

The Integration of Islamic Values in Cognitive Development

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Abstract. The background of this study is based on the importance of integrating moral education with academic education to create a more holistic learning environment. Islamic values such as honesty, justice, and responsibility are considered essential in the cognitive development of students. This research aims to identify and analyze how Islamic values can be integrated into students' cognitive development, as well as the normative approaches that can be used to incorporate Islamic values into the educational curriculum. The method used is a literature review by analyzing various relevant data sources. The key findings show that values such as honesty, justice, and responsibility play a crucial role in shaping students' critical and analytical thinking. Strategies like curriculum integration, thematic learning, and project-based learning (PBL) have proven effective in incorporating Islamic values into education. The results of this study support holistic education theory, which combines moral and cognitive aspects in learning. These findings make an important contribution to the existing literature and offer practical guidelines for educators and policymakers in creating a more holistic and balanced learning environment. The study has some limitations, including reliance on available literature and variability in the quality and methods of the research used. Further research is needed to explore how Islamic values can be integrated into various educational contexts and to evaluate the long-term impact of this integration on students' cognitive and moral development. Overall, the integration of Islamic values in education has the potential to yield long-term positive effects on students and the broader society.

Keywords: Islam Religious education Terrorism Teacher training Spain

Introduction

The importance of integrating Islamic values into education cannot be overlooked (Komariah & Nihayah, 2023). Values such as honesty, justice, and responsibility form a strong moral foundation in daily life. These values help shape individuals of integrity and responsibility (Fuadi & Suyatno, 2020). Islamic education, in this context, not only focuses on spiritual aspects but also on students' cognitive

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development (Fitriyawany et al., 2022). By integrating Islamic values into education, we can create a more holistic and comprehensive learning environment. This means that students not only acquire academic knowledge but are also equipped with important moral values for their lives (Azzuhro & Salminawati, 2023).

However, there is a gap in the current education system. The general education curriculum often separates religious education from general education, which can lead to a fragmented approach to learning. Students may learn religious values in one class, while in another class, they study general subjects without any connection to these values (Fuadi & Suyatno, 2020). This lack of a holistic approach results in students being unable to see the relationship between knowledge and moral values. As a result, they may not fully understand how to apply Islamic values in their daily lives and academic contexts. Therefore, integrating Islamic values into general education is crucial to creating a balanced and comprehensive educational system.

In the global context, Islamic education has been implemented in various ways across different countries. Case studies from countries like Malaysia and Indonesia show the success of integrating Islamic values into their education systems. In Malaysia, for example, Islamic schools combine the national curriculum with religious subjects, creating a comprehensive and balanced learning environment (Fuadi & Suyatno, 2020). Meanwhile, in Indonesia, Pesantren and modern Islamic schools have adopted an approach that harmoniously integrates religious and general education (Subakir, 2020). However, challenges remain in applying Islamic values in various cultural and educational contexts. For instance, in Western countries, integrating Islamic values into education may face cultural resistance and different policy frameworks (Komariah & Nihayah, 2023).

The role of the curriculum in students' cognitive development is vital. A flexible and adaptive curriculum allows for the integration of Islamic values into general subjects (Azzuhro & Salminawati, 2023). Such a curriculum not only enriches academic content but also instills moral values in students (Fitriyawany et al., 2022). An analysis of how the current curriculum can be adapted to integrate Islamic values shows that there is great potential for creating a more holistic education system. A well-designed curriculum will support students' overall cognitive development, combining academic and moral aspects in the learning process (Fuadi & Suyatno, 2020).

The theory of curriculum integration emphasizes the importance of combining various disciplines to provide students with a more comprehensive understanding. In the context of Islamic education, this means integrating Islamic values with general subjects such as mathematics, science, and language (Fitriyawany et al., 2022). As such, students not only learn academic content but also understand how Islamic values can be applied to various fields of knowledge (Komariah & Nihayah, 2023). This approach helps students see the relevance of moral values in both their academic pursuits and daily lives.

Thematic learning theory offers a different approach, focusing on teaching based on themes relevant to students' daily lives (Azzuhro & Salminawati, 2023). This approach allows for the teaching of Islamic values through meaningful and applicable contexts (Komariah & Nihayah, 2023). For example, a theme on honesty can be taught through various subjects, helping students understand the importance of this value in different aspects of life (Komariah & Nihayah, 2023). With the thematic approach, learning becomes more engaging and meaningful for students, as they can see how Islamic values are applied in various situations (Fitriyawany et al., 2022).

Additionally, project-based learning (PBL) theory encourages students to learn by working on challenging and relevant projects. In the context of Islamic education, PBL can involve projects that promote Islamic values, such as community service projects or research on the history and contributions of Muslim scholars (Safitri et al., 2023). Through PBL, students not only develop academic skills but also social and moral skills (Safitri et al., 2023). These projects provide opportunities for students to apply Islamic values in real-life situations, fostering deeper understanding and relevant skills for their lives (Komariah & Nihayah, 2023).

Although much literature has discussed the importance of Islamic education, there remains a gap in research focusing on normative approaches to integrating Islamic values into general education (Subakir, 2020). Existing research tends to be fragmented and lacks comprehensiveness in identifying effective strategies for this integration (Fuadi & Suyatno, 2020). This gap indicates a need for more in-depth and comprehensive studies on this topic (Fitriyawany et al., 2022). Further research is needed to explore how Islamic values can be effectively integrated into students' cognitive development, as well as the normative approaches that can be used in the general education curriculum (Azzuhro & Salminawati, 2023).

In addition to gaps in the literature, there are also practical gaps in curriculum implementation. Many educators face challenges in integrating Islamic values into their daily teaching (Safitri et al., 2023). Without clear guidance and strategies, educators may struggle to combine Islamic values with general subjects (Komariah & Nihayah, 2023). The need for effective guidance and strategies becomes critical to ensure that Islamic values can be meaningfully and effectively integrated. This research aims to address these gaps by providing practical guidance and strategies for effective implementation.

The main research question this study seeks to answer is: How can Islamic values be integrated into students' cognitive development? This question aims to explore the methods and strategies that can be used to combine Islamic values with general education. Additionally, this research will answer the question: What are the normative approaches that can be used to incorporate Islamic values into the curriculum? The goal of this research is to identify effective methods and strategies for integrating Islamic values into students' cognitive development, as well as to provide practical and applicable normative approaches for the general education curriculum.

This research makes a significant contribution to the field of Islamic education literacy. By enriching the existing literature on Islamic education and cognitive development, this research provides new insights into how Islamic values can contribute to a more holistic and balanced education. The findings of this study will help educators and policymakers understand the importance of integrating Islamic values into general education and provide practical guidelines for effective implementation.

In addition to its theoretical contribution, this research also has practical implications for educators and policymakers. This study provides practical guidance for educators on how to integrate Islamic values into daily teaching. With clear and practical strategies, educators can more easily combine Islamic values with general subjects, creating a more holistic and balanced learning environment. Moreover, this research also offers policy recommendations to support the integration of Islamic values into the general education curriculum, ensuring that the education system can comprehensively support students' cognitive and moral development.

Curriculum Integration Theory

The theory of curriculum integration emphasizes the importance of combining various disciplines to provide students with a more comprehensive understanding (Rashed & Tamuri, 2022). In the context of Islamic education, curriculum integration means uniting Islamic values with general subjects such as mathematics, science, and language (Kurniawati et al., 2022). This allows students to not only learn academic content but also understand how Islamic values can be applied across different fields of knowledge. For example, in mathematics, students can be taught the importance of honesty in performing calculations. In science, principles of justice and responsibility towards the environment can be taught through the study of ecosystems and sustainability (Subakir, 2020). This approach helps students see the relevance of moral values in both academic contexts and their everyday lives.

Curriculum integration also requires collaboration among teachers from various subjects to design integrated lesson plans. Teachers must work together to create materials that not only convey academic knowledge but also instill Islamic values (Hanny & Rizal, 2020). A challenge in implementing this theory is ensuring that Islamic values are integrated naturally and in a way that is relevant to the subject matter, without compromising academic quality (Azzuhro & Salminawati, 2023). This ensures that students receive a balanced and holistic education, equipping them to become knowledgeable and morally grounded individuals.

Thematic Learning Theory

Thematic learning theory offers a different approach to teaching by focusing on specific themes relevant to students' daily lives (Bima, 2020). Thematic learning allows Islamic values to be taught in meaningful and applicable contexts. For example, a theme on honesty can be taught through various subjects such as language, mathematics, and social studies, helping students understand the importance of this value across different aspects of life (Sarah et al., 2022). With a thematic approach, learning becomes more engaging and meaningful for students, as they can see how Islamic values are applied in various situations.

The thematic approach also gives teachers more flexibility in designing lesson plans. Teachers can select themes that are relevant and interesting to students while contextually integrating Islamic values. For example, a theme on responsibility can be linked to environmental projects, where students learn about the importance of preserving nature. This way, students not only learn academic concepts but also develop a deeper understanding of moral values. The challenge in implementing this theory lies in ensuring that the chosen themes are both relevant and engaging for students, while effectively integrating Islamic values (Rashed & Tamuri, 2022).

Project-Based Learning (PBL) Theory

Project-Based Learning (PBL) is a method that encourages students to learn by working on challenging and relevant projects (Fakhrurrozi et al., 2023). In the context of Islamic education, PBL can involve projects that promote Islamic values, such as community service initiatives or research on the history and contributions of Muslim scholars (Salabiyah & Aziz, 2023). Through PBL, students not only develop academic skills but also social and moral competencies. These projects provide opportunities for students to apply Islamic values in real-life situations, fostering deeper understanding and skills relevant to their lives.

The PBL approach also enhances students' critical and creative thinking abilities, as they are required to design and complete projects independently or collaboratively (Salabiyah & Aziz, 2023). For example, a project on environmental

cleanliness can teach students about social responsibility and care for the environment (Hidayat & Arifin, 2020). Students may conduct research, design a cleanliness program, and implement activities that benefit the community. In this way, students learn to integrate Islamic values into practical actions while also developing essential skills such as teamwork, communication, and problem-solving (Siregar et al., 2022).

The implementation of PBL in Islamic education allows students to learn through hands-on experience, which is often more effective than theoretical learning. These projects enable students to witness the tangible impact of applying Islamic values in their lives. The challenge in implementing PBL is ensuring that the selected projects align with learning objectives and effectively integrate Islamic values (Muhja et al., 2022). However, with careful planning, PBL can be a highly effective tool for teaching Islamic values and enhancing students' cognitive skills (Siregar et al., 2022).

Curriculum Integration Model

The curriculum integration model involves embedding Islamic values into general subjects, allowing students to see how these values are relevant across various academic contexts (Muhja et al., 2022). In this model, Islamic values are infused into each subject so that students can connect moral teachings with academic content (Subakir, 2020). For instance, in mathematics, the concept of justice can be taught through equitable distribution, while in science, responsibility towards the environment can be addressed through studies on ecology and sustainability (Azzuhro & Salminawati, 2023). This model enables students to internalize Islamic values as part of their learning process (Rashed & Tamuri, 2022).

One of the advantages of this model is that students can see the relevance of Islamic values across different disciplines, helping them develop a more comprehensive understanding of these values (Subakir, 2020). However, the main challenge is ensuring that Islamic values are integrated naturally and not forced. This requires close collaboration among teachers from various subjects to design integrated lesson plans. Additionally, teachers need adequate training to effectively incorporate Islamic values into their curricula (Warsah, 2021).

Thematic Approach

The thematic approach involves teaching based on specific themes that are relevant to students' daily lives (Bima, 2020). This approach allows Islamic values to be taught through meaningful and applicable contexts (Salabiyah & Aziz, 2023). For example, a theme on honesty can be taught across various subjects such as language, mathematics, and social studies. This method helps students understand the importance of Islamic values in different aspects of life. With the thematic approach, learning becomes more engaging and meaningful for students, as they can see how Islamic values are applied in various situations (Warsah & Nashori, 2020).

The thematic approach also provides teachers with greater flexibility in designing lesson plans. Teachers can choose themes that are relevant and interesting to students while integrating Islamic values contextually. For example, a theme on responsibility can be linked to environmental projects, where students learn about the importance of preserving nature. In this way, students not only learn academic concepts but also develop a deeper understanding of moral values. The challenge in implementing the thematic approach is ensuring that the chosen themes are relevant and engaging for students while effectively integrating Islamic values (Warsah, 2020).

Project-Based Approach

The project-based approach involves engaging students in relevant and challenging projects that can promote Islamic values (Siregar et al., 2022). For example, community service projects or research on the history and contributions of Muslim scholars can help students develop both academic and social skills (Salabiyah & Aziz, 2023). These projects provide opportunities for students to apply Islamic values in real-world situations, fostering a deeper understanding and developing life-relevant skills (Muhja et al., 2022). This approach also enhances students' critical and creative thinking abilities, as they are required to design and complete projects independently or in groups.

Project-based learning allows students to learn through hands-on experiences, which is often more effective than theoretical learning. For instance, a project on environmental cleanliness can teach students about social responsibility and care for the environment. Students can conduct research, design cleanliness programs, and implement activities that benefit the community. In doing so, students learn to integrate Islamic values into practical actions while also developing important skills such as teamwork, communication, and problem-solving (Siregar et al., 2022). The challenge in applying the project-based approach is ensuring that the selected projects align with learning objectives and can effectively integrate Islamic values. However, with proper planning, project-based learning can be a powerful tool for instilling Islamic values while enhancing cognitive and social skills.

Method

The objective of this research method is to explore and analyze the integration of Islamic values in students' cognitive development through a literature review. This normative study adopts a literature review approach to gather and analyze relevant data. This method was chosen as it allows the researcher to gain a deep understanding of the topic from various perspectives found in published literature. A literature review provides a strong theoretical foundation and enables the researcher to identify common patterns and key findings that can be applied in the context of Islamic education. Thus, this approach is well-suited to answering the research questions and achieving the research objectives comprehensively.

This study employs a normative approach, with the literature review serving as the primary method. This approach is selected to identify and analyze key themes related to the integration of Islamic values in cognitive development. The literature review enables the researcher to explore existing theories, applied models, and proposed approaches in published literature. The research design includes collecting data from various credible and relevant literature sources, which will then be analyzed thematically to identify patterns and key findings. By using this design, the researcher can construct a strong theoretical framework to support the development of effective strategies and models for integrating Islamic values in education.

The main data sources for this research are relevant literature, including academic journals, books, conference papers, and research reports. The inclusion criteria cover literature focusing on the integration of Islamic values in education, students' cognitive development, and normative approaches to education. Literature that is irrelevant to the topic or does not meet the inclusion criteria will be excluded. The literature search will be conducted through academic databases such as Google Scholar, JSTOR, and Scopus. By selecting credible and relevant data sources, the researcher ensures that the analysis is based on accurate and reliable

information. Additionally, a stringent selection of reviewed literature will help minimize bias and ensure the reliability of the research findings.

The data collection procedure begins with identifying relevant literature sources based on the research topic. Subsequently, the identified literature will be selected according to the inclusion and exclusion criteria. The selected literature will then be organized into a systematic database to facilitate further analysis. Each piece of selected literature will be indexed and coded to simplify the thematic analysis process. This process involves recording details such as the title, author, publication year, and a summary of key findings from each reviewed work. This procedure ensures efficient management and access to information, as well as the collection of all relevant data for analysis.

The data analysis procedure will involve thematic analysis to identify major themes and sub-themes relevant to the research. Data from the reviewed literature will be categorized and synthesized to provide a comprehensive understanding of the research topic. If necessary, qualitative data analysis software such as NVivo will be employed to assist in the systematic and thorough analysis of the data. This thematic analysis will help identify patterns and relationships between the various concepts found in the literature. Through this approach, the researcher can develop a robust and in-depth theoretical framework that supports the research objectives.

To ensure the credibility of data obtained from the literature review, several strategies will be employed. One strategy is source triangulation, which involves verifying findings across multiple literature sources. By comparing and contrasting findings from various sources, the researcher can ensure that the research results are based on consistent and reliable information. Additionally, peer review will be incorporated as part of the validation process. By involving experts in the fields of Islamic education and cognitive development, the researcher ensures that the interpretation and research findings are academically tested and validated. These techniques are expected to enhance the trustworthiness of the research findings and contribute significantly to the existing literature.

Results and Discussion

Integration of Islamic Values in Students' Cognitive Development

The research data were codified into a Data Codification Table. Before presenting the data codification table, it is important to explain how Islamic values and their integration strategies in students' cognitive development were identified through a literature review. These findings include values such as honesty, justice, responsibility, tolerance, and patience, as well as their positive impact on students' mental health. Identified strategies include curriculum integration, thematic learning, and project-based learning. The following is the data codification table summarizing the relevant sub-themes.

Table 1. Codification of Data on the Integration of Islamic Values in Students' Cognitive Development

No	Islamic Values	Identified Subthemes
1	Honesty	<ul style="list-style-type: none"> - Encouraging the pursuit of truth in the learning process - Reducing psychological pressure related to dishonest behaviours, such as cheating
2	Justice	<ul style="list-style-type: none"> - Aiding in making fair and wise decisions - Application in discussions and projects related to justice in resource distribution
3	Responsibility	<ul style="list-style-type: none"> - Raising awareness of the importance of commitment to academic tasks - Developing strong self-discipline
4	Tolerance	<ul style="list-style-type: none"> - Teaching respect for differences and cooperation with others - Important for developing good interpersonal skills
5	Patience	<ul style="list-style-type: none"> - Helping students face challenges and difficulties in learning with a positive and constructive attitude - Supporting the development of a better attitude towards learning
6	Mental Health	<ul style="list-style-type: none"> - Reducing stress and improving emotional well-being through strong moral values - Creating a healthier and more productive learning environment
7	Curriculum Integration	<ul style="list-style-type: none"> - Infusing Islamic values into general subjects such as mathematics, science, and language - Application of the concept of honesty in problem-solving and result evaluation
8	Thematic Learning	<ul style="list-style-type: none"> - Focusing on themes relevant to students' daily lives - Teaching justice through real-life discussions and projects
9	Project-Based Learning (PBL)	<ul style="list-style-type: none"> - Challenging and relevant projects that promote Islamic values - Community service projects teaching values of care and empathy - School community training and support to internalize and apply these values in daily life

The findings from the literature review show that Islamic values such as honesty, justice, and responsibility are key components in students' cognitive development. These values not only serve as a moral foundation but also play a crucial role in shaping students into critical and analytical thinkers. For instance, the value of honesty encourages students to always seek the truth in their learning process, while justice helps them make fair and wise decisions. The literature also indicates that integrating these values can strengthen students' cognitive abilities by fostering a positive attitude towards learning and enhancing intrinsic motivation (Muhja et al., 2022). Additionally, applying Islamic values in education helps students develop strong self-discipline, which is vital for academic achievement. The application of responsibility, for example, increases students' awareness of the importance of commitment to academic tasks, motivating them to work harder and achieve better results (Rashed & Tamuri, 2022).

Furthermore, Islamic values such as tolerance and patience significantly contribute to students' cognitive development. Tolerance teaches students to appreciate differences and collaborate with others, which are essential skills in academic and professional environments (Kurniawati et al., 2022). Patience, on the other hand, helps students face challenges and difficulties in learning with a positive and constructive attitude. The literature review shows that students who internalize these values tend to have a better attitude toward learning, which in turn improves

their cognitive abilities (Rashed & Tamuri, 2022). These values also aid in developing good interpersonal skills, supporting a more effective and harmonious teaching and learning process.

Islamic values also have a positive impact on students' mental health, an important aspect of cognitive development. Studies show that students with a strong moral foundation, as taught through Islamic values, tend to have lower stress levels and better emotional well-being. Honesty, for example, reduces psychological pressure often associated with dishonest behaviors, such as cheating. With a calm mind and a peaceful heart, students can focus better on their academic tasks and achieve more optimal results. The integration of these values in education not only supports cognitive development but also creates a healthier and more productive learning environment (Muhja et al., 2022).

The reviewed literature reveals several effective strategies for integrating Islamic values into students' cognitive development. One of the main strategies is curriculum integration, where Islamic values are embedded in general subjects such as mathematics, science, and language (Azzuhro & Salminawati, 2023). In mathematics lessons, for example, the concept of honesty can be applied in problem-solving and result evaluation. Additionally, thematic learning focused on topics relevant to students' daily lives has also proven effective (Puspitasari et al., 2020). For instance, the theme of justice can be taught through discussions and projects involving real-life situations, such as fairness in resource distribution.

Another commonly used approach is project-based learning (PBL), where students engage in challenging and relevant projects that promote Islamic values (Siregar et al., 2022). PBL provides students with the opportunity to apply values such as responsibility and cooperation in practical, real-world contexts. For example, community service projects involving charitable activities can teach values of care and empathy. All these strategies aim to create a holistic learning environment where students can develop their cognitive abilities while internalizing Islamic values (Salabiyah & Aziz, 2023). Consequently, this approach not only improves academic outcomes but also fosters strong moral character.

Moreover, it is important to note that these strategies require support and commitment from the entire school community, including teachers, students, and parents. Teachers need to be trained to effectively integrate Islamic values into their teaching, while students should be given opportunities to internalize and apply these values in their daily lives. Parents also play a crucial role in supporting and reinforcing these values at home (Trianti et al., 2020). With close collaboration between all parties, these strategies can be implemented more effectively and result in a more significant impact on students' cognitive development.

Several case studies in the literature show the successful integration of Islamic values into students' cognitive development. For instance, in Malaysia, an educational program that combines the national curriculum with Islamic values has demonstrated a significant improvement in students' cognitive and moral abilities (Rashed & Tamuri, 2022). This program includes subjects such as mathematics and science integrated with Islamic values, as well as extracurricular activities that support character development. Studies show that students who participate in this program not only have better academic achievements but also exhibit more positive attitudes towards learning and social interactions (Siregar et al., 2022).

Another example from Indonesia shows that Islamic boarding schools (pesantren) that implement curriculum integration and project-based learning

approaches successfully develop students who are not only knowledgeable but also strong in character (Salabiyah & Aziz, 2023). These pesantren use a holistic approach that combines religious and general education and involve students in challenging and meaningful projects. For example, students are encouraged to conduct research projects on the contributions of Muslim scholars in history, helping them develop cognitive skills and appreciate their cultural heritage (Muhja et al., 2022). As a result, students not only become more academically competent but also more mature and morally responsible.

However, challenges in implementing this integration include resistance from some parties and limited resources. Some schools may face difficulties in providing relevant learning materials or training teachers to effectively integrate Islamic values. Additionally, resistance from some parents or communities who may not fully understand the benefits of integrating Islamic values in education can also be a barrier. Nevertheless, the success of these programs shows that with the right support and commitment from all stakeholders, the integration of Islamic values into students' cognitive development is possible and beneficial (Warsah et al., 2023). Successful implementation requires careful planning, adequate training, and continuous support from the entire educational community.

Normative Approaches That Can Be Used to Incorporate Islamic Values into the Educational Curriculum

Before presenting the data codification table, it is important to explain how various normative approaches to incorporating Islamic values into the educational curriculum have been identified through a literature review. These findings include approaches such as curriculum integration, thematic learning, and project-based learning (PBL). The following is the data codification table summarizing the relevant sub-themes.

Tabel 2. Codification of Data on Normative Approaches for the Integration of Islamic Values into the Educational Curriculum

No	Normative Approach	Identified Subthemes
1	Curriculum Integration	<ul style="list-style-type: none"> - Incorporation of Islamic values into general subjects such as mathematics, science, and language - Application of the concept of justice in discussions about ecosystems and sustainability in science lessons - Teaching honesty through text analysis in language lessons
2	Thematic Learning	<ul style="list-style-type: none"> - Teaching Islamic values through themes relevant to students' daily lives - Responsibility taught through environmental projects like tree planting and recycling - Flexibility for teachers in developing lesson plans based on relevant and engaging themes for students
3	Project-Based Learning (PBL)	<ul style="list-style-type: none"> - Challenging and relevant projects that promote Islamic values - Community service projects teaching values such as empathy, cooperation, and leadership - Research on the contributions of Muslim scholars in history to foster appreciation of cultural heritage - Development of key skills such as critical thinking, creativity, and collaboration

Normative approaches to curriculum integration involve the incorporation of Islamic values into general subjects. Literature reviews indicate that this model is effective in creating a comprehensive learning environment where students can understand the relevance of Islamic values in various academic contexts. For instance, in science classes, the concept of justice can be applied in discussions on ecosystems and sustainability, while in language classes, honesty can be taught through text analysis (Azzuhro & Salminawati, 2023). The benefits of this approach include enhancing students' understanding of the connection between knowledge and moral values and fostering a positive attitude towards learning.

However, challenges include the need to train teachers to effectively integrate these values and ensure that the values are incorporated naturally without diminishing academic quality (Rashed & Tamuri, 2022). Teachers must be equipped with the necessary knowledge and skills to teach Islamic values in a contextual and relevant manner. Additionally, it is important to maintain high academic standards in the integrated curriculum and ensure that it does not become too overwhelming for students. This approach requires careful planning and strong support from the entire school community to be successfully implemented (Hidayat & Arifin, 2020).

The curriculum integration approach also requires clear and firm education policies. Policymakers need to develop clear guidelines and standards for integrating Islamic values into the curriculum, as well as provide adequate resources to support this implementation. Moreover, it is crucial to involve all stakeholders, including teachers, parents, and the community, in the development and implementation of the integrated curriculum (Rashed & Tamuri, 2022). With proper support and commitment from all parties, this approach can create a more holistic and balanced learning environment where students can develop their cognitive abilities while internalizing Islamic values.

Thematic learning approaches allow the teaching of Islamic values through themes relevant to students' daily lives. The literature suggests that this approach is effective in teaching Islamic values in a contextual and meaningful way. For example, the theme of responsibility can be taught through environmental projects that engage students in activities such as tree planting and recycling (Kurniawati et al., 2022). Evaluations of this approach show that students are better able to internalize the values being taught and apply them in their daily lives. Additionally, thematic learning helps students develop critical and creative thinking skills (Rashed & Tamuri, 2022).

This approach also allows teachers greater flexibility in developing lesson plans. Teachers can choose themes that are relevant and engaging for students while integrating Islamic values contextually. For instance, the theme of honesty can be taught through various subjects such as language, mathematics, and social studies. As a result, students can see how Islamic values are applied in different situations and understand the importance of these values in their lives (Azzuhro & Salminawati, 2023). This approach also makes learning more engaging and enjoyable for students, thereby increasing their motivation and interest in learning.

However, the implementation of thematic learning requires careful planning and strong support from the entire school community (Kurniawati et al., 2022). Teachers need to be trained to develop and implement effective thematic lesson plans, while students should be given opportunities to internalize and apply the values being taught. Parents also play a key role in supporting and reinforcing these values at home. With close collaboration between all parties, thematic learning can be

applied more effectively and have a more significant impact on students' cognitive and moral development.

Project-based learning (PBL) involves students in relevant and challenging projects that promote Islamic values. The findings show that PBL is effective in developing students' cognitive and moral abilities through hands-on learning experiences (Siregar et al., 2022). For example, community service projects that involve students in social activities can teach values such as empathy, cooperation, and leadership. Another example is research on the contributions of Muslim scholars in history, which can enhance students' appreciation for their cultural heritage while developing their academic skills (Salabiyah & Aziz, 2023).

This approach not only helps students develop cognitive skills but also prepares them to be positive contributors to society. PBL gives students the opportunity to apply Islamic values in practical and real-life contexts, helping them develop a deeper understanding of those values (Azzuhro & Salminawati, 2023). Additionally, PBL fosters essential skills such as critical thinking, creativity, and collaboration, which are crucial for success in both academic and professional fields. Thus, this approach not only improves academic outcomes but also builds strong moral character.

However, the implementation of PBL requires careful planning and strong support from the entire school community (Siregar et al., 2022). Teachers need to be trained to develop and implement relevant and challenging projects, while students should be given the opportunity to internalize and apply the values being taught (Salabiyah & Aziz, 2023). Parents also play a key role in supporting and reinforcing these values at home. With close collaboration between all parties, PBL can be applied more effectively and have a more significant impact on students' cognitive and moral development.

The main findings of this study indicate that the integration of Islamic values into students' cognitive development can be achieved through various normative approaches, such as curriculum integration, thematic learning, and project-based learning. Each approach has its own benefits and challenges, but all demonstrate great potential in creating a holistic and balanced learning environment (Kurniawati et al., 2022). Further analysis shows that the relationship between the integration of Islamic values and the improvement of students' cognitive development is strong, supporting existing theories on holistic education. These findings also suggest that these approaches can be practically implemented with the proper support from educators and policymakers.

The curriculum integration approach shows that Islamic values can be applied across various general subjects, creating a comprehensive and holistic learning environment. Thematic learning allows for the teaching of Islamic values through themes that are relevant and meaningful to students, helping them internalize the values more effectively (Rashed & Tamuri, 2022). Meanwhile, project-based learning provides students with opportunities to apply Islamic values in practical, real-life contexts, helping them develop a deeper understanding of those values (Siregar et al., 2022). All of these approaches demonstrate that the integration of Islamic values in education can be done in an effective and meaningful way.

Moreover, the findings of this study also highlight the importance of support from the entire school community, including teachers, students, and parents, for the successful implementation of these approaches. Teachers need to be trained to effectively integrate Islamic values into their teaching, while students should be given opportunities to internalize and apply those values in their daily lives (Rashed & Tamuri,

2022). Parents also play a key role in supporting and reinforcing these values at home. With the right support and commitment from all parties, the integration of Islamic values into students' cognitive development can have a significant and positive impact.

This study has significant theoretical implications by enriching the literature on Islamic education and cognitive development. The findings of this study support and expand existing theories on the integration of moral values in education, demonstrating that Islamic values can positively contribute to students' cognitive development (Azzuhro & Salminawati, 2023). As such, this study makes a significant contribution to the existing literature and offers practical guidance for educators and policymakers in integrating Islamic values into the educational curriculum. The findings also show that the proposed normative approaches can be applied practically and effectively.

The practical implications of this study include recommendations for educators and policymakers in integrating Islamic values into the educational curriculum. The proposed strategies include teacher training, the development of relevant learning materials, and the provision of adequate resources to support effective implementation. With proper training, teachers can develop the necessary skills to effectively integrate Islamic values into their teaching (Kurniawati et al., 2022). Additionally, the development of relevant and engaging learning materials can help students better internalize these values.

Moreover, this study emphasizes the importance of collaboration among all parties involved in education, including teachers, students, parents, and policymakers. By working together, all parties can ensure that Islamic values are integrated into education in an effective and meaningful way. The right support and commitment from the entire school community are crucial for the successful implementation of these approaches. Thus, this study not only contributes to theoretical discussions but also offers practical guidance that can be applied in various educational contexts.

Conclusion

This study aims to identify and analyze how Islamic values can be integrated into students' cognitive development, as well as the normative approaches that can be used to incorporate Islamic values into the educational curriculum. The main findings indicate that values such as honesty, justice, and responsibility play a significant role in shaping students' critical and analytical thinking. Additionally, various strategies, including curriculum integration, thematic learning, and project-based learning (PBL), have proven effective in integrating Islamic values into education. These values not only serve as a moral foundation but also strengthen students' cognitive abilities by fostering a positive attitude toward learning and enhancing intrinsic motivation.

The study has some limitations, including a reliance on available literature that may not cover all cultural and educational contexts. Furthermore, variability in the quality and methods of the studies reviewed may influence the findings. Therefore, the results of this research should be interpreted with caution. Some of the studies included in the review may have their own methodological limitations, which could affect the validity and reliability of the findings. To strengthen the conclusions of this

study, further research is needed to address these limitations and ensure the generalizability of the findings.

Further research is necessary to explore how Islamic values can be integrated into various educational contexts worldwide. In-depth studies on the long-term impact of integrating these values on students' cognitive and moral development are also needed. Moreover, future research could explore innovative teaching methods that support the integration of Islamic values into education. Ongoing research should also focus on evaluating the long-term effects of moral education on students' development, monitoring changes in moral character, self-efficacy, and social intelligence over time. By understanding these factors, educators and policymakers can develop more effective strategies for integrating moral education into the education system.

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