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Integration of Islamic Religious Education and Mathematics in Digital Learning to Form the Character of the Society 5.0 Generation

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Abstract. *This study examines the integration of Islamic Religious Education and Mathematics within a digital learning environment and its potential role in shaping students' character in the context of Society 5.0. The study employs the Systematic Literature Review (SLR) method to analyze existing studies on the integration of these two subjects through digital learning platforms. The results of the literature review reveal various models of integration, highlighting the role of technology in facilitating the merging of religious education with mathematical thinking. Additionally, this study evaluates the impact of this integration on the development of students' moral and ethical values, as well as the enhancement of their critical, logical, and creative thinking skills. The findings suggest that the integration of Islamic Religious Education and Mathematics not only improves academic learning but also plays a crucial role in character building, fostering values such as responsibility, honesty, and respect. Despite its great potential, this integration faces challenges such as limited technological infrastructure and teacher readiness. This research provides insights into the practical implications of this integration in educational practice in the digital era.*

Keywords *Character Building Digital Learning, Islamic Religious Education, Mathematics*

1. INTRODUCTION

Amid the rapid advancement of technology, the world of education faces a significant challenge to adapt teaching methods and approaches that are more relevant to the changing times. The increasingly dominant digital era demands a paradigm shift in how we teach and learn. One concept that is currently being developed is Society 5.0, which aims to integrate smart technology into human life to create a more sustainable and inclusive society. In this context, education plays a crucial role, particularly in preparing future generations to face these challenges. One way to achieve this is by integrating subjects that possess high moral values and logical thinking skills, such as Islamic Religious Education and Mathematics, into digital learning.

Islamic Religious Education plays a very important role in shaping students' character. Islam, as a system of education, not only teaches spiritual values but also shapes thinking patterns and attitudes based on ethics, morals, and social responsibility. According to Hidayatullah (2020), Islamic Religious Education plays a role in the formation of moral character, both in social life and in the personal lives of individuals. Therefore, Islamic Religious Education is not merely confined to religious theories, but also emphasizes the application of religious teachings in daily life. This is highly relevant in shaping students' character to be tolerant, virtuous, and empathetic towards others—traits that are essential in facing the dynamics of Society 5.0.

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On the other hand, Mathematics, as a discipline focused on logic and problem-solving, also plays a significant role in character education. Mathematics teaches students to think critically, systematically, and creatively in solving problems. According to Suryanto (2019), Mathematics education has a strategic role in developing analytical and logical thinking skills, which are essential for facing the increasingly complex world. Furthermore, Mathematics also helps to form rational and data-driven thinking patterns, which are highly relevant to the needs of society in the Society 5.0 era, where technology and data play a dominant role in every aspect of life.

The biggest challenge in integrating these two subjects is how to adapt them into an effective digital learning context. Digital education or technology-based learning allows students to access a wider, more flexible, and interactive learning experience. A study by Rahmatullah et al. (2021) shows that the use of technology in education can improve the quality of learning, increase student engagement, and facilitate a more personalized and adaptive learning process. This makes digital learning a highly potential medium for integrating Islamic Religious Education and Mathematics, offering a more comprehensive and holistic learning experience.

Despite the many benefits of digital learning, its implementation still faces various challenges, such as limited technological infrastructure, unequal access, and differing levels of digital skills among educators and students. Therefore, this research aims to identify and analyze how the integration of Islamic Religious Education and Mathematics in digital learning can be effectively implemented and how it contributes to the character development of students in the Society 5.0 era.

As part of this research, it is important to emphasize that digital learning should not only rely on technology but also prioritize moral and character values. In Society 5.0, technology should not be viewed as the ultimate goal, but as a tool to improve the quality of human life, which includes spiritual, moral, and intellectual dimensions. Therefore, education that integrates Islamic Religious Education and Mathematics in digital learning is expected to produce a generation that is not only knowledgeable but also possesses strong character and good moral values, ready to face the challenges of an increasingly complex, technology-driven world.

This research will systematically review existing literature to identify how the integration of these two subjects has been applied in digital learning and its impact on students' character development. A Systematic Literature Review (SLR) methodology will be used to examine various studies and articles published in the last 10 years. With this approach, the

study aims to provide a comprehensive overview of the challenges and opportunities in integrating Islamic Religious Education and Mathematics in digital learning.

2. LITERATURE REVIEW

Islamic Religious Education and Mathematics are two fields of study that are often taught separately in formal education contexts. Amid the rapid technological advancements and the need to address an increasingly complex world, integrating these two subjects in digital learning has become increasingly relevant. Both areas hold great potential in fostering holistic character development in students, one that encompasses not only intellectual intelligence but also strong moral and spiritual values. To understand the importance of this integration, it is essential to review various literature explaining the role of each field in character development and how technology can support achieving these goals.

Islamic Religious Education has the primary goal of shaping noble character in students, in line with the principles found in Islamic teachings. Islamic teachings, which encompass spiritual and moral aspects, serve as a foundation for developing students' character. In this regard, Islamic Religious Education aims not only to introduce religious teachings but also to instill values that students can apply in their everyday lives. As Sulaiman (2018) emphasized, Islamic education aims to produce individuals who are not only knowledgeable but also possess good ethics, discipline, and a broad perspective. Moreover, the character shaped through Islamic education involves aspects of faith, piety, and the ability to interact harmoniously with society.

Mathematics, as a discipline focused on logic and problem-solving, also plays a crucial role in character building, particularly in developing critical and systematic thinking skills. Suryanto (2019) reveals that Mathematics has the potential to hone students' logical and critical thinking skills, which are essential for facing the increasingly complex world. Mathematics education does not solely focus on mastering concepts and formulas but also emphasizes applying logic to solve real-life problems. As a result, Mathematics helps students develop skills useful in daily life, such as efficient problem-solving and decision-making based on careful analysis. In the context of Society 5.0, these skills are crucial, as a technology-driven society requires individuals who can think analytically and find innovative solutions to problems.

In response to the growing digital world, technology-based learning has become one of the most popular approaches in education. Digital learning, which integrates information and communication technology (ICT) into the teaching and learning process, offers significant

opportunities to enhance educational quality. According to Rahmatullah et al. (2021), digital learning facilitates access to a wide range of learning resources, offers a more flexible learning experience, and allows for more personalized and adaptive learning tailored to students' needs. Technology not only provides tools to access information but also enables more dynamic interaction between teachers and students, making the learning process more engaging and interactive.

However, despite the numerous advantages of technology, the implementation of digital learning in the context of Islamic Religious Education and Mathematics still faces specific challenges. One of the main challenges is how to effectively integrate these two subjects, which have different characteristics, into a single learning platform. A study by Wulandari and Nugroho (2020) highlights that effective digital learning must be able to accommodate students' varying learning styles while uniting two distinct disciplines without sacrificing the quality of education. Therefore, an innovative approach is required to design curricula and teaching methods that combine these two subjects into a comprehensive digital platform.

In the context of Society 5.0, where technology is an integral part of daily life, education must prepare students not only to master knowledge but also to develop strong character. Education that integrates Islamic Religious Education and Mathematics in digital learning has the potential to shape students who are not only intellectually intelligent but also possess good moral character. As Aziza and Fahmi (2022) stated, education that integrates religious values with critical thinking skills through Mathematics can help students develop a balanced character that encompasses both spiritual and intellectual dimensions.

To realize this, it is important to consider several factors, such as the readiness of technological infrastructure, teachers' digital skills, and students' ability to access and use technology. A study by Setiawan (2021) points out that although technology offers numerous benefits, the utilization of technology in education still faces challenges, particularly related to unequal access to technology in various regions. Therefore, a well-thought-out strategy is needed to implement digital learning, especially in integrating Islamic Religious Education and Mathematics, to ensure that every student can fully benefit from the learning experience.

3. METHODS

This study employs the Systematic Literature Review (SLR) method to examine and analyze the integration of Islamic Religious Education and Mathematics in digital learning. The SLR approach is chosen because it provides a comprehensive overview of existing findings

in the literature on this topic and allows the researcher to draw conclusions based on evidence available from previous studies (Snyder, 2019). By using this method, the study aims to systematically review relevant literature and provide a critical analysis of the concepts and practices of integrating education involving these two disciplines in the context of digital technology.

In conducting the SLR, the researcher performed a literature search across various academic databases such as Google Scholar, JSTOR, and Scopus, using relevant keywords like "integration of Islamic Religious Education and Mathematics," "digital learning," and "character development in Society 5.0 generation." Selected articles were then screened based on predefined inclusion and exclusion criteria, such as relevance to the research theme, publication year (within the last ten years), and the quality of the methodology used in the respective studies.

The data analysis process in this SLR includes thematic analysis and descriptive analysis. In thematic analysis, the researcher identifies key themes that emerge from the literature reviewed, such as the role of technology in integrating religious education and mathematics, its impact on character development in students, and the challenges faced in its implementation. Descriptive analysis is used to provide a general and in-depth overview of how this integration is implemented in the context of digital learning and the effects observed from the literature found. This method enables the researcher to systematically and comprehensively organize the findings from previous research (Liberati et al., 2009).

4. RESULTS AND DISCUSSION

Integration of Islamic Religious Education and Mathematics in Digital Learning

The integration of Islamic Religious Education and Mathematics in digital learning is a relatively new approach but highly relevant in the Society 5.0 era. This technology-based learning merges two subjects with different characteristics religion, which emphasizes moral and spiritual values, and mathematics, which focuses on logic and problem-solving. Several studies reveal that integrating these two subjects in a digital learning platform can significantly impact students' character development and intellectual abilities. Although this integration presents challenges, the literature review identifies several models and concepts that can be applied to facilitate this integration effectively.

One key concept found in the literature regarding the integration of religious education and mathematics is the holistic approach, where both subjects are seen as complementary components in shaping students' character. This integration not only involves teaching the

moral values contained in Islamic teachings but also the development of critical, logical, and analytical thinking skills gained through mathematics. In a study by Hidayatullah (2020), it is stated that Islamic religious education has the potential to shape students' character, which can then be supported by mathematics education to strengthen analytical thinking and problem-solving skills. This suggests that although the two subjects are different, they can complement each other in forming students who are not only intellectually proficient but also morally upright in their social and spiritual lives.

The interdisciplinary approach is also frequently encountered in the literature related to this integration. In this approach, the teaching of mathematics and Islamic religious education is not seen as separate, but rather as interconnected fields that can be applied in the same context. For instance, in mathematics lessons, students can be introduced to concepts such as proportions, statistics, and data analysis that can be applied in the context of calculating zakat or financial obligations in Islam. This provides students with deeper insights into the relationship between religious knowledge and science, enhancing their understanding of the importance of both in daily life. This interdisciplinary approach greatly supports the creation of relevant and applicable learning in the real world, especially in the face of evolving global challenges.

In addition, the importance of a contextual approach is also highlighted in the literature. This approach emphasizes the use of learning materials that are relevant to students' everyday lives. In the context of integrating Islamic religious education and mathematics, the contextual approach could include using problems or situations faced by students in real life, such as calculating zakat, inheritance distribution, or asset division in Islam, which involve basic mathematical concepts. This gives students the opportunity to see how mathematics can be applied to understand and practice religious principles in their lives, thereby strengthening their understanding of both fields of knowledge.

The role of technology in supporting this integration is highly significant, especially in providing tools and resources that facilitate more dynamic and interactive learning. Technology allows for more flexible and adaptive learning, enabling students to learn at their own pace and according to their individual learning styles. One commonly used example is learning based on a Learning Management System (LMS), where learning materials can be accessed anytime and anywhere, allowing students to interact with teaching materials in various formats such as videos, quizzes, and interactive assignments. According to Rahmatullah et al. (2021), LMS enables the integration of various learning elements, including religious education and mathematics, into one platform that is easily accessible by students and teachers. This makes

it easier for students to access diverse learning resources and deepen their understanding of both subjects.

Moreover, technology also enables simulation and visualization-based learning, which can enhance students' understanding of abstract mathematical concepts. For example, technology-based mathematics applications can be used to visualize geometry or algebra concepts that are difficult to understand through conventional methods. Technology can also be used to develop applications that integrate mathematical concepts in the context of daily life, such as calculating zakat, inheritance distribution, or financial analysis in the context of Islamic economics. This provides students with the opportunity to learn through direct experience, which can enhance their understanding and skills in connecting theory with practice.

Furthermore, technology supports collaborative learning, allowing students to work together to solve problems or projects that involve both subjects. Technology-based collaborative learning enables students to share ideas, discuss, and complete tasks together, which can improve their social and communication skills. According to Wulandari and Nugroho (2020), technology-supported collaborative learning can help students develop critical thinking skills and the ability to work in teams, which is essential in facing challenges in the Society 5.0 era.

Although technology offers various opportunities, there are challenges in implementing digital learning that integrates Islamic Religious Education and Mathematics. One of the main challenges is limited access to technology in some areas, which can hinder the widespread adoption of digital learning. In addition, teachers' digital competencies are also a critical factor in the success of this integration. Setiawan (2021) notes that while technology has rapidly developed, many teachers are still not fully prepared to integrate technology into their teaching, which can reduce the effectiveness of learning.

The Impact of Integration on Character Development

The integration of Islamic Religious Education and Mathematics in digital learning not only aims to enhance students' understanding of these two fields but also has a significant impact on the development of students' character. The character development process in this context involves the development of moral and ethical values embedded in Islamic Religious Education as well as the improvement of logical, critical, and creative thinking skills gained through Mathematics. Each of these fields contributes differently but complementarily in shaping a balanced character, combining both the spiritual and intellectual aspects of students.

The development of moral and ethical values in Islamic Religious Education is one of the key aspects in shaping students' character. As part of the education system in Indonesia, Islamic Religious Education plays a vital role in instilling moral values, ethics, and faith. As part of character formation, Islamic values such as honesty, responsibility, sincerity, and mutual respect are crucial to instill in students from an early age. According to Sulaiman (2018), Islamic religious education aims to form individuals who not only understand religious teachings theoretically but also apply them in daily life, particularly in social and moral relationships. This is important because the moral values derived from Islamic teachings will serve as a foundation for students to behave appropriately in various situations, both at school and in their social lives.

In the context of integration with Mathematics, the moral values in Islamic Religious Education can be introduced through real-life problems that involve mathematical calculations or analysis. For example, the concept of zakat in Islam can be translated into mathematical calculations involving percentages, proportions, and division. This gives students a deeper understanding of how Islamic values such as justice and concern for others can be applied in practical contexts. By using this approach, students not only learn Mathematics as a separate subject but also learn about the importance of the moral values embedded in religious teachings.

On the other hand, Mathematics, as a discipline that emphasizes logic and problem-solving, has a significant impact on the development of students' critical, logical, and creative thinking skills. Mathematics teaches students to think systematically and analytically, as well as to solve complex problems using various approaches and methods. In Mathematics learning, students are often faced with problems that require deep thinking and the correct application of logic to reach a solution. As stated by Suryanto (2019), Mathematics education focuses on developing critical thinking skills, enabling students to identify problems, analyze available information, and generate accurate and efficient solutions. These skills are crucial in everyday life, especially in facing the increasingly complex and technology-based challenges of the modern world.

In addition to critical thinking, Mathematics also enhances students' creative thinking skills. When confronted with problems requiring solutions, students are often called upon to think outside the box and find solutions that are not always immediately apparent. This involves creativity in choosing the right approach and designing strategies to solve the problems. For example, in Geometry or Algebra learning, students may be challenged to find different ways to solve a problem, which will train their creativity in using mathematical concepts in

innovative ways. According to Rahmatullah et al. (2021), the ability to think creatively is crucial in facing the ever-changing world, especially in the context of Society 5.0, which demands individuals to think more innovatively and solution-oriented.

The enhancement of logical and critical thinking abilities also plays a major role in students' character development. Mathematics not only teaches how to solve problems with formulas and calculations but also teaches students to make rational and evidence-based decisions. This is essential in everyday life, where students will often encounter situations that require decisions based on thoughtful analysis. The application of these logical and critical thinking skills in daily life significantly influences students' ability to make appropriate and responsible decisions, which is an integral part of character formation.

The integration of Islamic Religious Education and Mathematics also supports the formation of character based on social and spiritual values. As explained by Aziza and Fahmi (2022), learning that combines these two subjects can help students develop values such as discipline, honesty, and responsibility, which are part of the moral and ethical education in Islam, as well as the ability to think logically and critically, which is gained through Mathematics. Thus, these two fields work together to form individuals who are not only knowledgeable but also possess strong character and good ethics.

The impact of this integration is also seen in the increased motivation and engagement of students in learning. According to research by Wulandari and Nugroho (2020), students engaged in learning that integrates Islamic Religious Education and Mathematics in digital learning tend to be more motivated to learn. They feel that this learning is more relevant to their lives because it connects academic knowledge with the moral and ethical values they hold. Therefore, learning that integrates these two subjects not only enhances students' academic understanding but also helps them become better individuals morally and spiritually.

Challenges in the Implementation of Integration

The integration of Islamic Religious Education and Mathematics in digital learning, while offering great potential in shaping students' character holistically, is not without various challenges. Digital learning that combines these two disciplines faces several obstacles, both technical and non-technical. Some of the main challenges in implementing this integration relate to the limitations of technology infrastructure, teacher preparedness, and unequal access experienced by students. Additionally, the challenge of designing an effective curriculum that unites two fields of study with different characteristics is also an important issue that needs to be addressed. Therefore, it is crucial to identify these challenges and propose appropriate strategies to overcome them, so that this integration can be implemented effectively.

One of the main obstacles in implementing digital learning that integrates Islamic Religious Education and Mathematics is the limitation of technology infrastructure. Although the development of information technology in Indonesia is quite rapid, many areas, especially in rural regions, face problems related to digital infrastructure. Limited access to stable internet, inadequate technological devices, and lack of supporting facilities such as classrooms equipped with digital devices are often barriers in the learning process. For example, a study by Setiawan (2021) revealed that the digital technology access gap in certain areas has resulted in a learning quality divide. In areas without sufficient infrastructure, students struggle to access digital learning materials designed to support the integration of Islamic Religious Education and Mathematics.

In addition, teacher preparedness is also a critical factor influencing the success of digital learning implementation. While many teachers are familiar with and use technology in their teaching, not all teachers have the necessary skills to effectively integrate technology into teaching these two disciplines. Most teachers are still more accustomed to conventional teaching methods and find it challenging to adapt to a digital-based approach that integrates two subjects with very different characteristics. This aligns with findings by Rahmatullah et al. (2021), who noted that many teachers have not received adequate training in the use of educational technology that can support the integration of religious education and mathematics subjects. This digital competence gap among teachers can hinder their ability to design innovative and engaging lessons for students and optimize the use of technology in teaching.

Besides technical challenges, the inequality in access to digital education also poses a significant challenge. When the digital learning system relies heavily on technological devices such as laptops, tablets, or smartphones, not all students have equal access to these devices. Some students in certain areas or from economically disadvantaged families may lack the necessary devices to participate in digital learning. This can increase the educational gap between students in urban and rural areas, which in turn may affect the effectiveness of the integration of these two subjects in digital learning.

Another challenge faced in the implementation of this integration is how to design an effective curriculum that combines Islamic Religious Education and Mathematics in digital learning. These two subjects have different objectives and approaches, with Islamic Religious Education focusing on the development of moral and spiritual character, while Mathematics emphasizes the development of logical and analytical skills. Therefore, designing a curriculum that harmoniously unites these two subjects in a digital platform requires creativity and careful planning. This becomes a challenge because the integration of these very different fields must

be done in a way that does not confuse students, but rather makes them more interested and helps them understand the material being taught.

To address these various challenges, several strategies can be implemented to optimize the integration of Islamic Religious Education and Mathematics in digital learning. One strategy that can be applied is the development of equitable technology infrastructure. The government must ensure that all regions, especially those in remote or rural areas, have adequate access to technology. This can be achieved by expanding internet networks, providing subsidies or device assistance to schools lacking facilities, and ensuring that each school has classrooms equipped with adequate digital devices. This approach will reduce the educational access gap and ensure that all students can access digital learning materials designed to integrate Islamic Religious Education and Mathematics.

Teacher training and improving digital competency are also crucial strategies to ensure that teachers can implement digital learning effectively. This training should include introducing the latest technologies that can be used in learning, as well as new methods that integrate Islamic Religious Education and Mathematics. Teachers also need to be given an understanding of how to effectively combine these two subjects into a single digital platform so that students can learn in a more engaging and applicable way. According to Wulandari and Nugroho (2020), developing teachers' digital competency is one of the key steps in improving the quality of technology-based learning.

A flexible and contextual curriculum design is also a strategy that needs to be applied to unite these two subjects in a way that does not confuse students. The curriculum should accommodate an interdisciplinary approach that links religious teachings with relevant mathematical concepts. In this case, developing a project-based learning curriculum could be an effective solution. This approach allows students to work on projects that integrate both fields of study in real-life contexts, such as zakat calculations or inheritance distribution, making the learning more applicable and easier for students to understand. As Aziza and Fahmi (2022) have stated, project-based learning can enrich students' learning experiences and allow them to see the connection between mathematical concepts and religious values in daily life.

5. CONCLUSION

Integrasi Pendidikan Agama Islam dan Matematika dalam pembelajaran digital memiliki potensi besar untuk membentuk karakter siswa secara holistik, menggabungkan nilai-nilai moral dan etika dengan keterampilan berpikir logis dan kritis. Berdasarkan hasil pembahasan, konsep integrasi ini ditemukan dalam literatur dengan pendekatan interdisipliner

yang memungkinkan kedua mata pelajaran untuk saling melengkapi, dengan teknologi sebagai sarana pendukung utama. Teknologi memainkan peran penting dalam memfasilitasi integrasi ini, memberikan akses kepada siswa untuk belajar melalui berbagai platform digital yang mendukung keterlibatan aktif dan pembelajaran kontekstual.

Dampak integrasi ini terhadap pembentukan karakter sangat signifikan, terutama dalam pengembangan nilai-nilai moral dan etika melalui Pendidikan Agama Islam. Nilai-nilai seperti kejujuran, tanggung jawab, dan saling menghormati dapat diterapkan dalam konteks praktis, seperti perhitungan zakat atau pembagian warisan. Di sisi lain, Matematika berkontribusi pada peningkatan kemampuan berpikir logis, kritis, dan kreatif siswa, yang sangat penting dalam menghadapi tantangan kehidupan yang kompleks.

Implementasi integrasi ini tidak tanpa tantangan. Kendala utama yang dihadapi mencakup keterbatasan infrastruktur teknologi, kesiapan guru dalam menggunakan teknologi, serta ketimpangan akses pendidikan di berbagai daerah. Untuk mengatasi tantangan ini, perlu dilakukan pengembangan infrastruktur digital yang merata, peningkatan kompetensi digital bagi guru, serta perancangan kurikulum yang fleksibel dan berbasis proyek yang menghubungkan kedua mata pelajaran secara kontekstual.

Secara keseluruhan, integrasi Pendidikan Agama Islam dan Matematika dalam pembelajaran digital memberikan peluang besar untuk membentuk siswa yang tidak hanya cerdas secara akademik, tetapi juga memiliki karakter yang baik dan mampu berpikir kritis dan kreatif. Dengan strategi yang tepat, tantangan dalam implementasinya dapat diatasi, membuka jalan bagi pendidikan yang lebih inklusif dan berkualitas di era Society 5.0.

6. LIMITATION

Every research has its limitations, and this is unavoidable. While efforts have been made to minimize the impact of these limitations, it is important to honestly acknowledge and reflect on the limitations present in this study. This study, which focuses on the integration of Islamic Religious Education and Mathematics in digital learning, has several limitations that need to be noted, which directly affect the findings.

The first limitation is related to access and technology infrastructure, which is a determining factor in the effectiveness of digital learning. Although this research covers various literatures on the integration of these two subjects through technology, the reality is that many schools, especially in rural areas, still face difficulties in accessing adequate technology. This limitation caused the researcher to be unable to fully explore the optimal potential of using technology in this integration of learning. As a result, this study focuses more

on existing theories and concepts rather than the practical implementation faced by teachers and students in the field.

The second limitation is related to variability in teacher readiness and competence. Although this research relies on various references that include different digital learning models, the reality is that many teachers are not fully trained in using technology to integrate these two different subjects. This affects the research findings because, in practice, the implementation of technology and the curriculum proposed in this study could not be fully tested in the field, given the differences in the levels of digital skills and knowledge among teachers.

Another limitation is the scope and range of the study, which is limited to existing literature and does not involve direct empirical data from field practices. Therefore, the findings obtained are more theoretical and do not fully represent the challenges and practical solutions faced by the implementers of this education.

Although this study identifies great potential in the integration of Islamic Religious Education and Mathematics, these limitations certainly affect the conclusions and recommendations that can be made.

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