The Exploration of the Numerical Value of One in the Qur'an

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Abstract
This article describes the exploration results of the verses of the Qur'an, which contain the concept of monotheism with a numerical value of one. This research started from learning number recognition in class, which still seemed monotonous. Furthermore, the limitations of teaching materials make integrating mathematics learning with Islamic science more difficult. Numbers have an important role in various aspects of life. Al-Qur'an, the main subject taught in Islamic schools, can be used as initial knowledge to support learning mathematics. Therefore, introducing numbers to students must be integrated with Islamic science, especially monotheism in learning at school, to lead students to successful learning and a change in religious awareness. The data collection techniques used are documents such as interpretations of the Qur'an, the Qur'an and their translations, articles, journals, books, or other literature related to mathematics and the Qur'an. The information in this study was derived from search and collection results obtained through the Ministry of Religion's Qur'an application, the Indonesian Qur'an application, and other data in the form of documents. Then, the data analysis technique used to get the numerical value of one in the Qur'an is the Miles & Huberman analysis method combined with Rodriguez modeling and "fadic" system calculations. Based on a combination of analytical theory, 16 verses of the Qur'an contain the concept of monotheism with a numerical value of one from comprehensive exploration, which is 135 verses.

Keywords: Al-Qur'an, Exploration, Numerical Value of One
INTRODUCTION

The Qur'an contains verses about mathematics, even though it is implied (Gradini et al., 2017; Nursupiamin, 2014; Pendra, 2012; Yusufa, 2014). Several verses that contain the concept of monotheism after calculating the "fadic" system are indicated to have a numerical value of one contained in the QS. Al-Fatihah 1:5 and QS. Al-'Ankabut 29:16. The verse states that Allah is one without partner and sole (one), and there is no god worthy of worship except Allah the Almighty. Furthermore, some researchers have carried out research on numbers in the Qur'an (Hayati & Munir, 2019; Mustar, 2015). The results of Huda & Mutia's research (2017) explain that mathematics is needed to study and understand the Kauniyyah verses in the Qur'an. Ihsan (2019) also states that the application of the Qur'an in learning makes mathematics more meaningful and realistic. There are learning principles in the Qur'an, such as observing, reading, and thinking (Surah 96: 1-5), question and answer (Surah 55: 13), experiment (Surah 23: 12-16), discussion (Surah 96: 1-5), QS. 16: 125), assignment/habituation (QS. 16: 67; QS. 2: 219; QS. 4: 43; QS. 5: 90), problem-solving (QS. 94: 5-8), and reflection (Qur'an 2: 31-33) (Nu'man, 2016). However, no research identified the numerical value of one contained in the Qur'an. Based on the explanations, the Qur'an consists of a written language (verbal) and a language of numbers (numeric) (Fathani, 2013).

In mathematics, one of the simple concepts taught to students is numbers (Kurniati & Nufus, 2018). However, learning to recognize numbers in class still seems monotonous because the teacher only uses students' notebooks or writes them on the blackboard. Also, the ability to recognize numbers through memorization makes students only know numbers without knowing their meaning (Wahyuni & Sukmawati, 2020). Other teachers use number cards, props, and simulations (games) when introducing numbers to students (Wahyuni & Sukmawati, 2020). Based on the interviews with mathematics teachers at SDIT Wisata Hasanah and MTsS Hidayatul Muslimin 1, there were limited teaching materials, particularly for introducing numbers. The limited teaching materials were less supportive of integrating mathematics learning with Islamic science. From several mentioned methods, it is clear that there are no Islamic schools that connect mathematics lessons with Islamic science, both in terms of textbooks and learning media. Therefore, the integration between general science and Islam has not been conveyed effectively, especially in number recognition (Kurniati & Nufus, 2018).
According to the explanations, introducing and teaching mathematics to students should be done in tandem with the cultivation of Islamic knowledge because mathematics plays a role in the student's intellectual and spiritual development. (Mutijah, 2018). Nisa, (2017) also states that integrating Islamic knowledge into learning is a specialty of Islamic educational institutions. If you can integrate Islamic knowledge with mathematical concepts, it will be easier to develop and create learning by combining Islamic values (Kurniati, 2015).

One possible effort is to use the Qur'an as a classroom instruction medium. In its application, students' faith in Allah the Almighty can increase and make students understand the relationship between the Qur'an and mathematics that can be integrated into learning at school. However, a long-standing problem in schools, particularly Islamic schools, is that students who receive mathematics lessons are unaware of this relationship, so how can a student add a religious attitude that should be produced by mathematics lessons (Gradini et al., 2017)?

In addition, one of the main subjects taught in Islamic schools is Al-Qur'an Hadith. Students must have received lessons about the Qur'an as initial knowledge to support mathematics learning. This follows the principle of the National Council of Teachers of Mathematics (2000), which states that the effectiveness of learning mathematics is using the understanding that students know and need. Learning based on prior knowledge can have a good impact, especially in the process and with adequate learning outcomes (Bahri, 2016; Sarira et al., 2019). An exploratory process related to integrating mathematics learning with the Qur'an and Islamic values is carried out in preparation for its implementation. This method is commonly used to help students build cognitive abilities based on prior knowledge and what they have learned. Thus, it is hoped that it will lead to successful learning and a shift in students' attitudes toward religion.

Monotheism is one of the Islamic values that can be integrated into students' lives through learning mathematics. The introduction of monotheism can be useful and make it easier for students to learn Islamic values in the Qur'an. Monotheism (Tawhid) is the core or basis of Islamic rules that must be applied in life, including education. Tawhid-based education is the first and foremost education that must be given to students on an ongoing basis to maintain the consistency of faith in themselves (Setiawan, 2019). Therefore, monotheism-based education is very much needed, even in teaching other sciences. It should be integrated with it.

Examining the content of the Qur'an from a numerical point of view becomes interesting. This concept is consistent with the numerical concept first introduced in Islamic
History, namely the fundamental number of the faith. The base number under consideration is one. Number one serves an important function as both a beginning and an end. (Ramdani, 2012). The purpose of this study also intends to introduce numbers to students by integrating Islamic knowledge, especially the concept of monotheism.

In addition to studying the numerical value of one, students are expected to read verses of the Qur'an that contain the concept of monotheism and, of course, increase their faith in Allah the Almighty. Students are given an understanding that the numerical value of this one is meaningful to the concept of monotheism. In its application, students know that whatever is done, whether worship, teaching and learning, daily activities, and others, must be intended solely for the sake of Allah the Almighty.

Only Allah the Almighty has the right to be worshiped. Thus, mathematics is not only a concept but has a meaning in Islam, especially in the Qur'an.

Based on the things described, the researcher is interested in conducting research by exploring the verses of the Qur'an that contain the concept of monotheism with a numerical value of one.

METHOD

Sari et al., (2017) conducted research with the objects are verses of the Qur'an that contain the concept of monotheism with a numerical value of one. The data collection method used documents such as the Qur'an and its translations, interpretations of the Qur'an, articles, journals, books, or other literature related to mathematics and the Qur'an. The verse discussion was then investigated in terms of interpretation, translation, or the number of hijaiyah letters corresponding to religious expert figures. Furthermore, the human instrument was used in this study. The researcher's role as an instrument was to ensure the research direction, sort out documents as data sources, collect data, and draw conclusions based on the findings (Huda et al., 2021). The research data came from search results on the Ministry of Religion's Qur'an application, the Indonesian Qur'an, and other supporting literature.

The research data was obtained from search results using the Ministry of Religion's Qur'an application and the Indonesian Qur'an, as well as other supporting literature. The analysis models of Miles & Huberman (1992) and Rodriguez (2007) became the researcher's choice to process the data. Several stages presented by Miles & Huberman (1992) model are data reduction, data presentation, and conclusion drawing/verification. Data reduction in this study was carried out by classifying the data based on the verses of the Qur'an, which contains the concept of monotheism with a numerical value of one. Furthermore, the data was
presented in tabular form. After that, conclusions were drawn following the formulation of research problems verified throughout the research to strengthen and be accounted for later. Then, the stages of the data analysis process from Rodriguez (2007) model were generalizations and predictions, real situations, pseudo-concrete models, mathematical models, and confrontation-reality models. Then, a table was constructed from the two data analysis techniques above through mathematicalization.

**RESEARCH RESULT**

The results of the exploration of the verses of the Qur'an containing the concept of monotheism are obtained by entering keywords that can trigger the appearance of the verse in the word search feature based on the translation in the Indonesian Al-Qur'an Application. The keywords are words that are directly related or synonyms of the verses that are searched for and contain the concept of monotheism. As for the estimated keywords, namely: there is no god but Allah, besides Him, besides you, besides Me, the Almighty, the One, worship, only Allah, and only Him. In the exploration process, 135 verses were obtained.

**DISCUSSION**

Before analyzing the Qur'an manuscripts, it is necessary to know the interpretation of the verse first so that there are no errors in the meaning of the verse. Miles & Huberman (1992) and Rodriguez (2007) analysis techniques were the researchers' choice in analyzing exploratory data. The researchers used the Ministry of Religion's Qur'an application to interpret the verses of the Qur'an. After that, the verses of the Qur'an that contain the concept of monotheism with a numerical value of one were identified correctly by carrying out the analysis process. The process of analyzing data from these verses can be observed in Table 1.

Table 1. Data Analysis Techniques Used during the Mathematicalization Process.

<table>
<thead>
<tr>
<th>Model</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generalization and Prediction</strong></td>
<td>The generalization and prediction are the verses of the Qur'an which contain the concept of monotheism with a numerical value of one.</td>
</tr>
<tr>
<td><strong>Real Situation</strong></td>
<td>The result of exploring the verses of the Qur'an that contain the concept of monotheism is that there are 135 verses. However, the researcher used QS to describe the steps of the modeling in question. Al-Fatihah 1: 1 on the sentence &quot;Bismillahirrahman nirrahiim.&quot;</td>
</tr>
<tr>
<td><strong>Pseudo-Concrete Model</strong></td>
<td>According to the &quot;fadic&quot; system, the sentence &quot;Bismillahirrahman nirrahiim&quot; consists of 19 letters with a numerical value of 1</td>
</tr>
<tr>
<td><strong>Mathematical Model</strong></td>
<td>$19 \rightarrow 1 + 9 = 10$  $10 \rightarrow 1 + 0 = 1$</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>There are 16 verses of the Qur'an that contain the concept of monotheism, each with a numerical value of one.</td>
</tr>
</tbody>
</table>
A summary of the results of data analysis from 135 verses explored can be seen in the image below.

**Figure 1. Summary of Data Analysis from Verses of the Qur'an Containing the Concept of Monotheism**

From Figure 1, the data analysis process, several verses of the Qur'an contain the concept of monotheism with a numerical value of one, namely QS. An-Nahl 16:22, QS. Al-Ma' idah 5:72, QS. Al-'An kabut 29:16, QS. Al-'An kabut 29:17, QS. Al-'An kabut 29:36, QS. Al-Fatihah 1: 5, QS. Ar-Ra’d 13:36, QS. Al-Anbia’ 21:19, QS. Hud 11:14, QS. At-Tagabun 64:13, QS. Ali 'Imran 3: 64, QS. Al-A'raf 7:158, QS. Hud 11:61, QS. Al-Mu'minun 23:32, QS. Al-Fatihah 1: 1, and QS. An-Nasr 110: 1. The verse of the Qur'an, which contains the concept of monotheism but does not have a numerical value of one, consisted of 119 verses of the total exploration results (135 verses). Based on the explanation of the mathematicalization process at the data analysis stage, it was identified that the "fadic" system calculation does not apply in general to get the numerical value of one, which is obtained from counting the number of hijaiyah letters in the verses of the Qur'an that contain the concept of monotheism. So, the "fadic" system is an approach or method that can be used on verses of the Qur'an that contain only certain concepts of monotheism to obtain the numerical value of those verses.

Based on the results of exploration and analysis, 16 verses of the Qur'an contain the concept of monotheism with a numerical value of one. In its application to mathematics learning at school, the introduction of the numeric value of one begins with reading one of the verses of the Qur'an, which contains the concept of monotheism with a numerical value of one. Next, students are told about calculating the "fadic" system. Then, students are directed
to count the number of hijaiyah letters in the verses of the Qur'an that contain the concept of monotheism, with a numerical value of one. The number of hijaiyah letters in verse is calculated using the "fadic" system, where the final result of the calculation has a numerical value of one. After that, students were given an understanding that the numerical value of this one is meaningful to the concept of monotheism, namely that Allah is one without partners and alone (one). Only Allah the Almighty is worthy of worship. Thus, mathematical concepts, especially the introduction of the set of natural numbers in learning at school, can be integrated with the concept of monotheism.

There is one axiom that deals with natural numbers, namely Peano’s axiom. This axiom was conveyed by an Italian mathematician, Giuseppe Peano, in the 19th century (Zhu, 2012). Peano's axioms are a set of axioms for natural numbers. Peano's axioms are usually stated informally in five different axioms. Suppose there is a set N whose components are natural numbers and followers. Among them have characteristics such as a) 1 \in N, where N is a non-empty set and contains an element, namely the number 1 (P1); b) For every element n \in N, there is a unique element n* \in N called follower (P2); c) For every element n \in N, n* 1, then 1 is not a follower of every element in N (P3); d) For each pair n, m \in N with n \neq m, n* m*, then different elements in N have different followers (P4); e) If (1) A \subseteq N, (2) 1 \in A, and (3) \forall (A) \subseteq N results in p* A, then A = N (P5).

Axioms P1, P2, and P3 express that the number one is the first natural number. Subsequent numbers can be continued using a unique element called a follower. Peano took one as the first number, the first natural number. This means that the number one is a natural number without a number preceding it but a number following it. This is under the concept of monotheism, which explains that Allah is one and single (one) without anyone preceding it. Only Allah the Almighty has the right to be worshiped in this world and hereafter.

Several researchers have carried out previous studies that examined numbers and the Qur'an. Among them, Ni'mah (2019) researched "The Existence of Numbers in the Qur'an," which states that the mention of numbers in her research includes natural or principal numbers, multilevel numbers, and fractional numbers. The presence of numbers carries a message, including monotheism, time, the end of the day, and so on. The message certainly provides new information expected to be useful for scientific treasures. Harsoyo (2018) also states that one type of miracle from the Qur'an is i`jaz ‘eternal (a miracle that is a number), which is used to prove new miracles, namely with mathematics. Mathematics proves the truth of the Qur'an not by observing nature but by seeking common ground and balance. The numbers found in the Qur'an are the balance of the words syahr (month) 12 times, sholawat
In increasing students' faith in Allah the Almighty, students need to understand that the process of obtaining a numerical value of one from the verses of the Qur'an that contain only certain concepts of monotheism using the "fadic" system is one way that can be used to integrate the Qur'an with mathematics. In its application, students know that whatever is done, whether worship, teaching, learning, daily activities, or others, must be intended solely for the sake of Allah the Almighty. Thus, mathematics is not only a concept but has meaning in Islam, especially in the Qur'an.

From the explanations, the numerical value of one is obtained from counting the number of hijaiyah letters in the verses of the Qur'an that contain only certain concepts of monotheism. If the number of hijaiyah letters is numbered more than one digit, it is transformed into one digit by repeatedly adding each digit. To obtain a numerical value of one, the "fadic" system is calculated as follows: In a verse of the Qur'an which contains a certain concept of monotheism, there are only k hijaiyah letters, namely (n1, n2... nk) defined as n1 + n2 +... + nk. If the sum of n1 + n2 +... + nk is more than one digit, the process is repeated so that a single digit is obtained whose final calculation result is a numeric value of one. This finding can strengthen the previous statement that mathematics relates to certain verses of the Qur'an. The Qur'an is the main subject taught in Islamic schools. It can be used as initial knowledge to support mathematics learning. This can make mathematics learning effective because it uses understanding students know and need, such as exposure to principles (NCTM, 2000).

CONCLUSION

Based on the research and discussion, the conclusion from the exploration of the numerical value of one in the Qur'an is that the researcher found 135 verses of the Qur'an that contain the concept of monotheism. Of the 135 verses, 16 verses of the Qur'an contain the concept of monotheism with a numerical value of one, namely QS. An-Nahl 16:22, QS. Al-Ma'idah 5:72, QS. Al-'Ankabut 29:16, QS. Al-'Ankabut 29:17, QS. Al-'Ankabut 29:36, QS.
Al-Fatihah 1: 5, QS. Ar-Ra’d 13:36, QS. Al-Anbiya’ 21:19, QS. Hud 11:14, QS. At-Tagabun 64:13, QS. Ali ‘Imran 3: 64, QS. Al-A’raf 7:158, QS. Hud 11:61, QS. Al-Mu’minin 23:32, QS. Al-Fatihah 1: 1, and QS. An-Nasr 110: 1. The details of the research results above are obtained based on the translation and interpretation of the verse; the number of hijaiyah letters in verse; the mathematical model using the "fadic" system of calculations; and the final result of the calculation is a numeric one.

Based on the researcher's limitations and the findings from the research process, the researcher recommends several things that are expected to know and master the sciences that can aid in studying mathematics and mathematizing the Qur'an. Furthermore, it is hoped that they are proficient and skilled in searching for literature that can be freely accessed with the right keywords, allowing the process of determining the numerical value of one verse in the Qur'an to be carried out easily and efficiently. Then, it is hoped that they will be able to construct another system or conduct new research related to the approach or method used to obtain a numerical value of one in Qur'anic verses containing the concept of monotheism. It is thought to be possible to expand the discovery to explore the verses of the Qur'an that contain the concept of monotheism with a numerical value of one as a whole. Furthermore, teachers who wish to benefit from this research can explain and teach mathematics related to religious values (particularly monotheism) using learning methods appropriate to the situation and condition of students. It will make it easier for them to understand or interest them in learning mathematics integrated with religion.

**REFERENCE**


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