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Educational Communication of Prospective Teachers as a Reinforcement of the Integration of Mathematics and Islamic Education

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Abstract: This study aims to investigate the communication processes employed by prospective teachers when integrating Islamic values into mathematics education, identifying effective tactics, patterns, challenges, and supporting factors to address gaps in prior research that focused mainly on student outcomes rather than teacher dynamics. The methodology involves a qualitative approach through systematic content analysis of academic journals, books, and relevant documents published between 2015 and 2025, sourced from databases such as Google Scholar and Garuda using targeted keywords like "prospective teacher communication" and "Islamic mathematics integration," with data thematically classified and interpreted via educational communication theories. Key findings highlight successful strategies including interactive dialogue, religious narratives, critical reflection, and technology-based media rooted in Islamic principles, which significantly boost student motivation, conceptual understanding, and character development; however, persistent challenges such as insufficient specialized training, limited appropriate learning resources, time constraints, and socio-cultural variations hinder implementation, though institutional support, contextual modules, and teacher enthusiasm serve as vital enablers.

Keywords: Prospective Teacher Communication; Islamic Mathematics Education; Integration of Islamic Mathematics.

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Abstrak: Penelitian ini bertujuan untuk mengkaji proses komunikasi yang digunakan oleh calon guru dalam mengintegrasikan nilai-nilai Islam ke dalam pembelajaran matematika, dengan mengidentifikasi strategi, pola, tantangan, serta faktor pendukung yang efektif. Kajian ini dilakukan untuk mengisi kesenjangan penelitian sebelumnya yang lebih banyak berfokus pada hasil belajar siswa dibandingkan dengan dinamika peran guru. Metodologi penelitian menggunakan pendekatan kualitatif melalui analisis isi secara sistematis terhadap artikel jurnal akademik, buku, dan dokumen

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relevan yang dipublikasikan antara tahun 2015 hingga 2025. Sumber data diperoleh dari basis data seperti Google Scholar dan Garuda dengan menggunakan kata kunci terarah, antara lain *"komunikasi calon guru"* dan *"integrasi matematika Islami."* Data yang terkumpul kemudian diklasifikasikan secara tematik dan diinterpretasikan menggunakan teori komunikasi pendidikan. Temuan utama menunjukkan bahwa strategi komunikasi yang efektif meliputi dialog interaktif, penggunaan narasi religius, refleksi kritis, serta pemanfaatan media berbasis teknologi yang berlandaskan nilai-nilai Islam. Strategi-strategi tersebut terbukti mampu meningkatkan motivasi belajar siswa, pemahaman konseptual, serta pengembangan karakter. Namun demikian, masih terdapat berbagai tantangan dalam implementasinya, seperti keterbatasan pelatihan khusus bagi calon guru, minimnya sumber belajar yang sesuai, keterbatasan waktu pembelajaran, serta perbedaan latar belakang sosial dan budaya siswa. Di sisi lain, dukungan institusional, ketersediaan modul pembelajaran kontekstual, dan antusiasme guru menjadi faktor pendukung utama dalam keberhasilan integrasi nilai-nilai Islam dalam pembelajaran matematika.

Kata Kunci: Al-Qur'an; Konsep Matematika; Pembelajaran Matematika; Pendidikan Berbasis Nilai Islam; Pembelajaran Holistik.

A. Introduction

Mathematics as a universal discipline is closely related to Islamic values, especially in the context of education that aims to develop holistic understanding and religious character in students (Basori et al., 2025). The integration of mathematics and Islam is not merely about combining subject matter, but rather a strategy to align the learning process with the spiritual, moral, and intellectual values taught in Islam (Kariadinata & Nuraida, 2025). However, this process presents challenges, particularly in terms of the communication skills of prospective teachers as the main actors in carrying out this integration (Safana & Atika, 2024).

The communication process of prospective teachers in integrating mathematics and Islamic values is highly complex and influenced by many internal and external factors. Various studies indicate that the mathematical communication skills of prospective teachers are still at a moderate to low level, thus requiring further investigation. Factors affecting the dynamics of this communication include attitudes,

understanding, habits in providing practice problems, and the learning environment (Amellia et al., 2025). Obstacles in the communication process include limited understanding of Islamic values, a lack of effective communication strategies, and insufficient support from educational institutions (Aufin & Afifah, 2025). Conversely, supporting factors such as training, guidance, and the development of integrated learning modules can strengthen prospective teachers' communication in combining mathematics and Islam (Sari & Yuniati, 2025).

The research gap in studies on the integration of mathematics and Islamic values lies in the lack of research that specifically examines the dynamics of the communication process of prospective teachers as agents of integration. Most previous studies have focused more on the impact of integration on students' motivation and learning outcomes, such as the study by Faadhilah et al., (2024), which shows that integrating Islamic values can improve the classroom atmosphere and students' learning motivation, as well as research by Kariadinata & Nuraida, (2025) that emphasizes the influence of integration on students' holistic understanding. However, these studies do not explore how the communication process of prospective teachers occurs, the obstacles they face, or the strategies and communication models that are effective in such integration. Other research, such as Amellia et al., (2025), indicates that the communication skills of prospective mathematics educators are still at a moderate level, but does not investigate in depth the aspects of communication within the context of integrating Islamic values. Meanwhile, studies on the use of integrated modules, such as that by Sari & Yuniati, (2025), show an increase in students' motivation, but have not yet comprehensively examined the factors that support and hinder the communication process of prospective teachers.

The novelty of this study lies in its analytical approach to examining the dynamics of the communication process of prospective teachers in integrating mathematics and Islamic values, with an emphasis on strategies, obstacles, supporting factors, and their impact on students' character development. This research also broadens the understanding of mathematical communication among prospective teachers based on previous studies, particularly within the context of implementing Islamic values, and

provides recommendations for communication strategies and models that can be applied to enhance prospective teachers' competencies. Therefore, this study is expected to address unresolved gaps in previous research and make a meaningful contribution to the professional development of prospective teachers as well as to the quality of mathematics education grounded in Islamic values.

Effective communication strategies and models in the integration of mathematics and Islam must be developed contextually. Several studies indicate that the implementation of integrated modules, group discussions, and interactive methods can improve the quality of prospective teachers' communication in conveying Islamic values through mathematics (Sari & Yuniati, 2025). Effective communication models need to consider students' emotional, cognitive, and spiritual aspects so that the integration of Islamic values can be received holistically and meaningfully (Aufin & Afifah, 2025).

The impact of this research on education and the enhancement of prospective educators' competencies is significant. The findings can be used as a foundation for curriculum development, training programs, and instructional guidelines that improve prospective teachers' communication skills related to the integration of mathematics and Islam (Amellia et al., 2025). In addition, this study contributes to a deeper understanding of how the integration of Islamic values can support students' character formation and enhance the relevance of mathematics learning within the context of Islamic education (Basori et al., 2025).

However, this study has limitations, such as involving a limited sample and focusing on a specific context. Opportunities for future research include examining the dynamics of prospective teachers' interactions across various educational contexts, developing more creative communication models, and conducting long-term assessments of the effects of mathematical and Islamic communication on students' abilities and character development. Therefore, this study is expected to serve as a foundation for the professional development of prospective educators and for improving the quality of mathematics education grounded in Islamic values.

B. Research Method

This study applies a literature review approach with the aim of collecting, analyzing, and synthesizing information from various literature sources in the form of scientific journal articles, books, and other relevant documents that discuss the communication processes of prospective teachers in the integration of mathematics and Islam. The literature review was chosen because this method allows researchers to explore and understand phenomena in depth based on findings from previous studies, as well as to identify gaps in existing research before formulating a theoretical framework and directions for future research.

The focus of this study is the dynamics of prospective teachers' communication in integrating mathematics and Islamic values, which include barriers and supporting factors in integrative communication, effective communication strategies and models, implications for education and the development of prospective teachers' competencies, as well as limitations and opportunities for future research development. This study examines how the communication process of prospective teachers occurs in the context of integration, the challenges faced, and the communication strategies used based on the analyzed literature. The study also analyzes educational communication models or theories and multidisciplinary integration as an analytical framework to comprehensively understand communication dynamics, supporting elements, and practical implications for the development of prospective teachers' competencies, along with recommendations for further research in the field of mathematics and Islamic values integration.

In its implementation, the study begins with the identification and selection of primary data sources in the form of scientific journal articles, theses, and books published within the last 10 years (2015–2025) to ensure the validity and relevance of the information. The data collection process is carried out through systematic searches in academic databases such as Google Scholar, Garuda, and university digital libraries using specific keywords such as "prospective teacher communication," "Islamic mathematics integration," and "Islamic mathematics education." The materials and instruments used consist of journals and literature documents that have been academically validated. The data obtained are recorded, classified based on themes, and

analyzed descriptively using a qualitative approach to obtain conclusions and a deeper understanding of the phenomena under study. The data analysis method employs content analysis to group information based on similarities in communication themes, educational integration, learning models, and communication barriers experienced by prospective teachers. Furthermore, the results of the analysis are interpreted within the framework of educational communication theory and the integration of Islamic values into mathematics.

C. Results and Discussion

The Dynamics of the Communication Process of Prospective Teachers in the Integration of Mathematics and Islamic Values

The process of information delivery by prospective teachers in integrating mathematics and Islamic values is a highly dynamic interaction that involves various aspects of teaching. In this context, communication functions not only to convey mathematical principles logically and systematically, but also as a means of instilling morals, ethics, and Islamic values such as honesty, patience, and justice. This requires prospective teachers not only to have a strong mastery of mathematical content, but also to possess in-depth knowledge of relevant Islamic principles, so that they are able to present learning material within appropriate and applicable Islamic value contexts (Nur'Afianti et al., 2018). The success of this process is closely related to prospective teachers' ability to communicate effectively, apply learning strategies that integrate communication methods and religious values, and transform learning into an experience that develops students' cognitive and spiritual aspects.

This communication interaction is manifested through various verbal and nonverbal methods, such as discussions, lectures, question-and-answer sessions, the use of mathematical symbols, and Islamic-based learning materials that help students understand concepts and Islamic values. Research shows that integrating Islamic principles into the communication process of mathematics learning can increase students' learning motivation, conceptual understanding, and religious attitudes (Imamuddin & Isnaniah, 2023). For example, the application of modules and examples of mathematical problems integrated with verses of the Qur'an and Hadith not only

strengthens students' cognitive retention but also builds their spiritual awareness, enabling them to relate mathematical knowledge to Islamic life principles. These dynamics also require prospective teachers to have strong communication skills, including the ability to adjust language use, questioning and responding techniques, and teaching strategies to encourage maximum student participation (Faizah, 2025).

However, the communication process in this integration encounters various obstacles, ranging from the lack of relevant learning resources and specialized training for prospective teachers on integrating Islamic values into mathematics, to challenges related to time constraints and diverse learning conditions (Lubis & Sumiatun, 2024). Nevertheless, support from educational institutions and the enthusiasm of prospective teachers to make Islamic values the foundation of mathematics teaching are essential in supporting effective communication. These supporting factors contribute to improving learning quality and the holistic development of students' character, so that mathematics teaching functions not only as intellectual education but also as character education based on Islamic values (Novianti et al., 2023). In other words, the dynamics of prospective teachers' communication in integrating mathematics and Islamic values represent a learning process that requires a combination of scientific and spiritual competence, as well as adaptive communication strategies that can help students become academically intelligent and spiritually resilient individuals.

Barriers and Supporting Factors in the Communication Process of Islamic Mathematics Integration

Obstacles and aspects that facilitate communication in the integration of mathematics and Islamic principles are crucial factors that greatly influence the success of the learning process. The main constraints frequently encountered include limited time during learning implementation, insufficient preparation on the part of teachers to properly integrate Islamic values, and supporting facilities that are not yet optimal. In research conducted by Putri et al (2024), they found that "limited teacher time and students' readiness to accept integrated mathematics learning methods are the main challenges in the learning process," which impacts effective communication between teachers and students. In addition, Dwiana (2022) emphasizes the existence of gaps in the use of digital learning media, where existing content tends to be general and does

not sufficiently accommodate religious values and local culture, thereby reducing learning relevance and students' deep understanding of the material. These constraints highlight the importance of adapting learning materials to students' contexts so that communication can take place effectively and meaningfully.

Supporting elements involve strong encouragement from prospective teachers to integrate Islamic values into mathematics, as well as institutional support in the form of training and the provision of relevant teaching aids. Imamuddin & Isnaniah (2023) emphasize that "the use of mathematics modules integrated with Islamic elements has proven effective in building students' mathematical communication skills and improving learning outcomes," indicating the importance of appropriate and specially designed learning resources. In line with this, Lubis & Nurdin (2024) reveal that "Islam-based learning media that connect with local cultural contexts can increase student participation and significantly foster the formation of Islamic character," showing that cultural factors also strengthen communication in integrative learning. Another study conducted by Pebria et al (2024) shows that students demonstrate great enthusiasm for learning mathematics aligned with Islamic principles, thereby enhancing more successful two-way communication in the classroom.

Furthermore, Safana & Atika (2024) state that the development of learning modules based on Islamic values must be supported by clear integration models as well as continuous training for teachers so that they can handle various technical and psychological obstacles in the mathematics learning communication process. Research by Suwarji & Faradiba (2025) also adds that the use of ethnomathematics as an integrative approach can enrich the communication process by connecting mathematical material to more relevant local cultural contexts, so that interactions between teachers and students become more meaningful and systematically combine science, culture, and Islamic values to support the success of communication in learning.

Therefore, to optimize communication in the integration of mathematics and Islamic values, intensive training for teachers regarding techniques for integrating Islamic values, the development of standardized teaching materials, and support from school management and related institutions are required. These steps are expected to

strengthen teachers' motivation and ability to deliver material in a communicative and meaningful manner, as well as to encourage the holistic formation of students' Islamic character. Collaboration from various studies shows that when challenges can be reduced and supporting factors enhanced, the communication process in learning can achieve significant success, producing students who are not only academically accomplished but also possess Islamic qualities.

Strategies and Models of Effective Communication in Integration

One of the communication methods successfully used by prospective teachers in connecting mathematics and Islam is the interactive dialogue model. This model focuses on active reciprocal interaction between teachers and students, in which teachers not only deliver material but also explore students' understanding and provide space for questions and discussion (Zunidar et al., 2022). This interactive dialogue gives students the opportunity to deepen their understanding of mathematical concepts related to Islamic values through a process of questioning and joint reflection. This method is in line with Paulo Freire's theory of dialogical education, which positions students as active participants in the learning process (Komariyah, 2025).

In addition to dialogue, prospective teachers use a storytelling approach by integrating elements of Islamic values into narratives of mathematics learning. This method supports contextual connections between mathematical material and religious aspects, thereby making it easier for students to build emotional and cognitive relationships with the material (Putri et al., 2024). For example, explaining mathematical concepts through narratives about zakat management or determining prayer times that involve mathematical calculations. This strategy also contributes to instilling ethical values indirectly during the learning process.

Prospective teachers also use a reflective information processing model, in which students are encouraged not only to receive information passively but also to connect mathematical material with Islamic values critically and deeply (Inganah et al., 2023). Through discussion and open-ended questions, students are trained to reflect on the integration of mathematical concepts and Islamic values, so that a holistic and

meaningful learning process can be realized. This model supports the enhancement of students' spiritual awareness in the context of mathematics learning.

Islamic-based communication media technology also functions as an important model in the communication strategies of prospective teachers today. The use of interactive digital learning media containing Islamic content makes the delivery of mathematics material more engaging and easily accessible to students (Mahmudah & Muqowim, 2022). This media supports visual and auditory communication and presents simulations or animations that explain mathematical concepts while simultaneously containing Islamic moral values, thereby expanding the reach and effectiveness of learning.

The integrated communication model built upon interactive dialogue, storytelling, reflective processing, and media technology is an effective communication framework which, when implemented consistently, can support pre-service teachers in conveying the integration of mathematics and Islam more effectively. This strategy requires pre-service teachers to possess communication skills that are not only technically proficient, but also sensitive to the religious and cultural contexts of students, so that the learning process becomes effective and infused with religious values.

Implications of the Study for Education and the Development of Prospective Teachers' Competencies

This study shows that the development of prospective teachers' communication skills in the context of integrating mathematics and Islamic principles must be a crucial element in teacher education curricula. Effective communication is highly necessary to support prospective teachers in delivering complex mathematical material using relevant and practical Islamic value-based approaches (Darojah et al., 2025). Continuous training in instructional communication that integrates Islamic values is essential to prepare prospective teachers to carry out teaching that not only enhances students' cognitive abilities but also encompasses affective and spiritual aspects (Faadhilah et al., 2024).

In addition, the creation of learning resources based on Islamic values and the use of interactive educational technology have been proven to increase students' motivation and understanding, while also improving prospective teachers' mathematical communication skills when delivering lessons (Darojah et al., 2025). The enhancement of soft skills such as interpersonal communication must also receive serious attention, including the ability to engage in dialogue, collaboration, and reflection that develop Islamic character in prospective teachers so that they can become professional and communicative educators (Musrikah et al., 2023).

Furthermore, project-based and discussion-based learning models that integrate Islamic values can enhance prospective teachers' learning experiences practically in the field, where they can train their abilities to manage communication interactions and teach Islamic values directly (Nufus et al., 2021). The evaluation of prospective teacher education that adds measurement aspects presents a comprehensive picture of development and provides positive feedback for improving the quality of learning (Farahdila & Wagiran, 2025). The combination of a flexible curriculum, creative teaching methods, and comprehensive evaluation will produce prospective teachers who are not only academically capable but also possess strong spiritual and communication skills. This is crucial for addressing the challenges of inclusive and character-based mathematics education in the modern era (Darojah et al., 2025).

Overall, the practical implications of these findings indicate that prospective teacher education must be allocated toward the development of efficient pedagogical communication and the integration of Islamic values through innovative and contextual learning materials and methods. This approach is expected to produce qualified, ethical, and communicative educators who are able to exert a positive influence not only on students' intellectual growth but also on their character development (Musrikah et al., 2023).

Limitations and Opportunities for Future Research Development

This study shows significant alignment with a number of recent studies that emphasize Islamic values in mathematics teaching as a strategic step to build students' character and academic abilities in a balanced manner. The results and literature review

of various articles over the past decade confirm that incorporating Islamic values into mathematics teaching not only enhances conceptual understanding but also shapes students' religious character, such as honesty, discipline, and responsibility (Supiarmo et al., 2025). These findings strengthen the view that a holistic and integrated learning approach is a primary necessity in facing the challenges of modern education that is increasingly secular and individualistic.

In addition, there is consistency in research findings regarding the importance of prospective teachers' communication as a key factor in the success of this integration. Studies by Sari & Yuniati (2025) and Aluf et al (2025) show that teachers' communication skills, especially interactive communication that emphasizes dialogue and reflection, strongly support students in understanding and internalizing mathematics material with Islamic nuances (Sari & Yuniati, 2025). This consistency indicates that communication is not merely a teaching strategy, but the core of effective learning.

However, a striking difference appears in the communication barriers experienced by prospective teachers during the integration process. Several studies indicate that the lack of specialized training and limited in-depth understanding of how to integrate Islamic values into mathematics learning are major obstacles (Fitriani et al., 2025). These differences highlight the importance of communication training programs oriented toward multidisciplinary integration, which have not yet been widely implemented in many educational institutions.

Furthermore, this study emphasizes that the educational environment and cultural context have a significant impact on the effectiveness of communication in integrating Islamic values into mathematics learning. In madrasahs and religious-based schools, the implementation of Islamic values is easier to carry out and more readily accepted due to an educational atmosphere that encourages students' religiosity (Imamuddin et al., 2025). In public or multicultural schools, integration communication becomes more challenging due to the diversity of students' backgrounds, so prospective teachers need to adjust communication strategies to the socio-cultural context (Safana & Atika, 2024).

The results of this study also show recent advances in the use of media and technology for Islamic learning that function as more efficient communication tools.

These findings strengthen the evidence that digital learning media carrying Islamic values can significantly increase students' interest and understanding (Fitriani et al., 2025). These differences indicate that technology is a new factor that needs to be considered in the development of learning communication in the future.

Overall, the consistency in this study strengthens the theoretical and practical foundations of integrating Islamic values with mathematics that already exist, while the differences that emerge provide new research opportunities to address communication barriers and enrich learning methods. Further research that combines qualitative and quantitative methods is highly needed to explore the dynamics of prospective teachers' communication in the context of this integration in order to optimize learning outcomes and students' character development sustainably (Supiarmo et al., 2025).

D. Conclusion

The communication process among prospective teachers is an important element in the successful integration of Islamic values into mathematics teaching. This study proves that good communication that is contextually relevant and open enables prospective teachers to convey mathematical concepts containing Islamic values in a meaningful and appropriate way for students. This not only enhances understanding of mathematical concepts but also strengthens students' character and spiritual awareness.

The research findings indicate that communication approaches such as interactive dialogue, religious narratives, critical reflection, and the use of Islam-based technological media strongly support the success of this integration. However, there are major challenges, such as limited specialized training, a lack of appropriate learning resources, and differences in socio-cultural contexts that affect the implementation of integrative communication. Therefore, it is necessary to develop communication training modules for prospective teachers that combine multidisciplinary approaches and cultural sensitivity so that communicative integration can be optimally implemented across various educational contexts.

Future research is recommended to further examine the dynamics of prospective educators' communication using empirical approaches, such as qualitative research and mixed methods, in order to identify the most effective communication strategies in

diverse educational settings. In addition, investigations into the use of educational technology based on Islamic values and the development of measurable teaching materials are crucial to support the success of integrative communication in the future. Current research shows a growing interest in integrating Islamic values into mathematics teaching, with an emphasis on improving prospective teachers' communication skills and adapting strategies to contextual needs.

Thus, this study offers a strong theoretical and practical foundation for strengthening Islam-oriented mathematics education, while also encouraging the development of education that is not only academically excellent but also ethical and communicative.

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