



## Integration of Tawheed Values in the School Curriculum from Perspective QS Adz-Dzariyat 56

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Keyword	Abstract
Curriculum Integration, Values of Monotheism, Internalization of Values	This study aims to examine the integration of monotheistic values in the school curriculum based on the perspective of QS. Adz-Dzariyat verse 56 as the philosophical foundation of Islamic education. The background of this study is based on the tendency of separation between general knowledge and spiritual values in educational practice, so that an integrative approach is needed that can unite the two. This study uses a qualitative approach with a type of library research that analyzes various literature related to Islamic education management, curriculum, and interpretation of relevant Quranic verses. The results of the study indicate that monotheistic values can be integrated into the curriculum through various subjects such as science, mathematics, language, and social sciences with a contextual and reflective approach. In addition, the role of teachers as role models and facilitators and the support of a religious school environment are important factors in the process of internalizing monotheistic values to students. This integration does not only focus on the cognitive aspect, but also includes the formation of character and spiritual awareness of students. Thus, monotheistic-based education can produce students who have a balance between intellectual intelligence and the strength of faith. This research is expected to contribute to the development of a more holistic Islamic education curriculum and one that is oriented towards the formation of perfect human beings.

### INTRODUCTION

Education is essentially a process oriented not only toward the transfer of knowledge but also toward the formation of character, values, and spiritual awareness in students (Istighosah, 2025; Megawati & Sulisworo, 2024; Munif, 2025). In the Islamic education, the spiritual dimension is the primary foundation that cannot be separated from the entire learning process. However, the reality of education in many schools today still shows a tendency to separate cognitive and spiritual aspects, with learning focused solely on academic achievement. As a result, students often possess good intellectual intelligence but lack a strong sense of monotheism as a foundation for thinking and acting (Noviami & Hanif, 2026; Suprayitno, 2025). This situation highlights the

importance of integrating monotheistic values into the school curriculum to ensure education does not lose sight of its primary purpose.

The values of monotheism are the core of Islamic teachings which emphasize the oneness of Allah as the only goal of human life (Adeoye, 2024). This is as confirmed in QS. Adz-Dzariyat verse 56 which states that humans were created solely to worship Allah. This verse provides a philosophical basis that all human activities, including the educational process, must be directed towards serving Allah. Therefore, the educational curriculum should not only be designed to produce graduates who are intellectually intelligent, but also have a strong awareness of monotheism so that every knowledge learned can lead to strengthening faith and piety.

In practice, school curricula often remain dualistic, particularly in public educational institutions, where religious studies are separated from general subjects. This separation can indirectly lead students to view religious studies and general subjects as two distinct and unrelated entities. However, from an Islamic perspective, all knowledge originates from God and should lead to the strengthening of monotheism. Therefore, an integrative approach is needed in curriculum development that links each subject to the values of monotheism, so that students can understand that all aspects of life are within the framework of worship to God.

The integration of monotheistic values into the school curriculum is not merely limited to the addition of religious material, but rather involves the process of internalizing these values in every learning activity. Teachers have a strategic role in linking taught concepts to monotheistic values, whether through contextual, reflective, or applied approaches. Thus, learning not only produces conceptual understanding but also fosters a deep spiritual awareness. Furthermore, the school environment must also support the creation of a religious culture that reflects monotheistic values in everyday life.

The challenges of globalization and the development of information technology have significantly impacted students' mindsets and behavior. The rapid and unlimited flow of information can influence the values held by the younger generation, including weakening spiritual awareness and increasing materialistic tendencies. In this situation, the integration of monotheistic values into the curriculum is crucial as a moral and spiritual bulwark for students. Education based on monotheism is expected to shape

individuals who are not only intelligent but also possess spiritual resilience in facing the various challenges of the times.

The integration of monotheistic values also has implications for the development of students' character. Values such as honesty, responsibility, discipline, and social awareness are manifestations of a strong monotheistic awareness. By making monotheism the primary foundation of the curriculum, the educational process will be more focused on developing a complete and balanced character across intellectual, emotional, and spiritual aspects. This aligns with the goals of Islamic education, which emphasize not only knowledge but also the development of noble character.

Based on this description, it can be understood that the integration of monotheistic values into the school curriculum is an urgent need to improve the quality of Islamic education. Surah Adz-Dzariyat, verse 56, provides a strong foundation that the primary goal of education is to shape individuals who worship Allah in all aspects of their lives. Therefore, this research is crucial to examine how the integration of monotheistic values can be effectively implemented in the school curriculum, thereby producing a generation that not only excels academically but also possesses a strong sense of monotheism as a guideline for life.

## **METHOD**

This study uses a qualitative approach with a library research method (Huberman & Miles, 2002). This approach was chosen because the study focuses on a conceptual study of the integration of monotheistic values into the school curriculum based on the perspective of QS. Adz-Dzariyat verse 56. The data in this study were obtained from various relevant literature sources, such as the Qur'an, tafsir books, Islamic education books, scientific journals, and previous research results related to Islamic education management and curriculum development. Data collection techniques were carried out through documentation by identifying, classifying, and reviewing written sources related to the research topic. In addition, the researcher also conducted a systematic literature search to ensure the data used were valid, credible, and in accordance with the research focus. Thus, this study relies on the strength of analysis of library sources as a basis for drawing conclusions.

The data analysis technique in this study uses a content analysis method with a descriptive-analytical approach (Polkinghorne, 2005). Researchers analyzed the content

of various literature to discover the concepts, principles, and forms of integration of monotheistic values in the school curriculum. The analysis process was carried out through several stages, namely data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting information relevant to the research focus, then systematically arranged in narrative form. Next, the data was analyzed in depth by linking the concept of Islamic education with the values of monotheism contained in QS. Adz-Dzariyat verse 56. The results of the analysis were then interpreted to produce a comprehensive understanding of the integration of monotheistic values in the curriculum. With this approach, it is hoped that the research can provide a clear and in-depth picture of the concepts studied.

## **RESULTS AND DISCUSSION**

### **Result**

#### **A. concept of monotheistic values in the QS perspective. Adz-Dzariyat verse 56 as the basis of sophist philosophy in Islamic education**

The concept of monotheistic values in the QS perspective. Adz-Dzariyat verse 56 emphasizes that the main purpose of human creation is to worship Allah. This verse is a fundamental basis for understanding the nature of human life, including in the context of Islamic education (Adeoye, 2024). Tawhid is not only interpreted as a recognition of the oneness of God theologically, but also as a principle that directs all human activities. In education, monotheism is the main orientation that must animate every learning process. This shows that Islamic education is not just a transfer of knowledge, but also a process of forming spiritual awareness. Thus, monotheistic values must be the basis for formulating educational goals. Without a foundation of monotheism, education has the potential to lose its true direction and purpose. Therefore, QS. Adz-Dzariyat verse 56 has very strong relevance as a philosophical basis in Islamic education.

The values of monotheism in this verse reflect the vertical relationship between humans and Allah who must be the center of life. Islamic education is tasked with instilling awareness that every human activity is a form of worship to Allah (Firmansyah, 2025). This covers all aspects of life, both ritual and social. In the context of education, students need to be directed to understand that learning is also part of worship. Thus, learning motivation is not only based on worldly goals, but also

a spiritual orientation. This value will form a person who has high integrity and responsibility. Apart from that, a correct understanding of monotheism will give birth to an attitude of trust, patience and sincerity in facing various challenges. Therefore, monotheism-based education will produce individuals who are balanced between aspects of this world and the hereafter.

QS. Adz-Dzariyat verse 56 also has the implication that the entire education system must be oriented towards the formation of God-fearing people. Piety is a real manifestation of the value of monotheism in everyday life. In education, this can be realized through learning that not only emphasizes cognitive aspects, but also affective and psychomotor. Students are not only required to understand knowledge, but also apply it in real life. Thus, education becomes a means of forming character based on divine values. The curriculum that is prepared must also reflect the integration of knowledge and values. This is important so that students do not get trapped in a secular understanding of science. Therefore, the value of monotheism must be the spirit in every aspect of education.

The concept of monotheism in Surah Adz-Dzariyat, verse 56, also emphasizes that all knowledge essentially originates from God. This demonstrates that there is no dichotomy between religious and general knowledge in Islam. All knowledge shares the same goal: to bring humanity closer to God. In the context of education, this requires the integration of various disciplines with the values of monotheism. Students need to understand that science, technology, and social sciences are also part of the signs of God's greatness. This will make learning more meaningful and contextual. It can also enhance students' spiritual awareness in understanding the realities of life. Therefore, monotheism-based education will produce individuals who are not only intelligent but also possess a high level of divine awareness.

The value of monotheism in this verse also emphasizes the importance of intention in every human activity. In education, intention is a crucial factor in determining the quality of the learning process and outcomes. Students who have the intention to learn for the sake of Allah will have greater enthusiasm and perseverance. This will also influence their attitude in facing learning difficulties. Teachers, as educators, have a crucial role in instilling this value in students. Through habituation and role modeling, teachers can help students understand the meaning of learning as

worship. Thus, the educational process not only produces academic achievement but also shapes spiritual character. Therefore, the value of intention in monotheism must be an integral part of education.

QS. Adz-Dzariyat verse 56 also contains the value of human responsibility as servants of God. This responsibility includes the obligation to carry out God's commands and avoid His prohibitions. In education, this value can be implemented through the development of discipline and responsibility in students. They are taught to be responsible for their learning tasks, behavior, and social interactions. This will shape a strong and independent character. Furthermore, awareness as servants of God will encourage students to always do good. Thus, education not only produces intelligent individuals but also individuals with noble morals. Therefore, the value of responsibility in monotheism is crucial to internalize in education.

Besides that, the concept of monotheism in QS. Adz-Dzariyat verse 56 is also related to the formation of awareness of the purpose of life. Many students experience confusion in determining the direction of their lives due to a lack of understanding of the purpose of human creation. Monotheism-based education can provide a clear understanding that the purpose of life is to worship Allah. This will help students make choices and make decisions. They will be more focused in planning for the future. Apart from that, this awareness will also reduce deviant behavior among teenagers. Thus, monotheism-based education has an important role in forming a generation that has a clear direction in life. Therefore, this value must be an important part of education.

Based on this description, it can be concluded that the concept of monotheism values from the perspective of QS. Adz-Dzariyat verse 56 plays a very fundamental role as a philosophical foundation in Islamic education. Monotheism is the basis for determining the goals, processes, and outcomes of education. Education based on monotheism will produce individuals who are not only intellectually intelligent but also possess strong spiritual awareness. This is crucial in facing increasingly complex global challenges. Therefore, the integration of monotheism values in education is a necessity. Islamic education must be able to make monotheism the spirit in every aspect of learning. Thus, the goal of education to form a perfect human being can be optimally achieved.

## **B. The form of integration of the values of monotheism in the school curriculum in various subjects**

### **1. Integration of Tawheed in Science Subjects**

The integration of monotheistic values into science subjects can be achieved by linking every natural phenomenon to a manifestation of God's power. In the learning process, teachers not only explain scientific concepts empirically but also guide students to understand that the order of the universe is evidence of the Creator. For example, in learning about the solar system, students are invited to reflect on how the planets move regularly without colliding. This demonstrates the existence of laws established by God as a form of sunnatullah (the divine law). Thus, science learning not only produces rational understanding but also spiritual awareness. Students will develop a sense of awe for God's creation, which ultimately strengthens their faith. Furthermore, this integration can also foster a sense of concern for the environment as a trust from God. Therefore, science becomes a means to recognize God's greatness through His creation.

The integration of monotheism in science can also be achieved through a reflective approach to learning. Teachers can provide space for students to reflect on the material they are learning, so they not only understand the concepts but also learn from each natural phenomenon. This process can be carried out through discussions, assignments, or experimental activities that conclude with a reflection on values. This way, students will become accustomed to linking science with spiritual values. This will also help them develop a holistic, non-partisan mindset. Furthermore, this approach can increase learning motivation because students feel that what they are learning has deeper meaning. Therefore, the integration of monotheism values in science is crucial for creating meaningful learning. Ultimately, students will become not only intelligent scientists but also faithful servants of God.

### **2. Integration of Tauhid in Mathematics Subjects**

The integration of monotheistic values into mathematics can be realized by instilling the values of order, precision, and honesty in the learning process. Mathematics, as a science full of patterns and structures, reflects the order of God's creation. Teachers can relate mathematical concepts such as numbers, patterns,

and geometry to the order of the universe as ordained by God. This will help students understand that nothing happens by chance, but rather that everything is perfectly orchestrated. Furthermore, the process of solving mathematical problems that require precision can also be linked to the value of responsibility as servants. Students are taught not to be careless in their work because every action will be accounted for. Thus, learning mathematics not only develops cognitive abilities but also shapes character. This integration makes mathematics a means of learning spiritual values.

The value of honesty in mathematics is also an important part of integrating monotheism. Students must be accustomed to working on problems honestly without cheating, as they are taught that God always watches over every action. This will foster an awareness that honesty is not only a social requirement but also an integral part of faith. Teachers can also instill the value of patience in solving difficult problems. The systematic and gradual thinking process in mathematics reflects the importance of effort and perseverance. Thus, students will learn to persevere in the face of difficulties. This integration will help shape disciplined and responsible individuals. Therefore, mathematics can be an effective medium for internalizing the value of monotheism. Ultimately, students will achieve a balance between intellectual and spiritual intelligence.

### 3. Integration of Tawhid in Language Subjects

Integrating the values of monotheism into language subjects can be achieved through selecting teaching materials containing Islamic values. Teachers can use reading texts that teach noble morals, exemplary stories, and spiritual values. In this way, students not only learn about language structure but also understand the moral messages contained within the texts. Furthermore, reading activities can be directed towards increasing students' spiritual awareness. They are encouraged to understand the deeper meaning of each reading. This will help them indirectly internalize the values of monotheism. Language learning can also be a means to instill the values of honesty and responsibility in communication. Students are taught to use polite language and avoid hurting others. This makes language learning more meaningful.

The integration of monotheism into language can also be achieved through writing and speaking activities. Students can be given assignments to write reflections on the greatness of Allah or their spiritual experiences. This will help them express their understanding of the value of monotheism. Furthermore, speaking in front of the class can be used to cultivate courage and honesty. Teachers can also provide examples of good communication in accordance with Islamic values. Thus, students will develop good communication skills and noble character. This integration will strengthen the relationship between the cognitive and affective aspects of learning. Therefore, language plays a crucial role in the internalization of the value of monotheism. Ultimately, students will not only be proficient in the language but also possess good character.

#### 4. Integration of Tauhid in Social Science Subjects

The integration of monotheistic values into social studies can be achieved by linking social concepts with the values of justice, caring, and responsibility. Students are encouraged to understand that social interactions must be based on divine values. For example, in lessons about community life, teachers can emphasize the importance of mutual assistance and justice as part of Islamic teachings. This will help students understand that monotheistic values relate not only to relationships with God but also with fellow human beings. Furthermore, history lessons can be used to emulate figures with strong faith. Students can learn from their struggles to uphold the values of truth. Thus, social studies learning becomes a means of character building. This integration can also increase students' social awareness.

The integration of monotheism into social sciences can also be achieved through contextual learning. Teachers can relate the material to social conditions occurring in the students' environment (Hyun et al., 2020). This will help them understand the relevance of the values of monotheism in everyday life. Students are encouraged to think critically about various social phenomena using an Islamic perspective. Thus, they are not merely observers but also able to provide solutions in accordance with Islamic values. This integration will shape students with a strong social awareness. Furthermore, they will develop an awareness that every social action is part of worship. Therefore, social sciences play a crucial role in

shaping monotheism-based character. Ultimately, students will become socially and spiritually responsible individuals.

#### 5. Integration of Tauhid in Learning Activities (Process and Method)

The integration of monotheistic values is not limited to material, but also encompasses the learning process and methods. Teachers can use learning approaches that emphasize spiritual values, such as reflective and contextual learning (Aisih et al., 2025). In every learning activity, students are encouraged to recognize that the learning process is part of worship. This will increase motivation to learn, not only for worldly matters but also for the hereafter. Furthermore, learning methods such as discussions, group work, and presentations can be directed toward instilling the values of togetherness and responsibility. Teachers also need to provide role models in attitudes and actions. In this way, students can learn from the real-life examples provided by teachers. This integration will create a conducive and meaningful learning environment.

The learning evaluation process must also reflect the values of monotheism. Assessments should not only focus on academic results but also on students' attitudes and behavior. Teachers can assess aspects of honesty, responsibility, and discipline in the learning process. This will encourage students to focus not only on grades but also on personal qualities. Furthermore, post-learning reflections can be used to evaluate students' spiritual understanding. This makes the learning process more comprehensive. This integration will help shape students with a balance between cognitive and spiritual aspects. Therefore, learning methods play a crucial role in internalizing the values of monotheism. Ultimately, education will produce well-rounded individuals.

### **C. the role of teachers and the school environment in internalizing the values of monotheism to students**

#### 1. Teacher as a Role Model (Uswah Hasanah)

Teachers play a key role as role models in internalizing the values of monotheism in students. Their daily attitudes, behavior, and speech serve as concrete examples for students to emulate. This exemplary behavior includes honesty, discipline, responsibility, and consistency in performing religious duties. When teachers demonstrate integrity in every action, students will more easily

understand and internalize the values of monotheism. This is because values are not only taught theoretically but also directly practiced. Teachers with a strong sense of monotheism will be able to create a learning environment that is imbued with spiritual values. Furthermore, teachers' exemplary behavior can also shape students' character sustainably. Therefore, the teacher's role as a good example is crucial for the successful internalization of monotheism values.

A teacher's exemplary behavior is not limited to the classroom, but also extends to everyday life within the school environment. A teacher's interactions with colleagues, students, and the surrounding environment reflect the values they uphold. Students will indirectly observe and imitate this behavior. Therefore, teachers must maintain consistency between words and actions. This is crucial to avoid confusion among students in understanding the values being taught. Furthermore, exemplary behavior can also build students' trust in their teachers. With this trust, the internalization of values will be more effective. Teachers become figures who are not only respected but also role models. Thus, the value of monotheism can be deeply ingrained in students.

## 2. Teachers as Facilitators of Tauhid-Based Learning

The teacher acts as a facilitator, guiding the learning process so that it is imbued with the values of monotheism. In this regard, the teacher not only delivers the material but also relates it to the values of faith. Every concept taught can be connected to the greatness of God as creator. Thus, students understand the material not only cognitively but also spiritually. Teachers need to design integrative and contextual learning. This can be achieved through the use of methods that encourage reflection and meaning-making. Students are encouraged to think critically and reflect on the values contained in the learning. With this approach, the learning process becomes more meaningful. Therefore, the teacher's role as a facilitator is crucial in internalizing the values of monotheism.

Teachers also need to create a classroom atmosphere that supports the strengthening of the values of monotheism. The classroom environment should be a comfortable and conducive place for learning and worship. Teachers can begin lessons with prayer and end with reflection on values. This will cultivate students' habit of always remembering Allah in every activity. Furthermore, teachers can

also assign assignments that encourage students to connect the material with the values of monotheism. In this way, students will become accustomed to thinking integratively. This process will help them internalize the values more deeply. Therefore, teachers must be able to manage learning effectively. Ultimately, students will develop an awareness that learning is part of worship.

### 3. School Environment as a Religious Culture

The school environment plays a crucial role in fostering a religious culture that supports the internalization of the values of monotheism. An Islamic school culture is reflected in routine practices, such as congregational prayer, reading the Quran, and other religious activities. These habits gradually shape students' mindsets and behaviors. A religious environment positively influences students' spiritual development. Furthermore, a conducive atmosphere facilitates students' practice of monotheism. Schools are not only places of learning but also places for character development. Therefore, the school environment serves as a medium for internalizing values. Therefore, it is crucial for schools to create a culture that supports the values of monotheism.

Religious culture in schools must be supported by the entire school community. Not only teachers, but also educational staff and school management must be actively involved. Consistency in implementing religious programs will strengthen the internalization of values. Furthermore, school rules and policies must also reflect the values of monotheism. This will create a structured and directed environment. Students will feel that the values of monotheism are not merely theory, but part of everyday life. Thus, the internalization process will occur naturally. A supportive environment will accelerate the formation of students' character. Therefore, the role of the school environment is very strategic in monotheism-based education.

### 4. Religious Habits and Activities in Schools

Habitualization is an effective method for internalizing the values of monotheism in students (Khoirunissa & Jinan, 2025). Routine activities such as praying together, attending congregational prayers, and reciting the Quran can form positive habits. These habits will help students develop sustainable spiritual awareness. Furthermore, religious activities can also increase discipline and

responsibility. Students will become accustomed to carrying out their religious duties consciously. This indicates that the values of monotheism have begun to be internalized within them. Consistent habituation will have a significant impact. Therefore, schools need to design a structured habituation program. This way, the values of monotheism can be firmly embedded.

In addition to routine activities, schools can also organize occasional religious activities. For example, commemorating Islamic holidays, conducting short Islamic boarding schools (*pesantren kilat*), and religious studies. These activities can provide students with a deeper spiritual experience and enhance their understanding of Islamic values. Students will feel closer to religious teachings, strengthening the internalization of the values of monotheism in their lives. Furthermore, these activities can strengthen relationships between students, thus creating a more harmonious social environment at school. Therefore, religious habits and activities play a crucial role in monotheism-based education.

## CONCLUSION

The values of monotheism contained in QS. Adz-Dzariyat verse 56 play a very fundamental role as a philosophical foundation in Islamic education, guiding all goals, processes, and outcomes of education to shape humans who are not only intellectually intelligent but also possess a high spiritual awareness. The integration of monotheism values into the curriculum of various subjects, the learning process, as well as the role of teachers as role models and facilitators, supported by a religious school environment and the habituation of religious activities, becomes the main key in internalizing these values to students. Thus, monotheism-based education is able to produce a generation that is balanced between worldly and spiritual aspects, has noble character, is responsible, and possesses a clear life direction in accordance with its purpose of creation as servants of Allah.

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