Influence Of 7 Sunnah Improves Higher Order Thinking Skills Of Indonesian Students In Mathematics

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Abstract: The quality of mathematics education in Indonesia is of great concern. This is proven based on the survey results conducted by international survey institutions such as PISA and TIMSS and national survey institutions such as ACTION. This conclusion is strengthened by the fact that the UN scores for junior high and high school levels have decreased. Improving the quality of mathematics education in Indonesia, especially among Muslims, research on the relationship of students' persistence in performing worship with their high-level thinking skills was conducted. The purpose of this research is to (1) Formulating the application of the 7 Sunnahs of the Prophet Muhammad S.A.W. in mathematics using Higher-Order Thinking Skills (HOTS). (2) Analyzing the effect of implementing the 7 Sunnahs of the Prophet Muhammad S.A.W. in improving students' higher-order thinking skills/HOTS. (3) Analyzing the practice of worship that is most influential in the implementation of the 7 Sunnahs that affect the higher-order thinking skill/HOTS.

This study uses a quantitative approach with data collection techniques through in-depth interviews, surveys, questionnaires, and documentation. The data is processed and analyzed using a computer as a tool and using the SPSS 16 for Windows program to determine the correlation of existing data. The research resulted in (1) A model of implementing the 7 Sunnahs in mathematics learning. The lesson begins with reciting surah Al-Fatihah, praying to the prophet, praying before studying, reciting Asmaul Husna, and reciting short surah in the Quran and ends with the advice to motivate students to be persistent in carrying out worship. (2) The implementation of the 7 sunnah that has significant influences is tahajud pray while the achievement of the competition that has a significant influence are KMNR competition, OSN competition, and International competition (3) The implementation of the 7 Sunnah that has significant influences are congregational pray, Dhuha prays, almsgiving, reading the Qur'an, sunnah fasting and maintaining ablution. This study found that the spiritual activity approach influenced improving students' higher-order thinking skills in mathematics. This learning model can be used in various non-formal educational institutions with having the same vision. This learning model can also be applied in formal education after being adapted to the situation and conditions of the school.

Keywords: 7 Sunnah, HOTS, Mathematics, Learning Model

1. Introduction

The Islamic world once produced great scientists in the field of science such as Ibn Sina and Ibn Khaldun whose works are still in use today, even in Europe. Muslims centuries ago briefly became rulers of the world under the Umayyad Caliphate, the Abbasid Caliphate and the Ottoman Turkish Caliphate. The greatness of the caliphate at that time was supported by the advancement of science. So that the error at that time was also able to make a variety of weaponry that supports in the defense and expansion of the territory. Technological advances also strengthened the caliphate's economy at the time.

A great Islamic scientist in mathematics in the golden age of Islam was Al-Khawarizmi (232 H/846 AD). He created and laid the foundation of the field of algebra which is an important part of mathematics. Al-Khawarizmi is Al-Jabar wal Muqabalah, a master book that has a great influence on studying the separation of similarities and descriptions. He also introduced geometry, arithmetic and other branches in mathematics. Other Islamic scientists in mathematics were Ibn Haytham, Al-Biruni, Umar Khayyam and Al Tusi.

Islamic scientists after the time of Al-Khawarizmi have found the formula of add, less, times and divide (+, –, ×, :) in mathematics. Al-Qalshadi Al-Andalusi establishes the correctness of the formula, especially in his book Kasyful Asrar 'An Ilmi al-Ghubar. The use of this formula has a tremendous influence in the advancement of mathematics with various branches. But unfortunately the discovery of this science was related to the French scientist Farancois Vete who lived afterwards (1540-1603 AD).

Many works of Islamic scientists in the field of mathematics whose work is recognized by scientists from Europe. Like the famous Muslim scientist Umar Al Khayam in the year (436-517 AH) which describes the value of the equation of cubes that use qitha al-mukafii (sufficient components). Umar Khayam was actually the one who put the first building in the science of decomposition architects, but recently his discovery was related to the French scientist Rene Descartes. Many recognitions of the works of Islamic scientists by western scientists along with the dimming of Islamic influence and the strengthening of European influence in world civilization today.

The works of islamic scientists were greatly influenced in the heyday of Islam can not be separated from the strong religious understanding possessed by Islamic scientists. For example Ibn Sina (lived in 370-428 AH). He memorized the Qur'an at the age of five, and at the age of seventeen has become a professional doctor whose knowledge is still used today and he is also a physicist. Ibn Khaldun (732-808 AH), memorized the Qur'an at the age of seven. He is a sociologist and construction expert. His thinking or theory is also still used today around the world.

The understanding of religion is certainly accompanied by strong worship such as congregational prayer, tahajud prayer, dhuha prayer, fasting, tadabur al-Qur'an, dhikr and alms. The practices of sunnah that are done eventually have an impact on the cleanliness of the soul (tazkiyatun nafs) and the clearness of the heart. So it is easy to get brilliant ideas that make the works produced by Islamic scientists in the past phenomenal.

The practices of Islamic scientists in the past have had an impact on the intelligence of his works. These practices certainly refer to the correct practices of the imam of the sect so as to produce phenomenal works. For example, Imam Abu Hanifah was a high priest who was also a successful businessman. He always brings his night to life with prayer, prayer, and humility before Allaah. He is the one who prays the most and the most wara' (guarding himself from the syubhat and haraam). Imam Ahmad ibn Hanbal never abandoned the Monday-Thursday fast and the Ayyamul Bidh fast (fasting three days every middle of the Hijri month). The sunnah practices performed by past scholars are certainly an example of Islamic scientists who became the heirs of their sciences.

Indonesia is a muslim-majority country and is the largest Muslim population in the world. If Muslims in Indonsia diligently cleanse the soul (tazkiyatun nafs) and are smart in mathematics then it is certain that Indonesia will become a great country that dominates the world. Because Indonesia will easily master science and technology and will get a lot of grace in the form of innovations in various joints of human life.

There is a kind of educational institution of tutoring that has some unique things in its operational process. Its uniqueness includes applying seikhlasnya payment in terms of learning costs or using the Seikhlasnya Method System (SMS). Invite the students to worship diligently, for those who are Muslims are strongly advised to carry out the seven sunnahs. The purpose of doing these seven sunnahs is to cleanse the soul (tazkiyatun nafs). Another interesting thing is that this institution has introduced HOTS since 2005 through the concept of realistic Nalaria Mathematics learning.

Many students who study mathematics at this institution get good grades in the field of mathematics in their schools. In fact, it is not uncommon for students who study at this institution to win math competitions both at the national and international level. Success can not be separated from the implementation of hots-based learning effects or the learning effects of Mathematics Nalaria Realistic. In addition to HOTS learning there is an interesting phenomenon in learning activities in this institution. Based on temporary observations, students whose behavior is good and diligent in worship show achievements both in mathematics and in other fields. Children who behave well and diligently worship can be considered to have done tazkiyatun nafs from various cases turned out to produce good achievements in the field of mathematics. This phenomenon can be an interesting thing, because if there is a relationship and can be proven the truth then this will be the thing that will benefit the development of education in Indonesia as well as for Muslims.

So far education in Indonesia does not consider it important about the influence of behavior or morality and obedience of worship in the success of education. This can be seen as not being the morality and diligentness of a child in worship as a condition to go to class or graduate school. So far, elements that are academic only such as mathematics, science and language as parameters of graduation. If the improvement of morality and diligent worship as a step of purification of the soul (tazkiyatun nafs). So tazkiyatun nafs can be an important factor in the success of the educational process.

Based on the facts that occurred during the management of mipa Education Clinic, the author sees there is a relationship between children who diligently carry out 7 sunnahs in order to cleanse the soul (tazkiyatun nafs) with high thinking ability (HOTS) students in the field of mathematics. This is actually in line with muslim scholars in ancient times who were on average diligent in fasting, diligent tahajud, and diligently doing other activities. If it can be found then this could be an alternative to accelerate Muslims or Indonesian children mastering science and technology.

2. Theory

Mathematics (from Greek: μαθημα - mathēma, "knowledge, thought, learning") or formerly called the science of reckoning is a science that studies things such as magnitude, structure, space, and change. The mathematicians

assembled and used various patterns, and used them to formulate new conjectus, and establish truth through strict deduction methods derived from axioms and corresponding definitions.

There is a debate about whether mathematical objects such as numbers and dots already exist in the universe, so found, or human creation. Mathematician Benjamin Peirce called mathematics "a science that describes important conclusions". However, although mathematics is in fact very beneficial for life, the development of science and technology, until efforts to preserve nature, mathematics lives in the realm of ideas, not in reality or reality. Precisely, Albert Einstein stated that "to the extent that the laws of mathematics refer to reality, they are uncertain; and to the extent they are certain, they do not refer to reality". The meaning of "Mathematics does not refer to reality" conveys the message that mathematical ideas are ideal and sterile or avoid human influence. Uniquely, his freedom from reality and human influence later made it possible to conclude the statement that the universe is a mathematical structure, according to Max Tegmark. If we believe that reality outside the universe must be free from human influence, then it must be the mathematical structure of the universe.

Anderson and Krathwohl (2001) argue that the thought process is dynamic, so it should be expressed using verbs and need to revise the taxonomy. Another suggestion is that there is a change in the dimensions of the thought process to remember, understand, apply, analyze, evaluate, and create. For the dimension of knowledge they introduce factual, conceptual, procedural, and metacognitive to every level of thought process. The dimensions of the thinking process in The Taxonomy Boom that has been refined by Anderwon & Krathwohl (2001) consist of the ability: knowing (knowing-C1), understanding (understanding-C2), applying (applying-C3), analyzing (analyzing-C4), evaluating (C5), and creating (creating-C).

Indicators for measuring high levels of thinking ability according to Krathwohl (2002) include analysis, evaluation, and creation. Analysis includes: (1) Analysis of incoming information and then structuring information into smaller sections to identify patterns and relationships; (2) Identify and distinguish the causal and causal factors of a scenario; and (3) Clarifying/formulating questions. Evaluating includes: (1) Assessing solutions, ideas, and methodologies using suitable criteria or existing standards to ensure their effectiveness; (2) Hypothesize, criticize and test, and (3) Accept or reject a dispute based on established criteria. While creating includes: (1) Generalizing an idea or way of looking at something; (2) Design a way to solve the problem; and (3) Organize elements or parts into new structures like never before.

According to Dewey, thinking does not arise spontaneously but should be "raised" by "problems and questions" or by "confusion, confusion, or doubt". Observations or "existing data cannot provide a solution; they can only suggest it" . Furthermore, it is this "demand for solutions" that solidifies and guides the entire reflective thought process; "the nature of the problem corrects the end of thought, and the end controls the thought process" . Dewey's conceptualization parallels current discussion and research on problem solving and metacognitive strategies and the importance of teaching students to think about their own thought processes. When students are aware of their thought process, they realize how their personal makeup can play a role in how they make choices and interpret situations. Factors such as culture, experience, preferences, desires, interests, and passions can radically change the decision-making process. However, with time and more experience in systematic thinking, individuals and groups can develop principles to guide decision-making so that "a certain way of interpretation gets weighted, authority" as long as "the completed interpretation does not conflict with subsequent events".

Fadlan al Ikhwani, The Greatness of 7 Sunnah, The Secret of Living Blessings, Success and Happiness by Practicing 7 Sunnah Prophet S.A.W. explained that among the wisdom of alms is to be a bulwark for the torment of hell fire. Alms are good deeds that will not reduce wealth, can even be a disaster repellent. Alms are also a proof of a Muslim's gratitude to Allah. Alms can be a wasilah the coming of fortune and blessings, can even be a provision in the hereafter.

3. Research Methods

The type of research used in this dissertation is a type of quantitative descriptive research. For the research approach in this dissertation using quantitative research approach, as stated sugiyono (2017) that "quantitative research method can be interpreted as a research method based on the philosophy of positivism, used to research on a particular population or sample, data collection using research instruments, quantitative / statistical data analysis, with the aim to test the hypothesis that has been established". Observations and interviews conducted at an educational institution that has applied 7 sunnahs in mathematics learning make Higher Order Thinking Skills (HOTS) as a characteristic of learning mathematics. This institution has more than 15 years of experience creating outstanding students in mathematics and applying 7 sunnah prophets in the learning process. The results of these observations and interviews are used to create a model for the application of 7 sunnahs in mathematics learning.

The questionnaire was conducted during a math competition that presented questions containing elements of Higher Order Thinking Skills (HOTS). The competition that became the place of this survey is a race that has

lasted 15 years and was attended by hundreds of thousands of participants. The competition is called the Realistic Nalaria Mathematics Competition. The results of this questionnaire to determine the influence of the application of 7 sunnah in improving students' HOTS skills. This research was initially conducted at an institute called Klinik Pendidikan MIPA (KPM) headquartered in Bogor. In this institution, observations and interviews are conducted to the staff and leaders. The purpose of studying the model of applying 7 sunnah in mathematics learning in KPM.

The population in this study was grade 4 to grade 9 students who participated in the semifinals of the 15th Realistic Nalaria Mathematics Competition (KMNR) in various regions in Indonesia. The participants of the 15th KMNR semifinal as a whole were 36,682 people, but the population in this study were participants from Bogor, Depok, Bekasi, Jakarta, Tangerang, Serang, Solo, Surabaya and Sidoarjo. These areas are branches of the KPM that have carried out 7 sunnahs. The population is 13,965 people.

4. Research Results

The results of the study obtained data on the activities of students in carrying out 7 sunnahs and the achievements of these students in existing math competitions. The presentation of the data is presented in the bar chart below.

1. Pray Fardhu Congregation

Praying fardhu congregation is an important part in the sunnah of the Prophet Muhammad S.A.W. The results of this study obtained data fardhu prayer congregation as in the histogram below.

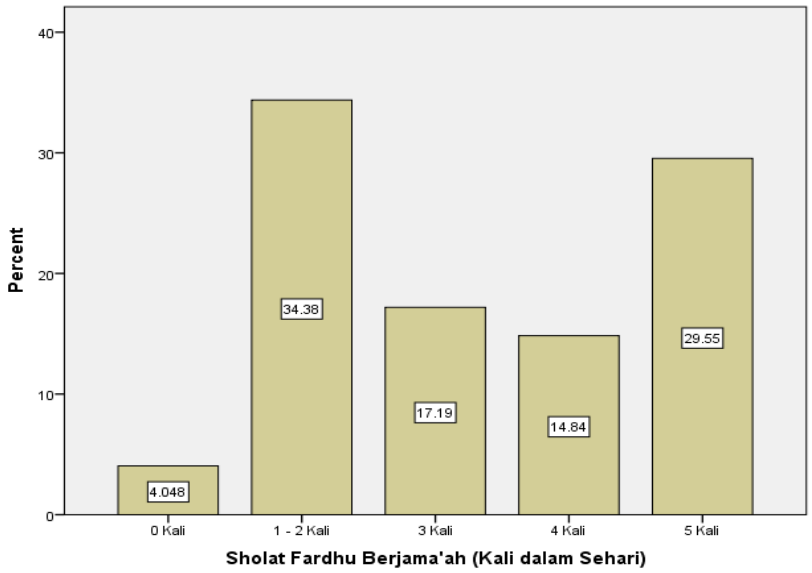

Figure 4.4 Histogram of Praying Fardhu Jamaah (times of the day)

As many as 29.5% of students have a habit of praying fardhu complete congregation 5 times a day, 96% perform prayers fardhu congregation at least 1 time a day. While some do not pray fardhu congregation as much as 4%.

2. Dhuha Prayer

Dhuha prayer has a big impact in making it easier to get sustenance. The results of his research are as follows:

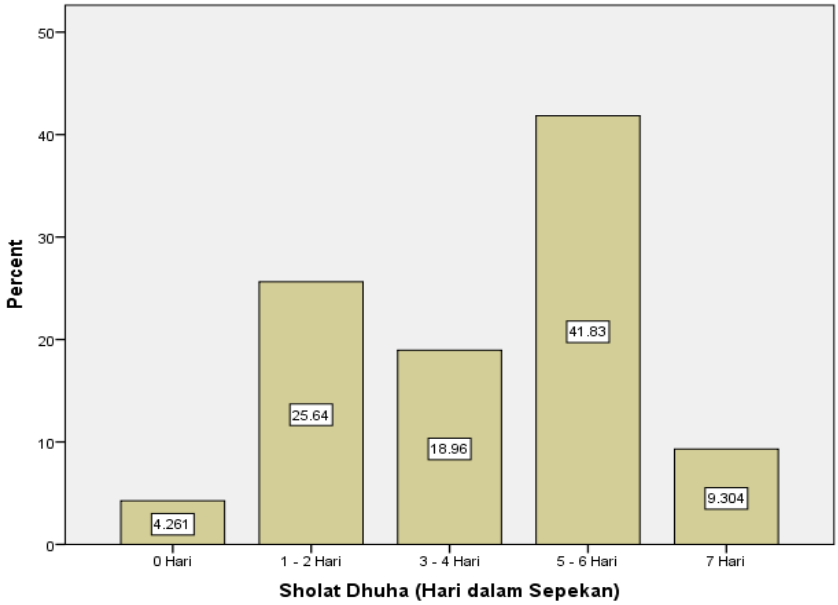

Figure 4.5 Dhuha Prayer Histogram (day of the week)

There are as many as 9.3% of students have a habit of praying dhuha every day of the week. While there are 25.6% who pray dhuha 1 or 2 days a week. In one week students who carry out 5 or 6 days have the most percentage of 41.8%. Students who do not pray dhuha there is 4.3%.

In dhuha prayer also the number of rakat can be an interesting study. The picture below is the number of rakaat in dhuha prayer:

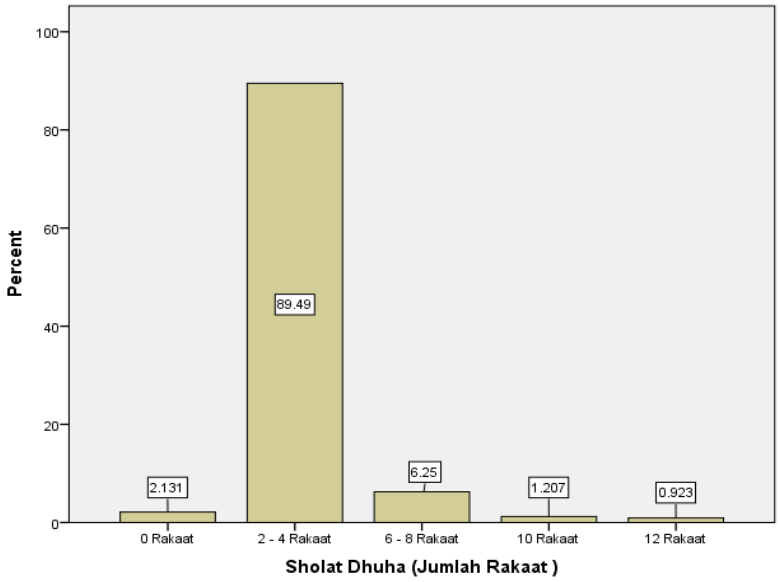

Figure 4.6 Dhuha Prayer Histogram (number of rakaat)

The number of rakaat that many students do is 2 and 4 rakaat with the number of students who carry it out as much as 89.5%. As for those who carry out 12 rakaat there is 0.9%. In the number of rakaat dhuha prayers the more rakaatnya, the fewer students who perform it.

3. Tahajud Prayer

Tahajud prayer is a sunnah practice that is highly recommended because it is very influential in elevating the human level. The results of his research are as follows:

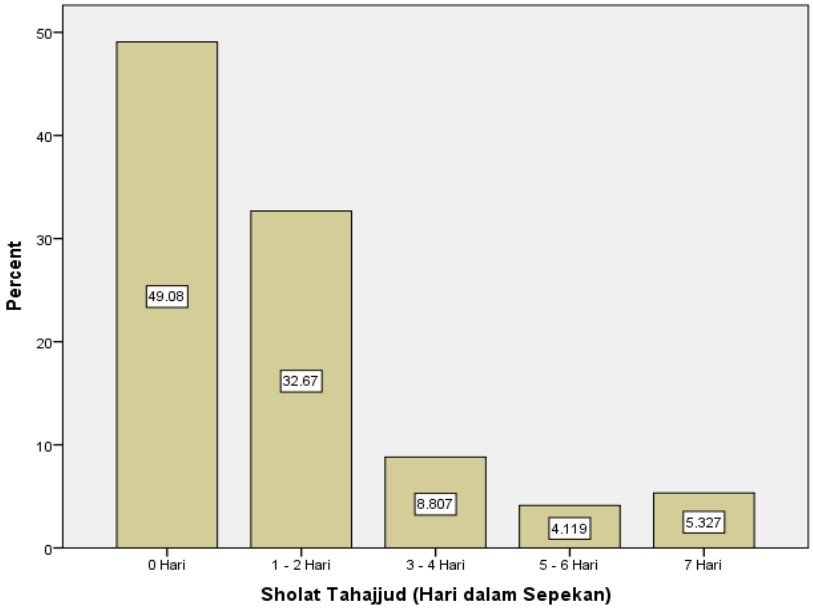

Figure 4.7 Tahajud Prayer Histogram (day of the week)

There are as many as 5.3% of students who perform tahajud prayers every night, the most children pray tahajud is 1 or 2 nights in 1 week, the percentage is 32.7%. While those who never perform tahajud prayers there is as much as 49.1%.

The interesting thing to study is also the number of rakaat in tahajud prayer performed by the students. The results can be seen in the image below:

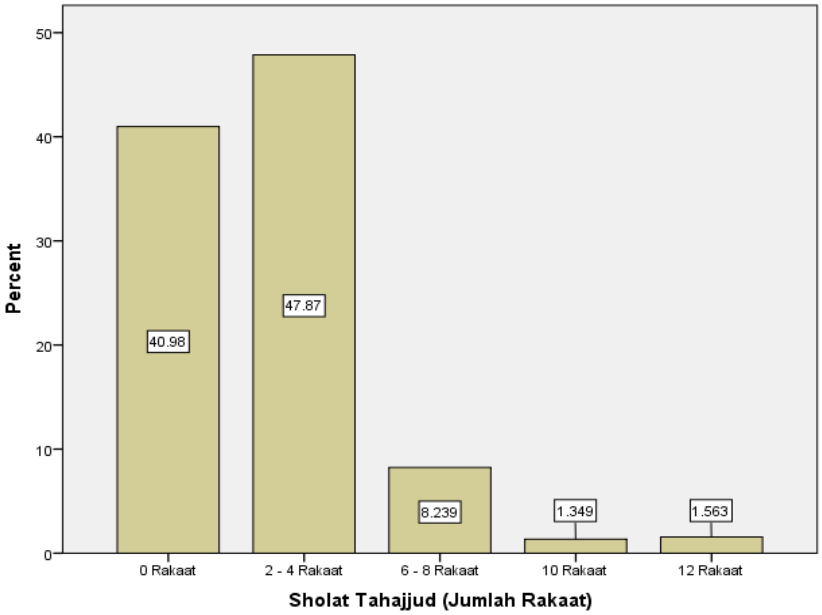

Figure 4.8 Tahajud Prayer Histogram (number of rakaat)

There are as many as 1.6% who perform tahajud prayers as many as 12 rakaat and there are 47.9% who perform prayers 2 and 4 rakaat which is the highest number of rakaat performed by students. The more rakaat the fewer students carry out except the 12 rakaat, the number of students who carry out more than the 10 rakaat.

4. Rawatib Prayer

Rawatib prayer is a sunnah practice that has an important impact in life, so it is highly recommended to be routinely performed. The following are the results of research on rawatib prayer:

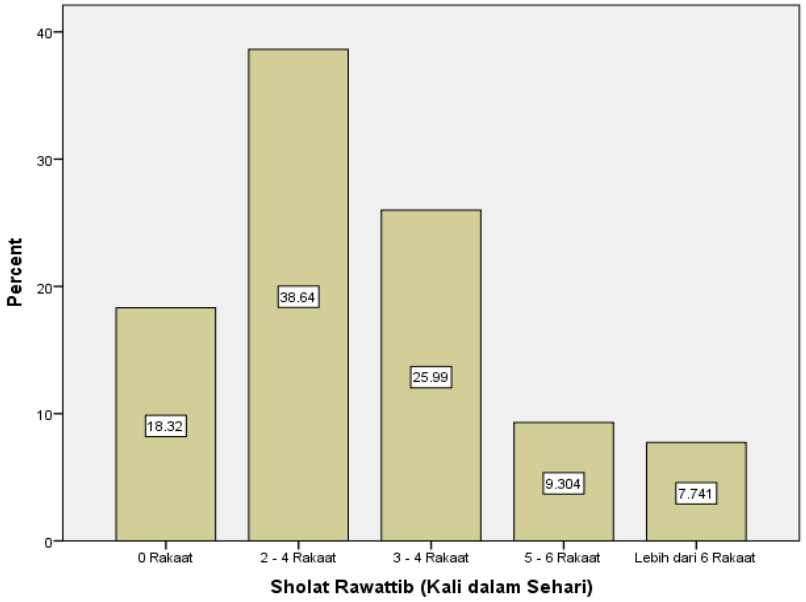

Figure 4.9 Rawatib Prayer Histogram (times of the day)

There are as many as 7.7% who perform rawatib prayers in a day more than 6 rakaat, there are as many as 81.7% of students who perform rawatib prayers at least 2 rakaat in a day, while those who do not perform rawatib prayers at all in 1 day there is 18.3%.

5. Reading the Qur'an

Reading the Qur'an is a practice that has a lot of reward, so it will have a big impact if students diligently read the Qur'an. The results of the research on reading the Qur'an are as shown below:

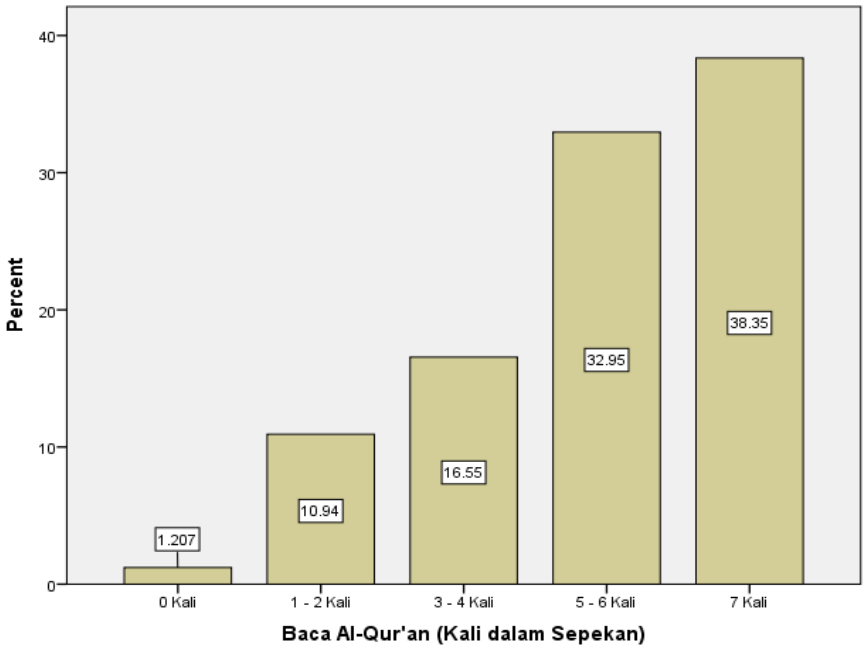

Figure 4.10 Histogram Read qur'an (times of the week)

There are as many as 38.4% of students who read the Qur'an 7 times a week. This score is the largest percentage of students in reading the Qur'an. There are 98.8% of students who at least 1 day a week read the Qur'an and there are 1.2% of children who do not read the Qur'an in 1 week.

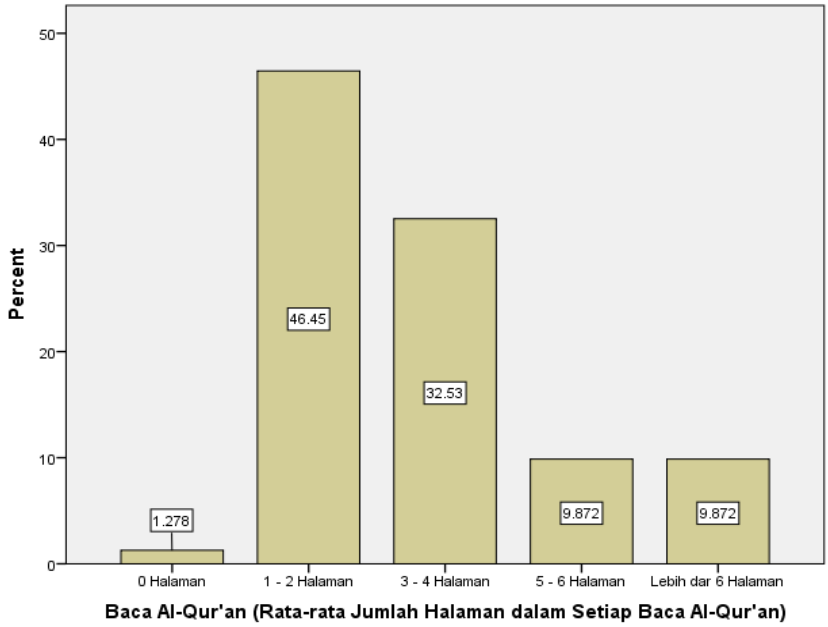

Figure 4.11 Histogram Read the Qur'an (average number of pages in each read of the Qur'an)

There are as many as 46.6% of students who read the Qur'an as much as 1 to 2 pages. The number of students who read 5 to 6 pages with the number of more than 6 pages turned out to be the same which is 9.9%.

The number of recitations of the Qur'an became the subject of this study, because the number of hapalans shows the extent of the interaction of students with the Qur'an. The results of research on the hapalan of the Qur'an are in the picture below:

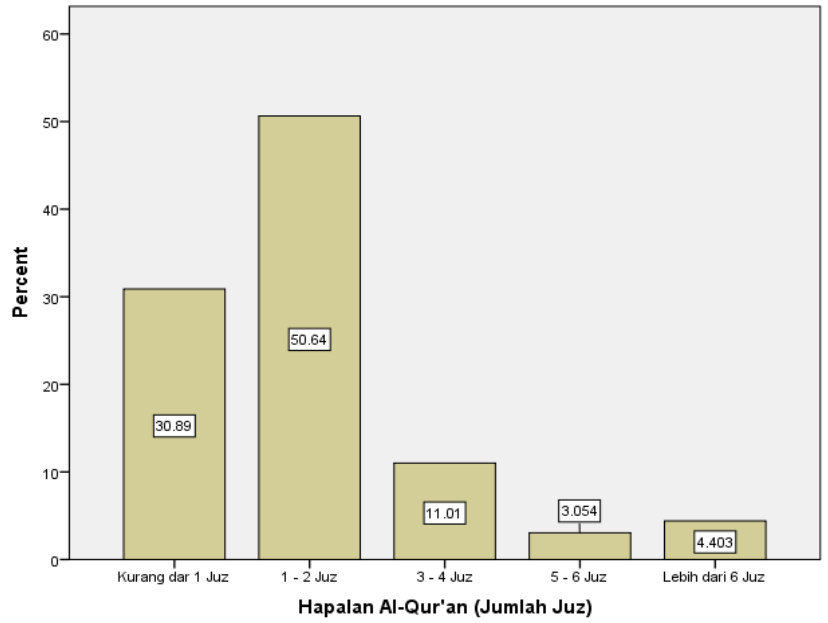

Figure 4.12 Histogram Hapalan al-Qur'an (number of juz')

There are as many as 4.4% who hapal qur'an more than 6 juz, and the most hapalan students are 1 to 2 juz which is worth 50.6%. There are as many as 30.9% of students whose hapalan is less than 1 juz.

1. Fasting Sunnah

Fasting sunnah is a good practice to be performed. In addition to adding reward, this practice is very good for health. Fasting sunnah can be in the form of fasting Monday-Thursday, fasting Prophet David and fasting *Yaumul Bidh*. The following are the results of research on fasting sunnah:

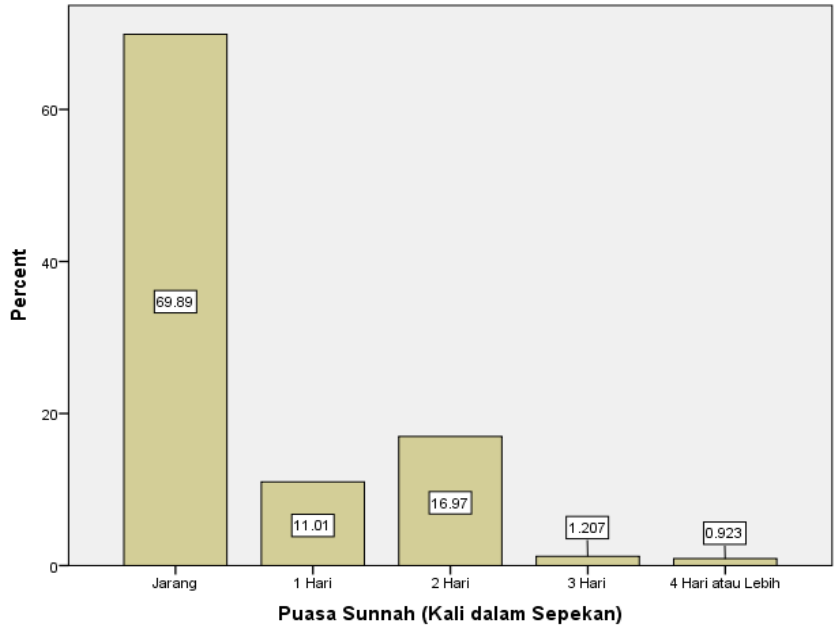

Figure 4.13 Histogram of Fasting Sunnah (times of the week)

There are as many as 17% of students who fast 2 days a week, this is likely to be the sunnah fast monday-Thursday. There are 30.1% of students who fast at least 1 day a week and there are 69.9% of students who rarely fast.

2. Infaq and alms

Infaq and alms are important sunnah practices because it tests the faith of man. Because rarely people who dare to routinely alms let alone in large quantities. Here is a picture of infaq and alms:

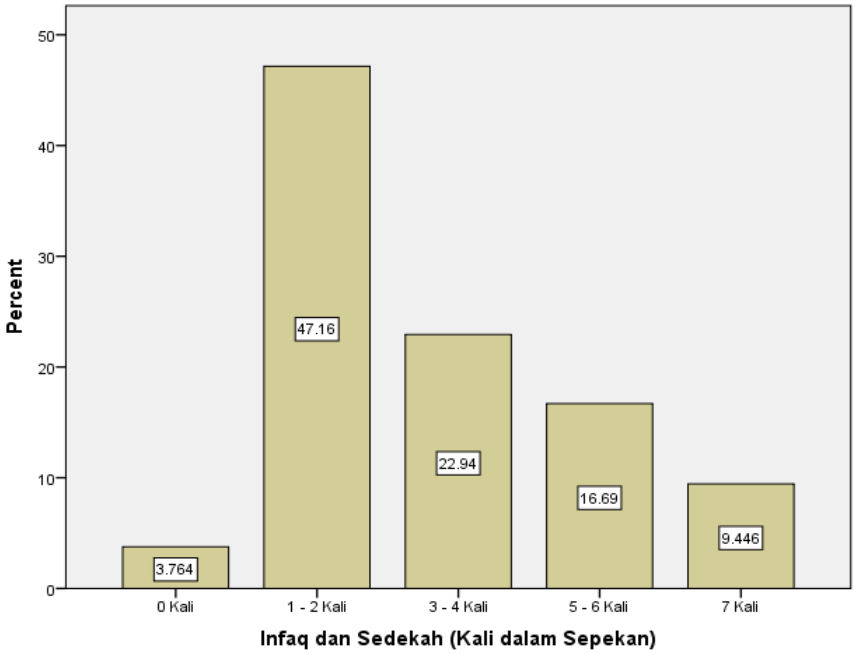

Figure 4.14 Infaq histograms and alms (times of the week)

There are as many as 47.2 percent who infaq and alms 1 to 2 times a week and there are 9.4 percent who routinely do infaq and alms every day. There are 96.2% of students who give alms at least 1 day a week.

3. Keeping Wudoo'

Keeping wudoo' is a sunnah mandate that has a big impact if people can carry out routinely. The following is a picture of the results of research on maintaining wudoo':

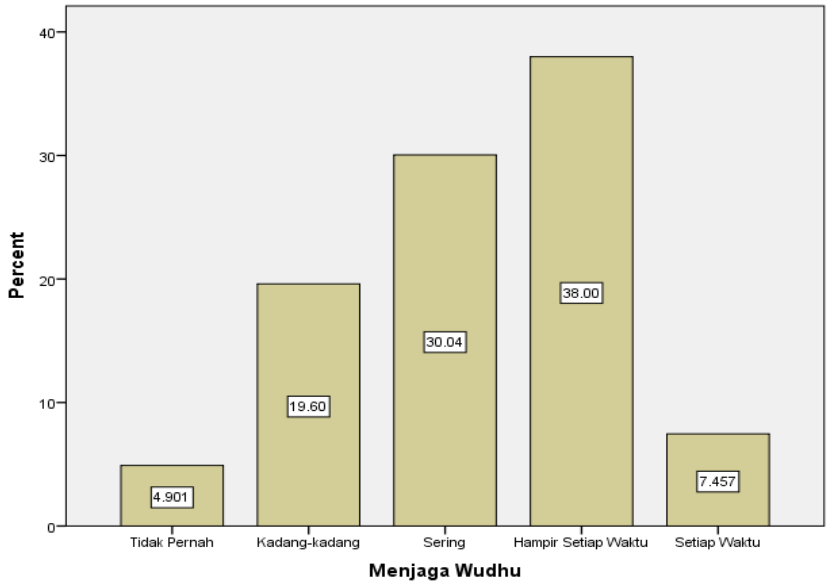

Figure 4.15 Histogram Keeping Wudoo's

Students who keep wudoo' every time there is 7.5%. The majority of students in the category almost every time maintain wudoo' which amounts to 38%. There are a total of 4.9% of students who never keep wudoo'.

4. Achievement of Regional Mathematics Competition

The achievements of the Regional Mathematics Competition can be used as a comparison material to the semifinals of the Realistic Nalaria Mathematics Competition. The results of his research are as follows:

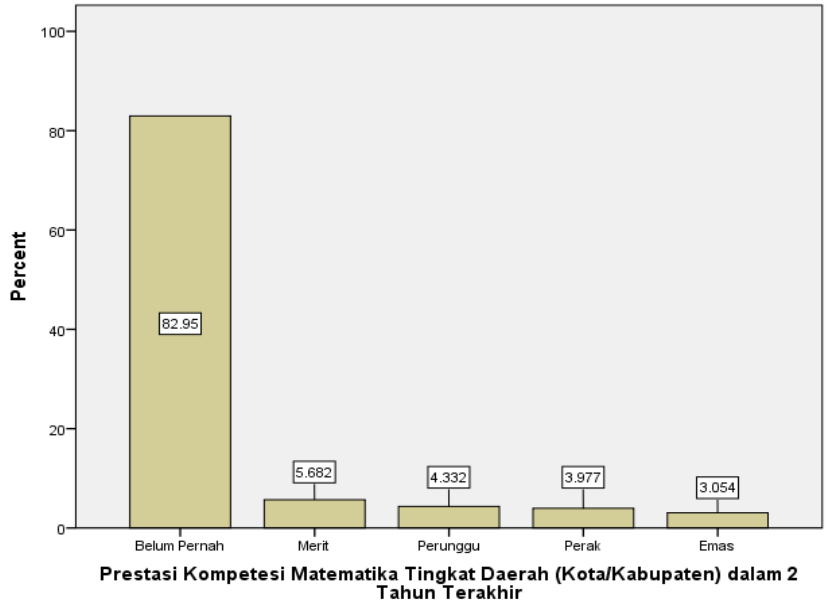

Figure 4.16 Histogram of Achievement of Regional Mathematics Competition (City/District) in the Last 2 Years

Students who received gold medals were 3.1%, and the number of students who received a minimum merit award was 17%, while the remaining 83% had never achieved in a regional math competition.

5. Achievements of Realistic Nalaria Mathematics Competition

KMNR's achievements in the last 2 years became an interesting study to be able to know the quality of KMNR races compared to other races. The following is the data of the research:

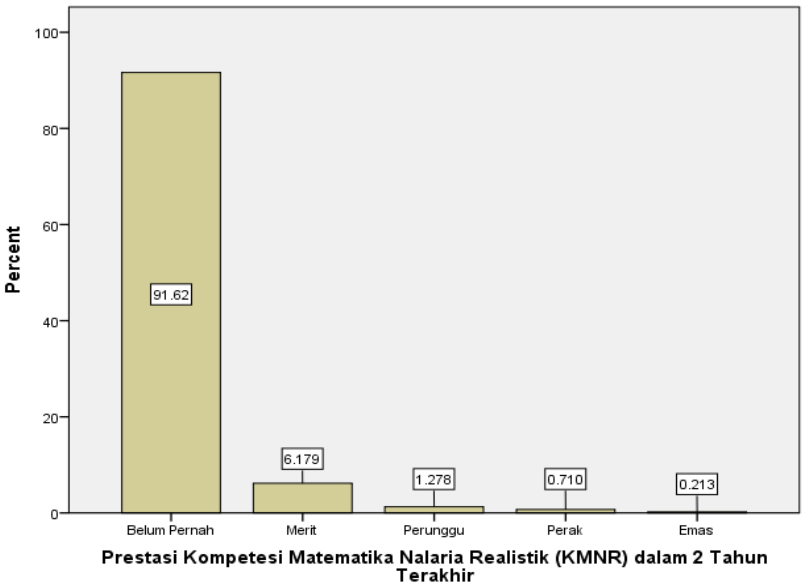

Figure 4.17 Histogram of Realistic Nalaria Mathematics Competition (KMNR) Achievements in the Last 2 Years

Participants who have never been awarded in the KMNR competition there are as many as 91.6%. Gold medalists in KMNR as much as 0.2% and those who received awards in the KMNR competition there was 8.4%.

6. Achievements of the National Science Olympics

The National Science Olympiad (OSN) is a competition held by the Ministry of Education and Culture. OSN is the main goal of competitions for smart children in Indonesia. Research data on OSN are in the following figure:

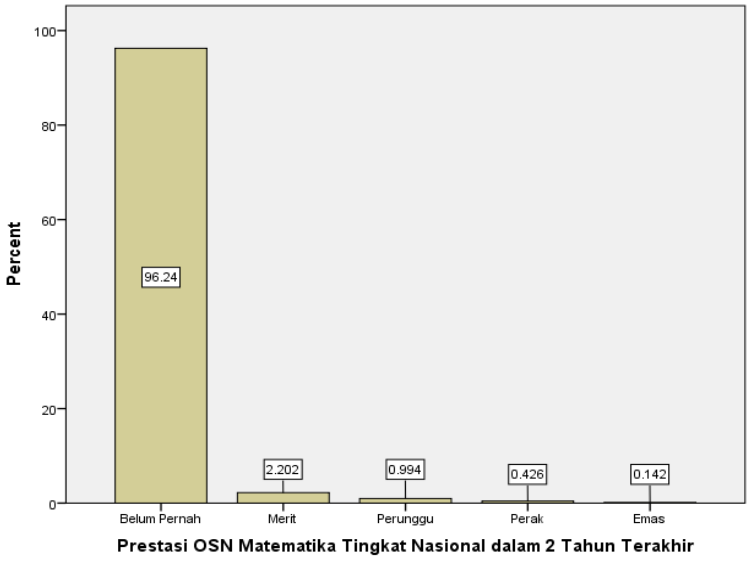

Figure 4.18 Histogram of National Mathematics OSN Achievement in the Last 2 Years

There are 96.2% of participants who have never performed at OSN, this score is very high category. While there were 0.1% gold medal winners. These results indicate the National Science Olympiad is a very difficult race.

7. Achievements in National Mathematics Competition

The achievements of this national level mathematics competition which are carried out by the private sector are also examined in this study. The data is in the image below:

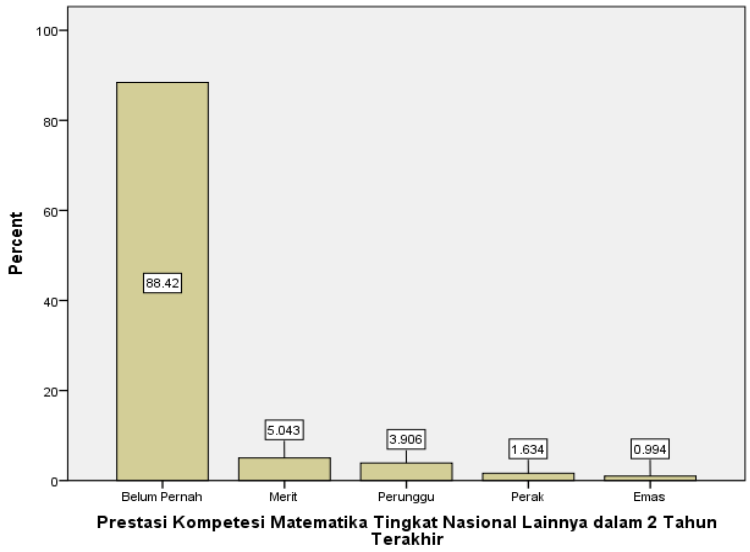

Figure 4.19 Histogram of Other National Mathematics Competition Achievement in the Last 2 Years

There were 88.4% participants who had never achieved an achievement in a national level mathematics competition, while there were 1% gold medal winners. This achievement shows that KMNR is more difficult than national competitions other than OSN.

8. Achievements in International Mathematics Competition

The achievements of international mathematics competitions are a follow-up to the achievements of national mathematics competitions. The research data is in the following figure:

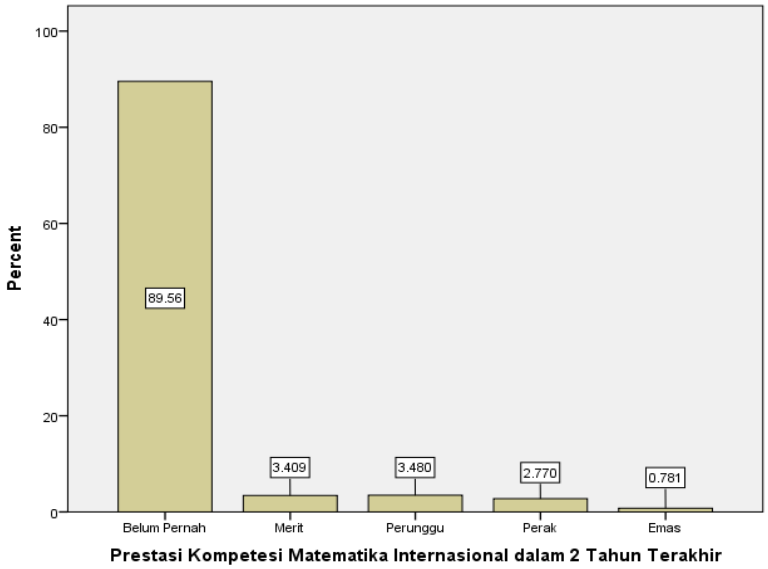

Figure 4.20 Histogram of Achievement in International Mathematics Competition in the Last 2 Years

There are 89.6% of participants who have never achieved an achievement in an international mathematics competition and 0.8% who won a gold medal. The achievement from the international mathematics competition is actually easier than the achievement at the national science olympiad. This phenomenon is an interesting thing, because the international mathematics competition should be much more difficult than the national science olympiad.

This phenomenon occurs because currently there are many international competitions made by private institutions abroad that do not pay attention to quality. The questions made in mathematics competitions tend to be easier and the presentation of the medals is made bigger. So that many participants are easy to get medals, that is the reason why international mathematics competitions look easier than OSN.

Although there are many international competitions that do not maintain quality, there are still international math competitions that still maintain quality. This competition is followed by the Ministry of Education and Culture. These international math competitions are usually held by the Ministry of Education in host countries or by non-profit institutions whose aim is to advance education.

9. The results of the 15th KMNR Semifinal Test Score

The results of the 15th KMNR semifinal test score are important data in this study. The data of this research can be seen in the appendix regarding the frequency distribution table. Based on these results, a descriptive statistical analysis was carried out as follows:

Tabel 4.1 Descriptif Statistic

N	1408
Mean	25.43
Median	23.00
Mode	20
Standard Deviation	14.414
Variance	207.762
Minimum	0
Maximum	95
Sum	35808

Based on the descriptive statistical table above, from the 1408 data obtained an average value (mean) of 25.43, the median of 23.00, the mode or value often appears to be 20, the standard deviation is 14.414, and the variance) amounting to 207,762. Then from the 1408 data, the data with the smallest value is 0 and the data with the largest value is 95. The sum of the total data is 35808.

While the average test scores are in the interval 25-29. The number of frequencies in the mean interval was 152 or 10.8%. The number of respondents who had a KMNR test score below the average was 727 or 51.6%, and those who obtained a KMNR test score above the average were 529 or 37.56%. This shows that the number of respondents who get test scores below the average test score is more than those who get test scores above the average test score.

To be clearer, the results of the semifinal KMNR 15th test value can be seen on the histogram below:

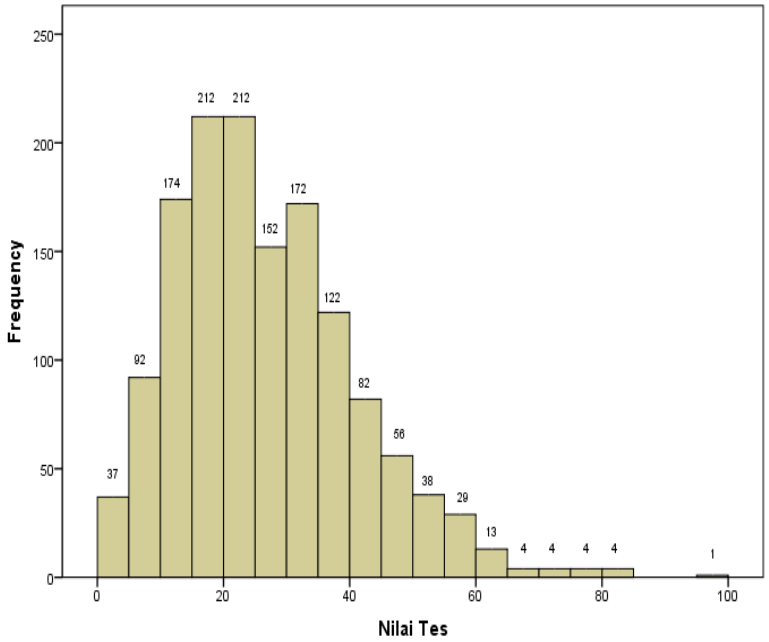

Figure 4.21 Histogram of the 15th KMNR Semifinal Test Value Results

Based on the histogram graph above, the pattern slopes to the right. The result of the calculation shows that the standard deviation score is 14,414 which when compared with the average score (25.43) is smaller, meaning that the respondent has various KMNR test scores, although most of them, namely 727 or 51.6%, get KMNR test scores. lower than the average value.

This result is an interesting study because the Realistic Mathematical Competition was attended by many participants who came from various regions throughout Indonesia. The questions presented contain many elements of Higher Order Thinking Skills (HOTS), so they can test students' intelligence. This low average score should be used as an evaluation material that the math abilities of the majority of Indonesian children are weak. Among these low scores, of course, there are students who still have good grades. Therefore, it will be analyzed the relationship between students diligently implementing the 7 Sunnahs with the scores obtained in this KMNR semifinal.

10. Correlation Analysis Results

By using the SPSS program, the results of the correlation of the semifinal value of the 15th KMNR with the factors to be studied were obtained. The results are as in the table below:

Tabel 4.2 Correlation Value Semifinal KMNR ke-15

		Value Tes
Shalat Fardhu	Pearson Correlation	.082**
	Sig. (2-tailed)	.002
	N	1408
Shalat Dhuha	Pearson Correlation	.090**
	Sig. (2-tailed)	.001
	N	1408
Shalat Tahajud	Pearson Correlation	.138
	Sig. (2-tailed)	.000
	N	1408
Shalat Rawatib	Pearson Correlation	.167**

		Value Tes
	Sig. (2-tailed)	.000
	N	1408
Read al-Qur'an	Pearson Correlation	.133**
	Sig. (2-tailed)	.000
	N	1408
Hafalan al-Qur'an	Pearson Correlation	.069**
	Sig. (2-tailed)	.010
	N	1408
Puasa Sunnah	Pearson Correlation	.069**
	Sig. (2-tailed)	.009
	N	1408
Sedekah	Pearson Correlation	.100**
	Sig. (2-tailed)	.000
	N	1408
Keep Wudhu	Pearson Correlation	.192**
	Sig. (2-tailed)	.000
	N	1408
Achievement Tk. Kota	Pearson Correlation	.346**
	Sig. (2-tailed)	.000
	N	1408
Achievement KMNR	Pearson Correlation	.176
	Sig. (2-tailed)	.000
	N	1408
Achievement OSN Matematika	Pearson Correlation	.038*
	Sig. (2-tailed)	.048
	N	1408
Achievement Nasional (Matematika)	Pearson Correlation	.064**
	Sig. (2-tailed)	.016
	N	1408
Achievement Internasional (Matematika)	Pearson Correlation	.055
	Sig. (2-tailed)	.041
	N	1408
Value Tes	Pearson Correlation	.138**
	Sig. (2-tailed)	.000
	N	1408

Based on the results of the SPSS table above, it is found that there is a very significant relationship for congregational fardhu prayer, dhuha prayer, rawatib prayer, reading the Koran, memorizing the al-Qur'an, fasting sunnah, almsgiving, keeping ablution, and achievement at the city level. and national achievement (mathematics). Meanwhile, a significant relationship occurred in midnight prayers, KMNR achievements, OSN achievements and international achievements.

The results show that the 7 sunnahs have a very significant and significant relationship to students' Higher Order Thinking Skills in mathematics. Especially for the midnight prayer, it needs further research, why is it not very significant, including KMNR achievements, OSN achievements and international achievements. Why is this only significant can be an interesting study.

5. Conclusion

Based on the results of the research and discussion, the authors present the following conclusions:

1. The application of the 7 Sunnahs in learning mathematics begins with reading a series of prayers before learning to read the letter al-Fatihah, pray to the Prophet, study prayers, read a short letter and read Asmaul Husna. Then at the time of learning, advice is given so that students maintain manners and morals and apply the 7 Sunnahs in everyday life. Adab and morals are monitored with PR morality while the application of 7 sunnahs is monitored with a card of application of 7 sunnahs. The application of the Realistic Nalaria Mathematics method greatly supports the improvement of students' Higher Order Thinking Skills in the field of mathematics. This series of learning becomes a separate learning model called the Suprarasional Mathematics Learning Model.

2. The application of the 7 Sunnahs in learning mathematics has a significant effect in increasing students' high-level abilities, especially for the type of midnight prayer worship. If in the type of competition, the significant achievements are KMNR Achievements, OSN Achievements and International Achievements.

3. The application of the 7 sunnahs that are very influential or which have a very significant relationship are congregational prayer, dhuha prayer, rawatib prayer, reading al-Qur'an, memorizing al-Qur'an, fasting sunnah, almsgiving, keeping ablution. In the field of mathematics achievement is City Achievement and National Achievement (Mathematics).

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