration activity can be done through direct learning activities, or through Mathematics problems that contain elements of religious moderation. The following is an example of the integration of religious moderation values that can be made from the use of diverse contexts through interfaith figures.

Table 1: Integration of Diverse Contexts in Mathematics Learning

Basic Competency	Learning Activity / Problem	Religious Moderation Value	Teacher Reflection
Solving problems related to integer and fraction operations.	In celebration of National Unity Day, three inspirational figures from different religions KH. Abdur Rahman Wahid (Islam), Pastor Frans Magnis-Suseno (Catholic), and I Gusti Ngurah Rai (Hindu) initiate a school clean-up with students. Wahid's group collected 12 trash bags, Pastor's 8, and Ngurah Rai's 10. Each bag weighs 5 kg. Questions: 1. What is the total weight of the trash collected? 2. If the trash is distributed equally among 10 small disposal sites, how many kg does each site receive? 3. What important value from these figures can you apply in daily life?	**Tolerance (*Tasamuh*):** Interfaith collaboration without conflict. **Balance (*Tawazun*):** Equal contribution by all groups. **Deliberation (*Syura*):** Solving problems for common good.	What are the positive impacts of interfaith collaboration? How can you apply such attitudes in school?

2) Application of the Principle of Justice

Mathematics inherently teaches principles of justice and fairness through concepts such as equitable distribution and proportional reasoning. Teachers can connect these concepts to religious moderation by encouraging discussions on how mathematical fairness applies to real life situations emphasizing the importance of treating others justly regardless of background (Hartono & Sulastri, 2019). The following are mathematics learning activities or math problems that can be made from the application of the principle of justice.

Table 2: Integration of Justice Principle in Mathematics Learning

Basic Competency	Learning Activity / Problem	Religious Moderation Value	Teacher Reflection
Solving problems involving fractions and	To celebrate Unity and Tolerance Day, students from various religions in class VI of MI Al-Falah collect 120 aid packages. They will be distributed among 3 villages: • Village A (Islam majority): 2 parts	**Justice (*I'tidal*):** Fair treatment based on proportion, not discrimination.	"Does fairness mean equal shares or

proportional division. Demonstrating fairness and respect for diversity in daily life.	• Village B (mixed faiths): 3 parts • Village C (Christian majority): 1 part Aid will be distributed fairly and proportionally according to each person's share. Questions: 1. What is the total number of parts? 2. How many packages does each village receive? 3. Why is proportional and fair distribution important despite religious differences??	**Tolerance (*Tasamuh*):** Respect for different religious backgrounds in aid distribution. **Deliberation (*Syura*):** Joint agreement for common good.	needs-based distribution?" "How do you practice fairness in sharing with friends of different religions?"

3) Collaboration and Cooperation

Mathematics learning activities that emphasize group work and collaboration can help students understand the importance of teamwork and mutual respect. Through group projects, students learn to listen to others' opinions, resolve conflicts constructively, and work together toward common goals. These are essential values in fostering religious moderation (Nurhayati & Fauzan, 2021).

Table 3: Integration of Cooperation in Mathematics Learning

Basic Competency	Learning Activity / Problem	Religious Moderation Value	Teacher Reflection
Solving problems involving mixed number operations. Demonstrating cooperative behavior.	In honor of Interfaith Brotherhood Day, students from a Madrasah and a Christian school clean a citypark. MI group (led by Ms. Rina): to clean 12 garden plots, with an average time of 25 minutes per plot. Christian group (led by Ms. Maria): cleaned 10 garden plots, with an average time of 30 minutes per plot. After the activity, they discussed and agree to write a message that teaches peace on a 150 cm × 40 cm board. Questions: 1. How long did each group take? 2. Who took longer and by how much? 3. If each letter takes 5 cm, how many letters can fit? 4. What cooperative value did you learn?	**Tolerance (*Tasamuh*):** Interfaith appreciation. **Deliberation (*Syura*):** Joint discussion for message. **Exemplary (*Qudwah*):** Cooperation between different faith schools.	"Why is it important to collaborate despite religious differences?" "What tolerance acts can you do at school?" "How does teamwork lighten the load?"

4) Contextual Approach in Mathematics Learning

A contextual approach in mathematics education helps students see how mathematical concepts apply in real-life situations across diverse cultural and religious backgrounds. By using examples drawn from various communities, students learn to appreciate the contributions of different groups to mathematics and science (Mulyadi & Setiawan, 2018).

An example of a mathematics learning activity related to the use of a contextual approach that contains elements of religious moderation.

Table 4: Integration of Contextual Approach in Mathematics Learning

Basic Competency	Learning Activity / Problem	Religious Moderation Value	Teacher Reflection
Solving problems involving fractions and volume. Demonstrating tolerance and cooperation.	In Harmony Village, people from various religions live side by side in harmony. Every month, they manage clean water from the village well together. The water will be distributed fairly to three places of worship. Daily output: 1,200 L. Mosque needs 2/5, Church 1/4, and the rest goes to the temple. Questions: 1. How much water does each receive? 2. Is the distribution fair? Justify. 3. How does this activity teach peaceful coexistence?	**Tolerance (*Tasamuh*):** Fair distribution across faiths. **Balance (*Tawazun*):** Proportional allocation. **Citizenship (*Muwatanah*):** Cooperation regardless of religion.	"Why is fair sharing important even with different beliefs?" "How can you apply such values at school or home?

5) Inclusive Learning Media

Instructional media used in teaching mathematics should reflect diversity and inclusivity. Textbooks, educational videos, and other learning materials must include representations from various ethnic and religious groups so that all students feel valued and included in the learning environment (Wahid & Hidayat, 2022).

For examples of mathematics learning activities and questions that use learning media to be used as an effort to increase religious moderation.

Table 5: Integration of Inclusive Media in Mathematics Learning

Basic Competency	Learning Activity / Problem	Religious Moderation Value	Teacher Reflection
Presenting and interpreting data in tables or charts. Demonstrating respect for diversity..	Students view a poster of children from various faiths studying together in a library. A table shows borrowing data for religious books, based on the number of loans for 1 month: Types of Religious Books / Amount Borrowed Islam — 45 books Christian — 35 books Hindu — 20 books Buddha — 30 books Questions: 1. Can you create a bar chart to represent the number of books borrowed by students of different religions? 2. What is the total number of books borrowed by all students? 3. What percentage of the total borrowings is represented by each religion?	**Equality (*Musawah*):** Equal representation of all religions. **Tolerance (*Tasamuh*):** Respect for diversity of reading sources. **Justice (*I'tidal*), dan Equality (*Musawah*):** Equal access to religious knowledge.	"Through posters like this, we learn that diversity is not a barrier to learning. All religions deserve respect and representation."

	4. Why do you think it is important for school libraries to provide religious books from various faiths? 5. What have you learned about diversity and tolerance through this activity?		

6) Project-Based Learning

Project-based learning enables students to collaborate in diverse groups to solve complex mathematical problems. Through such projects, students learn to value different perspectives and work together effectively skills that are essential in fostering religious moderation (Rahmawati & Nurhasanah, 2020).

For examples of mathematics learning activities and questions that use a project-based learning approach to be used as an effort to increase religious moderation.

Table 6: Integration of Project-Based Learning in Mathematics

Basic Competency	Learning Activity / Problem	Religious Moderation Value	Teacher Reflection
Solving problems related to measurement, perimeter, area, and cost. Developing teamwork, tolerance, and appreciation of diversity.	The sixth grade students will build a "Moderation Corner" at school, a reading and discussion corner containing books on religious diversity, culture, and peace values. The space will be filled by students working together from various religious backgrounds. The teacher asks students to make a budget plan and layout of the moderation corner based on mathematical calculations. Tasks: 1. The moderation corner will be created in the corner of a rectangular classroom measuring 3 meters long and 2 meters wide. Calculate area! 2. To cover the corner floor with carpet cost: Rp75,000/m². What is the total cost of purchasing the carpet? 3. Divide space into 3 zones: Bookshelf, Table, Lounge (each 1/3 area). How many square meters is each section? 4. If the total cost: Rp450,000. Group: 3 Muslim, 2 Christian, 1 Hindu. How much should each student pay on average? Is it fair?Why? 5. Create a bar chart showing religious composition.	**Tolerance (*Tasamuh*):** Interfaith collaboration. **Deliberation (*Syura*):** Shared decision-making. **Justice (*I'tidal*):** Fair contributions and space use. **Equality (*Musawah*):** Inclusive participation.	"What did you learn from building the Moderation Corner with friends of different religions?" "How can we practice fairness in group work, despite different abilities?"

7) Inclusive Learning with Technology

The use of technology in mathematics learning can promote religious moderation by providing access to diverse resources that reflect global pluralism. Online platforms and educational applications can include content that celebrates the contributions of various cultures and religions to the development of mathematics (Syafitri & Lestari, 2021).

For example, students might be asked to watch a video titled 'Global Pioneers in Mathematics', featuring famous figures from various religious and cultural backgrounds. The table below illustrates how such an activity can integrate religious moderation values into mathematics learning.

Tabel 7. Integrasi Pembelajaran Inklusif berbasis Teknologi dalam Pembelajaran Matematika

Basic Competency	Learning Activity / Problem	Religious Moderation Value	Teacher Reflection
Interpreting data and solving problems involving numbers and fractions. Using information technology positively for learning.	Students access an educational or mathematics learning simulations (for example YouTube Education) video titled: "Global Pioneers in Mathematics" featuring: - Al-Khwarizmi (Islam – Persia): Algebra - Hypatia (Christian – Alexandria): Geometry - Aryabhata (Hindu – India): Decimal System - Maimonides (Jewish – Andalusia): Logic & Math - Liu Hui (Taoist – China): Fractions & Volume Tasks: 1. Create a table listing names, countries, and contributions. 2. Calculate the average year of contributions of mathematical contributions from the five figures if: Al-Khwarizmi: 820 AD Hypatia: 400 AD Aryabhata: 500 AD Maimonides: 1180 AD Liu Hui: 260 AD 3. Make a bar chart showing timeline of contributions. 4. Reflect on what can be learned from cultural and religious diversity in mathematics.	**Tolerance (*Tasamuh*):** Recognizing that math was developed by figures of many faiths. **Equality (*Musawah*):** All cultures and religions contribute to knowledge. **Innovation (Tathawwur wa Ibtikar).:** Mathematics as a universal science.	"How does technology help you understand that math is a shared heritage of humanity?" "Why is it important to honor and learn from scholars of different faiths and backgrounds?"

Implementation in Madrasah Ibtidaiyah

The findings highlight the richness and versatility of mathematics as a medium for value education. Mathematical concepts such as proportion, division, and measurement are naturally aligned with ethical principles of fairness, cooperation, and balance. These strategies not only

enhance students' mathematical reasoning but also nurture character traits essential in pluralistic societies.

However, there are some notable gaps. Most existing studies focus on individual values (e.g., tolerance) rather than presenting a comprehensive integration of all moderation principles. Furthermore, few articles measured the actual impact of these integrative strategies on students' mathematical competencies. Empirical studies evaluating the effectiveness of such strategies remain limited, particularly in MI contexts.

The promotion of religious moderation in Madrasah Ibtidaiyah through mathematics learning can be implemented :

a. Integrating Moderation Values into Mathematics Lessons

Teachers can design lesson plans (RPP) that incorporate religious moderation values. Story problems may reflect diversity, such as interfaith social activities. Instructional materials should represent various cultural and religious backgrounds. Classroom discussions can explore how mathematics concepts can be applied to create a fair and harmonious society (Mulyadi & Setiawan, 2018).

b. Training Moderate Mathematics Teachers

Mathematics teachers in Madrasah Ibtidaiyah should receive special training on integrating religious moderation into their lessons. This includes interactive and inclusive teaching methods, using diverse learning media, and techniques to encourage constructive classroom dialogue around issues of fairness and tolerance.

c. Interfaith Collaborative Activities

Students can be encouraged to visit houses of worship and engage in dialogue with followers of different religions. These experiences are followed by reflection reports that connect their experiences to math concepts, such as statistical analysis of visitor numbers or geometric analysis of building structures (Rahmawati & Nurhasanah, 2020).

Additionally, math competitions with themes of diversity and inclusion can be organized. The problems presented in such events may involve equitable resource distribution, demographic analysis of diverse populations, or social statistics thereby promoting both mathematical skills and critical thinking about justice and inclusivity (Syafitri & Lestari, 2021).

d. Establishing an Inclusive Mathematics Library

Schools may set up inclusive mathematics libraries featuring literature on religious moderation. These libraries can include biographies of mathematicians from various religions and cultures, general mathematics books, children's stories from diverse traditions, and educational videos that combine mathematics with themes of interfaith harmony. Posters promoting moderation through math can also complement the space.

4. CONCLUSION

Integrating the values of religious moderation into mathematics education at Madrasah Ibtidaiyah is a good approach to fostering tolerance and respect for differences from an early age. This approach is practically successful in achieving specific educational and moral goals. Strategies such as using diverse contexts, applying principles of justice, emphasizing collaboration, contextual teaching, inclusive learning media, project based learning, and leveraging technology all contribute to helping students internalize moderation values. Thus, mathematics education becomes not only a medium for cognitive development but also a powerful tool for shaping inclusive and tolerant character among young learners.

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