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Developing the Religious Attitudes of MTs Students Through Islamic Value-Based Mathematics Learning in Statistics

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ABSTRACT

This study aims to: 1) ascertain the extent to which developing religious attitudes in MTs students is influenced by learning mathematics with Islamic values on statistical material supported by e-modules, and 2) ascertain the features of the religious attitudes of MTs students following their involvement in learning mathematics with Islamic values on statistical material supported by e-modules. This study used an experimental methodology. These findings are based on tests that researchers administered to students in classes IX A and IX B at MTs Negeri 1 Pontianak in the form of essay questions. Each class had 30 students. SPSS's independent sample t test yielded a Sig. (2-tailed) value of 0.019, where <0.05. Based on these findings, it can be said that 1) students who received instruction using e-modules on statistics that included Islamic content had higher learning outcomes for their religious views than students who received standard instruction. 2) Out of 30 students who worked on the posttest questions on religious attitudes in statistics in the experimental class, the religious attitudes of MTs students with the help of e-modules and Islamic-containing mathematics learning fall into the same category as 83.3% of students who finished classically.

KEYWORDS

Religious Attitude
Mathematics
Learning
Islamic Values
Statistics

1. Introduction

The research background begins with the impact of current globalization, which has caused Indonesian society to forget its character. Children's manners, ethics, and creativity have declined due to the weakening of cultural and national character education. This decline in morals in students is due to the lack of a strong religious education (Kurniawan, Ysh, and Artharina 2021; Jannah 2019). The decline in students' religious character can be seen from the many acts of violence between students/bullying, student brawls between schools, and other negative facts related to the character of today's students (Sari et al. 2022; Syahnaz, Hidayat, and Muqowim 2023). Based on the objectives of character education as outlined in Presidential Decree No. 87 of 2017 which aims to strengthen the subject matter of improving character education (PPK), it is important to practice principles such as religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, patriotism, respect for achievement, communication, peace, literacy, environmental awareness, social responsibility, and personal accountability (Rohiliah, Maulana, and Basar 2023). Thus, it is important to instill character, especially strong religious education, in this case a religious attitude, which needs to be made a habit by school students.

Religious attitudes are an important part of character education because religion is often a source of moral and ethical values that are applied in social life (Silvatama et al. 2023). Religious character is not only related to worship relations, but also concerns relations between fellow humans and the environment (Basri, Suhartini, and Nurhikmah 2023). Religious character is very much needed by students to face the changing times and moral degradation (Mudkir 2023). This demonstrates that fostering the nation's character requires not only parental and community awareness, but also, more importantly, teachers. Integrating Islamic values into other subjects can also contribute to influencing students' religious attitudes.

One of the Islamic values that can be integrated into compulsory subjects is mathematics. Integration between mathematics and Islam can be achieved by connecting mathematical concepts with Islamic principles (Silvatama et al. 2023; Nurhamdiah, Maimunah, and Roza

2020; Annisa et al. 2024; Putri, Pratiwi, and Nazwa 2024; Shofia and Malasari 2023). Mathematics learning is abstract and algorithmic (Susanti 2020). Mathematics is called the queen of sciences because, in its development, it has never depended on other sciences. However, mathematics has always provided services to various branches of science to develop themselves, both in theory and especially in application (Kamarullah 2017). Every problem in life that needs to be solved carefully and thoroughly must always be based on mathematics (Nur et al. 2024; Friantini and Winata 2019; Pulungan and Rakhmawati 2022). In Islam, mathematics is a very important thing because every area of human life cannot be separated from mathematics (Siagian 2017; Rahmi et al. 2023; Nurjanah 2021). Integrating Islamic values into mathematics learning can be done, for example, in statistics. Statistics encompasses data collection, data processing, data analysis, and drawing conclusions based on the data (Lutfiana 2020; Sri Bina 2020; Dewi, Khodijah, and Zanthy 2020). Through statistics learning, students can perform calculations related to zakat, inheritance, and measuring prayer times, which are part of the daily routine of MTs students.

The formulation of the research problem is: 1) how does the influence of Islamic value-laden mathematics learning on statistics material assisted by e-modules develop the religious attitudes of MTs students? 2) what are the characteristics of MTs students' religious attitudes after participating in Islamic value-laden mathematics learning on statistics material assisted by e-modules. The state of the art and novelty in this research is the decline in students' religious character which results in acts of violence between students/bullying, student brawls between schools, and other negative facts related to the character of today's students can be minimized through the integration of Islamic values in mathematics learning assisted by e-modules on statistics material as an achievement of increasing the religious attitudes of MTs students in Pontianak City, West Kalimantan Province. Through mathematics learning that contains Islamic values, it is hoped that teachers can foster and strengthen students' religious attitudes (Silvatama et al. 2023). Besides that, (Syahnaz, Hidayat, and Muqowim 2023) adding the role of religious character for teenagers in the digital era, namely as a barrier so that teenagers do not easily become complacent and fall into the negative impacts of digital technology.

The urgency of this research lies in the decline in students' religious character, which has led to acts of violence between students/bullying, student brawls between schools, and other negative facts related to the character of today's students. Therefore, the importance of character development, especially strong religious education, in particular religious attitudes, needs to be instilled in students. This shows that the character of the nation's children is not only needed by parents and society, but more importantly, teachers. Through a teacher, the integration of Islamic values into other subjects can also contribute to influencing students' religious attitudes.

2. Method

This research is a quantitative research with the research method being an experimental method with the form of research being True Experimental Designs and the research design being Posttest-Only Control Design (Sugiyono 2018).

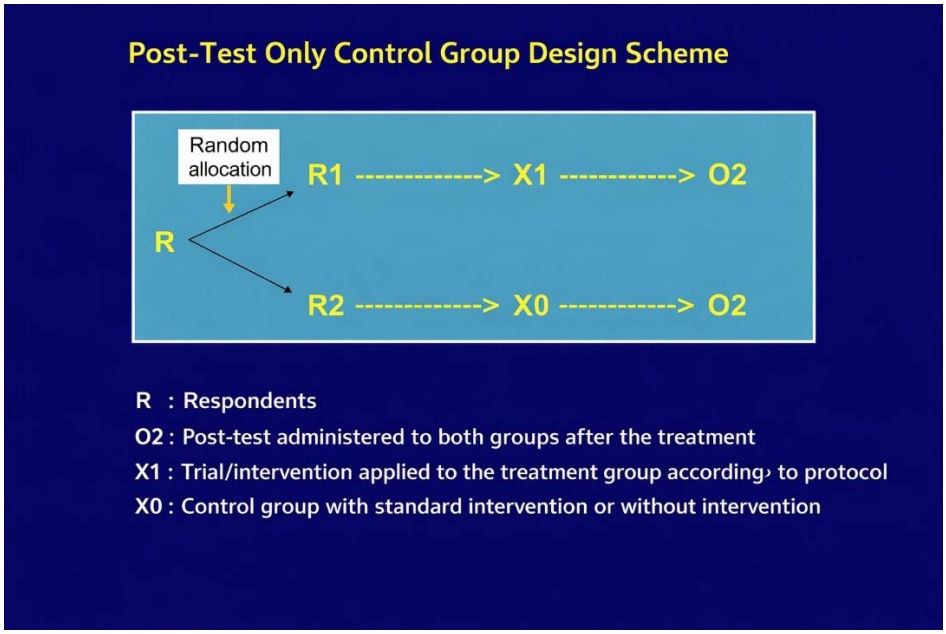

Figure 1. Posttest-Only Control Design Research Design

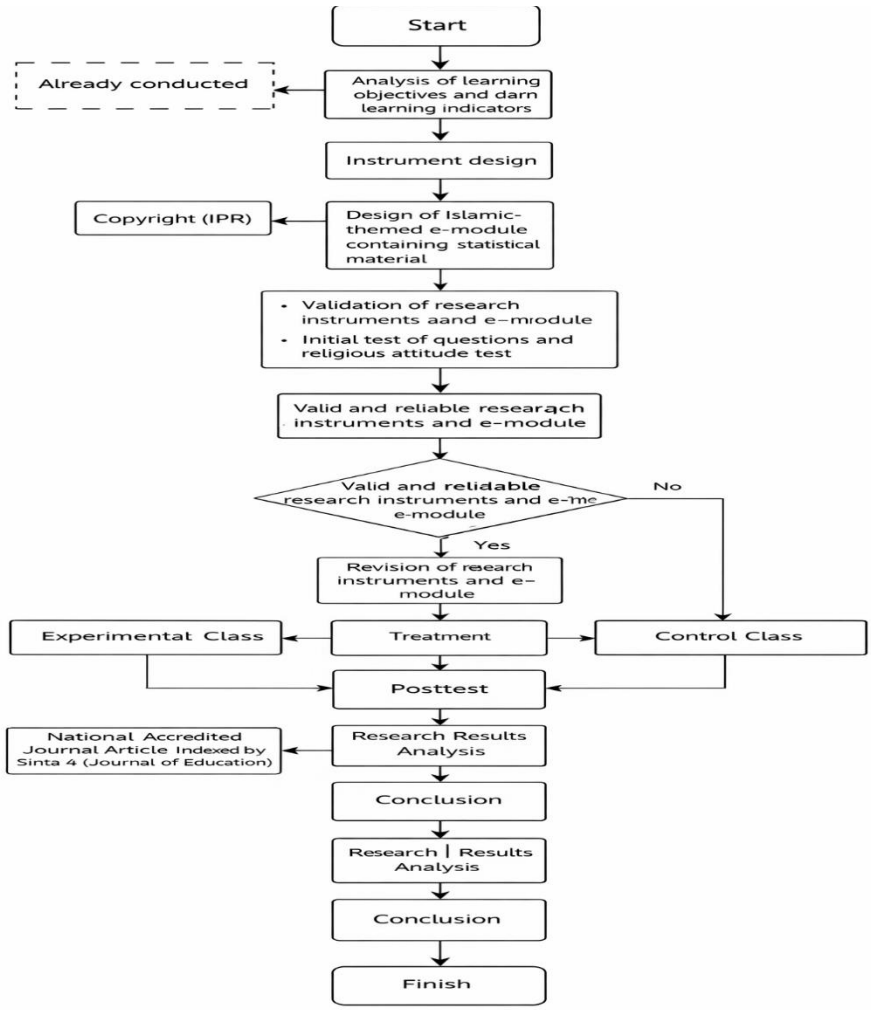

Figure 2. Research Flowchart

The proposed research will be conducted for one year (2025–2026), and the research procedures will be as follows. 1) First, in this research process is to analyze the learning objectives and achievement

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indicators of statistics material. At this stage, clear learning objectives and achievement indicators are obtained based on references to the syllabus and teaching modules for mathematics subject teachers. 2) Second, is to design the research instrument. Here the researcher designed the instrument to be used in the research in the form of a posttest question on the religious attitudes of MTs students. 3) Third, is to design an e-module containing Islamic content on statistics material. At this stage, an e-module containing Islamic content is created which will be used by mathematics subject teachers to improve the religious attitudes of MTs students. 4) Fourth, is to validate the research instrument and e-module. At this stage, the researcher validates with validators according to their expertise. The research instrument in the form of a posttest question on the religious attitudes of MTs students and an e-module containing Islamic content on statistics material are examined for their validity with the aim of obtaining a valid instrument and e-module used for the next research process. 5) Fifth, is to conduct a trial of the instrument, namely the test questions on the religious attitudes of MTs students. This stage is carried out to obtain research instruments that are suitable and reliable for use in the next research stage. 6) Sixth, analyze the validation results of the instrument and e-module, as well as the trial of the religious attitude test questions for MTs students. At this analysis stage, if the instrument and e-module are valid and reliable, the researcher will proceed to the next research stage, namely revising the research instrument and e-module. However, if the instrument and e-module are neither valid nor reliable, the researcher will repeat the research process. 7) Seventh, revise the research instrument and e-module. This stage is carried out based on the validation and trial results conducted in the previous stage. The researcher makes revisions based on the validator's notes on the validation sheet and the results of the test of the question instrument. 8) Eighth, treatment. At this stage, two classes will be selected using Cluster Random Sampling to be used as samples in the study. One class will be given learning using an e-module containing Islamic statistics material, which is then called the experimental group. The other class will not be given learning using an e-module containing Islamic statistics material. In other words, this group is only given learning using the regular learning model. This second group will then be called the control group. 9) Ninth, after completing the treatment for both groups, a posttest will be administered to measure the religious attitudes of MTs students. 10) Tenth is to analyze the research results. At this stage, a hypothesis test is conducted using a t-test based on the results of the MTs students' religious attitudes test. This hypothesis test is conducted to see whether the religious attitudes of MTs students in the experimental class have better abilities than the control class. 11) The final stage is drawing conclusions.

3. Results and Discussion

This research is a quantitative research with the research method being an experimental method with the form of research being True Experimental Designs and the research design being Posttest-Only Control Design (Sugiyono 2018). The steps of quantitative research are outlined as follows: 1) First, the research process involves analyzing the learning objectives and achievement indicators for the statistics material. At this stage, clear learning objectives and achievement indicators are obtained based on references to the syllabus and mathematics teacher teaching modules. 2) Second, the research instrument is designed. Here, the researcher designs the instrument to be used in the research, which consists of a post-test on the religious attitudes of MTs students. Religious attitudes are an important part of character education because religion is often a source of moral and ethical values applied in social life (Silvatama et al. 2023). Religious character is not only related to worship relations, but also concerns relations between fellow humans and the environment (Basri, Suhartini, and Nurhikmah 2023). Religious character is very much needed by students to face the changing times and moral degradation (Mudkir 2023). 3) The third step is to design an Islamic-themed e-module for statistics. At this stage, an Islamic-themed e-module will be created, which will be used by mathematics teachers to improve the religious attitudes of MTs students. The e-module serves as an independent teaching material to improve student learning outcomes (Idayanti & Suleman, 2024). According to Fikri & Sufianto (2022) E-modules will also be useful in increasing the effectiveness of online teaching and learning activities because they can be accessed at any time. E-modules are electronic modules operated using a computer and can display images, text, animations, and videos (Mutmainnah, 2021). One of the Islamic values that can be integrated into compulsory subjects is mathematics. Integration between mathematics and Islam can be achieved by connecting mathematical concepts with Islamic

principles (Silvatama et al. 2023; Nurhamdiah, Maimunah, and Roza 2020; Annisa et al. 2024; Putri, Pratiwi, and Nazwa 2024; Shofia and Malasari 2023). Mathematics learning is abstract and algorithmic (Susanti 2020). In Islam, mathematics is a very important thing because every area of human life cannot be separated from mathematics (Siagian 2017; Rahmi et al. 2023; Nurjanah 2021). 4) Fourth, validate the research instruments and e-modules. At this stage, the researchers conducted validation with a validator with appropriate expertise. The research instruments, consisting of a post-test on the religious attitudes of MTs students and an e-module containing Islamic statistics, were examined for validity with the goal of obtaining valid instruments and e-modules for further research. The validation scores provided by the validators are shown in Table 1.

Table 1. Validity of Assessment Results by Material Experts and Media Experts

Research Instrument	Validator			Average Total Score	Criteria
	1	2	3		
Material	90,4	77,6	71,2	79,7	Valid
Media	75,0	83,3	65,0	74,4	Valid

The assessment results for the material validation included 25 statements and the media validation results included 11 statements. Table 1 shows the assessment results from the three material experts and media experts with an average percentage of 77.1, with valid criteria. Although the material and media validation results were categorized as valid, several revisions were made by the validators. Based on the input and suggestions provided, the researcher revised the validators' suggestions. These results are relevant to the research conducted by Aprianka, Setiani, and Imswatama (2021), The material validation assessment focused on content suitability, presentation suitability, language suitability, and contextual assessment. Therefore, the e-module for students is valid and highly suitable for use as teaching material because it meets the assessment criteria. Research by Asma et al. (2024) also developed a statistical pocket book that integrated Islamic and cultural values.

The results of the validation by the validator on the media and materials obtained several improvements to the media and materials provided. After providing suggestions and input for improvement, the experts also assessed the posttest questions on the religious attitudes of MTs students and the e-module containing Islam on statistics using the material and media validation instrument. The three experts stated that the posttest questions on the religious attitudes of MTs students and the e-module containing Islam on statistics were ready to be used with the condition of improvements. Then the data or scores that had been obtained from the validation instrument sheet were calculated. The scores obtained were valid for the material and media. In addition, the posttest questions on the religious attitudes of MTs students and the e-module containing Islam on statistics must be improved before being distributed to the research sample during the treatment. Khalid et al. (2018) combined mathematical problem solving with activities that allow for discussion of morals/Islamic values. After improvements were made to the posttest questions on the religious attitudes of MTs students and the e-module containing Islam on statistics and were also declared valid, the next research step could be continued. Research by Mastuti, Sehuwaky, and Nuru (2024) shows that the integration of Islamic values into mathematical problem solving improves the conceptual understanding of madrasa students.

The next step, 5) the fifth, is to conduct a trial of the instrument, namely the test questions for the religious attitudes of MTs students. This stage is carried out to obtain a research instrument that is suitable and reliable for use in the next research stage. 6) The sixth stage is to analyze the results of the validation of the instrument and e-module as well as the trial of the test questions for the religious attitudes of MTs students. At this analysis stage, if a valid and reliable instrument and e-module are obtained, the next research stage will be continued, namely revising the research instrument and e-module. 7) The seventh stage is to revise the research instrument and e-module. This stage is carried out based on the results of the validation and trials conducted in the previous stage. The researcher makes revisions based on the notes from the validator on the validation sheet and the results of the trial of the question instrument. 8) The eighth stage is treatment. At this stage, two classes will be selected using cluster random sampling to serve as samples for the study. One class will be taught

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using an e-module containing Islamic statistics material, and will be referred to as the experimental group. It provides a framework linking problem-solving, Islamic values, and the lesson study approach to teacher training. It can serve as a reference for teacher training to more effectively integrate Islamic values into subjects such as statistics (Khalid 2018). The following documentation of the experimental class treatment implementation is presented in Figure 3.

Figure 3. Documentation of the Implementation of Experimental Class Treatment at MTs Negeri 1 Pontianak

Another class was not taught using the Islamic-themed e-module on statistics. In other words, this group was taught only using the standard learning model. This second group is hereafter referred to as the control group. The documentation of the control class treatment is presented in Figure 4.

Figure 4. Documentation of the Implementation of Control Class Treatment at MTs Negeri 1 Pontianak

Next step 9) ninth, after completing the treatment on both groups, a posttest will be given to measure the religious attitudes of MTs students. 10) Tenth is to analyze the research results. At this stage, a hypothesis test is carried out using a t-test based on the results of the MTs students' religious

attitudes test. The results of the tests that researchers have conducted on students at MTs Negeri 1 Pontianak in the form of essay questions for students in grades IX A and IX B with a total of 30 students each, the average posttest score of the experimental class is 85.00 and the average posttest score of the control class is 80.56. Based on calculations using the independent sample t-test with SPSS, the results are shown in table 2.

Table 2. Results of the Independent Sample T-Test with SPSS

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	5.628	.021	1.814	58	.019	4.40000	5.40236	-6.41399	15.21399
	Equal variances not assumed			1.814	53.786	.019	4.40000	5.40236	-6.43206	15.23206

Based on table 2 which shows that the Sig. (2-tailed) value is 0.019 where <0.05. This means that there is a significant difference in the results of the religious attitudes of MTs students who are given learning with e-modules containing Islamic statistical material at a probability of 0.05. 11) The final stage is drawing conclusions. The magnitude of the difference in the average or mean of the two groups is shown in the Mean Difference column, which is 4.4. Because it is positive, it means that the experimental group has a higher Mean than the control group. Based on these results, it can be concluded that the learning outcomes of religious attitudes of students who are given learning with e-modules containing Islamic statistical material are better than the learning outcomes of religious attitudes of students who are given regular learning. The results of this study are in line with research conducted by (Eugara and Efendi 2023) The hypothesis test was calculated using an independent sample T-test which showed that before students used the e-module as a learning medium, the scores obtained were below the minimum completion criteria (KKM) with test results of 54.5% with a minimum completion criteria (KKM) score of 75. After using the e-module, the test results were 92% and the student response to the e-module was 72%. The following is a display of the e-module containing Islamic statistics material presented in Figure 5.

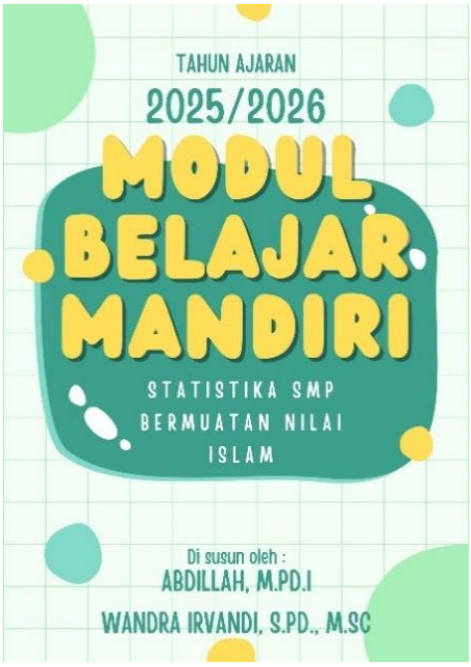

Figure 5. Display of the Islamic-Containing E-Module Statistics Material

Furthermore, in this study, the characteristics of the religious attitudes of MTs students were analyzed and obtained after participating in mathematics learning containing Islamic values in the

statistics material assisted by e-modules which were in the category of 83.3% of students completing the class as a class out of a total of 30 students who worked on the posttest questions on religious attitudes in statistics in the experimental class. These findings have several important implications. First, theoretically, the results of this study reinforce the view that mathematics learning is not solely oriented toward cognitive mastery but can also be an effective vehicle for strengthening students' religious character if designed in an integrated manner with Islamic values. The integration of Islamic values within statistics has been shown to develop students' religious attitudes in a meaningful and contextual way. Second, practically, the use of e-modules containing Islamic values provides an innovative alternative for MTs mathematics teachers in developing learning that aligns with character education goals. E-modules allow for systematic, engaging, and flexible presentation of material, thereby increasing student engagement and supporting the internalization of religious values during the learning process. Third, institutionally, the results of this study can serve as a basis for madrasahs (Islamic schools) to encourage the development and utilization of digital teaching materials based on Islamic values as part of their learning policies, particularly to support the strengthening of the profile of religious and noble madrasah students.

Although this study showed positive results, there are several limitations that should be considered. First, the study only involved 30 students in one experimental class, so the generalizability of the results is limited to the context and characteristics of the subjects studied. Second, the measurement of students' religious attitudes was conducted using a posttest instrument, so changes in students' religious attitudes were not directly compared with the baseline conditions before the treatment was administered. Third, this study focused only on statistics material, so the effectiveness of the e-module containing Islamic values on other mathematics materials cannot be comprehensively determined. Fourth, the duration of the learning implementation was relatively limited, so the long-term impact on the formation of students' religious attitudes cannot be observed in depth.

Based on the results and limitations of this study, several suggestions can be put forward for further research. First, it is recommended that future research involve a larger sample size and include several madrasahs (Islamic schools) to ensure stronger generalizability of the results. Second, future researchers are advised to use a pretest-posttest design to allow for a more accurate and comprehensive analysis of students' religious attitudes. Third, the development and implementation of e-modules containing Islamic values can be expanded to other mathematics topics, such as algebra, geometry, or probability, to assess the consistency of their impact on the development of students' religious character. Fourth, further research can examine the long-term impact of using e-modules containing Islamic values on students' religious attitudes and behavior in their daily lives. Fifth, further research is also recommended to combine e-modules with other learning approaches, such as problem-based learning or project-based learning, to enrich strategies for strengthening religious character in mathematics learning.

4. Conclusion

The conclusion of this study is; 1) the learning outcomes of religious attitudes of students who were given learning with Islamic-based e-modules on statistics material were better than the learning outcomes of religious attitudes of students who were given regular learning. 2) the characteristics of religious attitudes of MTs students after participating in mathematics learning containing Islamic values on statistics material assisted by e-modules were in the category of 83.3% of students who completed classically from a total of 30 students who worked on the posttest questions on religious attitudes in statistics in the experimental class. It is recommended to develop other interactive e-modules that integrate Islamic values, not only for statistics but also for other mathematics topics. Such modules have been shown to support the development of students' religious character while facilitating conceptual understanding. This research can be continued by testing the effectiveness of Islamic value-based e-modules at other educational levels (e.g., MA or MI), or in other subjects such

as science or social studies, to assess their potential for generalization and contribution to broader student character development.

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