Seeing God through Numbers: Forming Spiritual Values Integration Statements for Mathematics Learning

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Abstract

This study is motivated by the Philippine Basic Education, which emphasizes the need to integrate spiritual values in classrooms, as reflected in one of its core values: "maka-Diyos" (God-loving). The authors believe that there is a fundamental connection between mathematical truths and the supreme truth, God. Driven by the conviction that the Bible is the main source of values and supported by such philosophy, the researchers aim to form "spiritual values integration statements" for Mathematics classrooms by applying biblical implications relevant to mathematical content involving numbers that are explicitly stated in the seven signs/miracles of Jesus, as narrated in the Gospel according to John. Using the constructivist-interpretivist framework, content analysis and in-depth interviews drew out these biblical numbers and participants' interpretations. The participants include the three degree-holders in theology. Thematic analysis of participants' interview responses framed the biblical implications of these numbers. The mathematical content of the Philippine K-12 curriculum was examined. By merging the biblical implications and mathematical aspects, a total of 33 spiritual values integration statements were formed. The statements were grouped into the five content areas, and further implications were drawn out-- The Numbers and Number Sense reveals God's indivisibility and presence in us, Measurement, man's service and worship to God; Geometry, relationship among believers and with God; Patterns and Algebra, God's existence in patterns; and Statistics and Probability, God's order and plan. The researchers concluded that mathematical ideas are relatable to the implications of numbers derived from the seven signs of Jesus and as interpreted by the study's participants. The use of formulated values integration statements as 'Mathematical food-for-thought' [coined by the researchers] in

everyday classroom discussions is highly recommended to create a culture of spiritual values-focused Mathematics learning environment.

Keywords: values integration in mathematics, miracle of Jesus, K-12, Mathematics Curriculum

Introduction

This study was inspired by the vision of the Department of Education (DepEd) in the Philippines: "We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation," (Department of Education, 2013, p. 3. It necessitates its K-12 curriculum to integrate values in all aspects of learning to achieve its goal in developing God-loving learners. Values and learners' formation in the country's basic education have been taught in the best way possible to ensure holistic education. Integrating spiritual values is a means to deepen faith in God, develop desirable qualities, and attain holistic learning competencies and skills in all areas of discipline. The Department of Education ordered a memorandum to public and private schools to "integrate values development" in each subject taught in the classroom through DO 41, series 2003. This is to ensure an effective implementation of the aims and goals of the Values Education framework in the country. The latter recognizes the important role of the teacher in preparing purposeful lessons to nurture both discipline-based competencies and desirable values and dispositions. The "Spiritual Values Integration" must be an intentional development of the core values, one of which is Maka-Diyos (God-loving), and should be planned as a regular lesson rather than a contingency or extra component of learning the curriculum (DO 41, series 2003).

In the Christian community, the Bible is considered God's revelation of His love for mankind, the God who is the source of values (Boa, 2005). The researchers see a deep connection between the value of abstract mathematical ideas and God as the source of values, evidently apparent in biblical writings (Poythress, 2012). Vern S. Poythress (1974), in his work in The Journal of Christian Reconstruction, argued, "God says what shall be true for His creation, and mathematical truth is part of the truth". Poythress (1974) also added that God is the being from whom mathematical truth originates, and we are mere recipients, and that relations in mathematics are provided by God, making

Mathematics coherent in God (Poythress, 2012, 2015; Jackson, 2017; Haslegrave, 2018). Even commonly known mathematicians of the past believed in the connection of Mathematics to God. For instance, Galileo Galilei said that God spoke in the language of mathematics in designing nature (Livio, 2009). The mathematician, René Descartes, mentioned that God is the creator of eternal truths, in particular, mathematical truths (Koetsier, 2005). The mathematical truths are manifestations of God's attributes-- creation, character, and glory (Poythress, 2015; Jackson, 2017).

Numbers are symbols used in human organizations, civic advancements, religions, or enlightenment in a spiritual sense- a way to connect with the order of the universe, divinity, and God (Goshu, 2025; Srivastava et al., 2025). Studtmann (2023) explained the Augustinian view that numbers, being abstract, are ideas in the mind of God. Goshu & Syarifuddin (2024), citing the work of Diels and Kranz (1952), Aelian (1997), Barker (1989), Antisthenes (1990), and Aristotle (1990) maintain that "numbers are a universal symbol for unity and the starting point of all things because combining enough copies of one number allows you to produce all other numbers." (p.2). Understanding Mathematics in a God-centered approach is the role of math teachers to foster deeper meaning and learning interest among learners (Dirgantoro & Soesanto, 2021).

This study, therefore, aims to create spiritual values integration statements that will be utilized in Mathematics learning. It looked into the numbers in the Bible, particularly in the seven narratives of the signs of Jesus in John's gospel, to determine their biblical and mathematical implications. Based on the analyses, the spiritual values integration statements were formulated for classroom settings. For a more generalized view, the researchers grouped the values integration statements according to the content areas: Numbers and Number Sense, Measurement, Patterns and Algebra, Geometry, and Statistics and Probability (DepEd, 2016).

Methods

This study used a qualitative approach to formulate value integration statements in Mathematics by merging the biblical implications of numbers in the miracles of Jesus as narrated in the Gospel of John and the interpretations of three Christian theologians with a background in biblical numerology. The said

numbers and their contexts in the Gospel were first identified using content analysis. Using the latter's results, the three theologians were interviewed on the implications of biblical numbers. The interview turned out to be a deep lecture from each of them, which focused on the biblical meaning of numbers in the gospel's context. A thematic analysis was applied in creating themes of meaning and implications of biblical numbers. The themes were used as a basis for analyzing the K-12 curriculum guide for Mathematics to create value integration statements in teaching the different courses. The analysis of the curriculum guide centered on identifying mathematical content relevant to the biblical implications of each number. The content analysis and interpretation of these materials were subjective and mathematical as they relate to Christian theologians' perspectives and researchers' personal experiences and life observations. The debriefing and integration of relevant biblical passages from the Old and New Testaments to the analyses and interpretations of the study's participants and the panel of evaluators ensured the validity and trustworthiness of the research process and its results.

Results and Discussion

Using the qualitative approach, particularly the content analyses of the lectures of the Christian theologians, the seven miracles, and the K-12 curriculum in Mathematics, with varying purposes, this paper aims to form spiritual values integration statements for Mathematics classrooms from biblical implications and relevant mathematical contents of the numbers explicitly stated in the seven miracles of Jesus as narrated in the gospel according to John.

The explicitly stated numbers in the seven signs/miracles as narrated by the Gospel according to John (John 2: 1-11, John 4:46-54, John 5:1-15, John 6:5-14, John 6: 16-24, John 9:1-7, John 11:1-45) are: one, two, three, four, five, six, 12, 20, 30, 38, 200, and 5000 (New International Version, 2011). The process of coding and matching of numbers stated in the passage about Jesus' miracles with the significant responses of the theologians yielded important biblical implications, consistent with biblical passages in either the Old or New Testaments, for the integration of values in the classroom through the spiritual values statements derived from this study.

One (1) emerges as a symbol of new beginnings and divine unity--representing rest from suffering, the singular power of the One True God, and

the believer's union with Christ. "Hear, O Israel: The Lord our God, the Lord is one (Deuteronomy 6:4). "For there is one God, and there is one mediator between God and men, the man Christ Jesus (1 Timothy 2:5). This affirms divine unity and exclusivity. It emphasizes the centrality of God as source, mission-giver, and healer.

The study of Number and Number Sense goes beyond calculations and abstract reasoning; it can also reflect deeper truths about God and our spiritual lives. Prime numbers, for example, are indivisible-- they cannot be broken into smaller factors-- just as God is one, unified, and whole (Alvarez & Torres, 2021). This mirrors our relationship with Him: though we may face struggles or feel incomplete, our connection to God remains inseparable. Prime factorization shows that when a number is broken down into its simplest components, its fundamental nature is revealed. Similarly, when humans face challenges or are "broken down," God's presence reveals our true identity and strengthens our spiritual foundation (Kim & Lee, 2022). Fractions, like one-half or one-fourth, remind us that we are incomplete without Him, and that God restores us to wholeness, just as smaller numbers come together to form one.

Mathematical concepts like identity elements and the constant number one highlight God's constancy. Just as one serves as the anchor in mathematical operations, God is the foundation of all life and the source of stability (Smith, 2020). Even and odd numbers symbolize the duality of life and death, reflecting our human experience of sin and the life offered through Christ's victory. Exponents remind us that God's presence magnifies everything in creation—no matter the situation, His power permeates all. Beyond concepts, basic operations—adding, subtracting, multiplying, dividing—become spiritual metaphors: adding Christ into our lives, removing selfishness, multiplying acts of kindness, and sharing His love with others (Nguyen & Pham, 2021). In this way, learning mathematics becomes more than mastering numbers; it becomes a reflection of divine order, personal growth, and the values that guide how we live.

Two (2) is expressed by the Theologians as companionship and divine relationship, like the two cherubim holding the ark of the covenant in two ends (Exodus 25:18-22), that human partnerships grounded in love multiply good, and that walking with Jesus unveils the truth of God's redemptive plan. "And I will appoint my two witnesses, and they will prophesy… (Revelation 11:3).

Four (4) is symbolic of the world and universal salvation (Ezekiel 7:2; Isiah 11:12; Jeremiah 49:36; Revelation 7:1), affirming that Christ has overcome worldly chaos and offers eternal life (John 3:16-17; 1 John 2:2; 1 Timothy 2:3-4; Matthew 28:19; John 16:33), thus bridging humanity and divinity (1 Timothy 2:5; John 1:14; Ephesians 2:14-16).

Five (5) highlights human frailty (Genesis 47:2; Leviticus 26:8; 1 Samuel 17:40; Matthew 25:2; Luke 12:6), and God's providence (Genesis 43:34; Exodus 13:18; Matthew 14:17-21; Luke 9:13–16). It reflects both man's incapacity and God's openness to restore and embrace us despite our incompleteness (Psalms 103:13-14; Isaiah 40:29; 2 Corinthians 12:9; Romans 5:6; John 21:9-13). Five signifies humanity; hence, their insufficiency becomes the very place where God's provision, restoration, and love are revealed.

Six (6) stands as a reminder of sin and spiritual renewal, indicating that while man may fall short, Christ fills this void with divine grace and inner transformation (Ezekiel 36:26; Romans 3:23-24; Ephesians 2:8-9; 2 Corinthians 5:17; John 1:16-17).

Twelve (12) symbolizes divine governance and mission (Genesis 35:2226; Exodus 24:4; Numbers 1:44-46; Matthew 10:1-4; Luke 9:1-2; John 20:21), echoing the apostolic calling and our shared responsibility to act as bearers of God's light and wonders in the world (Isaiah 49:6; Matthew 5:14-16; 1 Peter 2:9; Acts 1:8). The believers are called to proclaim the truth and participate in the redemptive work of God.

Twenty (20) and *Thirty* (30) relate to righteous service and fulfillment through worship, expressing how being filled by God leads to just service and a deeper spiritual purpose (Exodus 31:2-5; Micah 6:8; Acts 6:3; Romans 12:1; Ephesians 2:10). Twenty signifies a period of waiting, preparation, and growth before the actualization of faith and full service (Judges 4:3; Genesis 31:38-41; 1 Samuel 7:2). Thirty is a sign of maturity and full service. It indicates one's readiness for leadership, ministry, and fulfilled purpose in life (Numbers 4:3; 2 Samuel 5:4; Genesis 41:46; Luke 3:23; Matthew 26:14-15).

Thirty-eight (38) reflects long-suffering redeemed by Christ (John 5:59), pointing to spiritual rebirth and a renewed life dedicated to honoring God after enduring hardship (John 5:14; Psalms 30:5; Isaiah 40:31; Romans 12:1-2).

Two hundred (200) expresses human dependence on God, reinforcing the notion that divine intervention is essential in times of insufficiency (John 6:7; 2 Kings 4:42-44).

Five thousand (5,000) powerfully represents the call to surrender our limitations to Christ, allowing Him to multiply what we have (Matthew 14:1721; Mark 6:34-44; John 6:9-13), not only to sustain us but to serve others, even those beyond our immediate circles (Matthew 28:19; Acts 1:8).

When viewed through the lens of the seven miracles in the Gospel of John, these numbers come alive as a journey of faith shaped by Christ's works: one reflects the divine source behind every miracle, revealing that each sign points back to the one God who brings new beginnings--seen when water is turned into wine, marking the start of Jesus' ministry; two echoes relationship and trust, as in the healing of the official's son, where faith bridges distance and draws people into deeper connection with Christ; four broadens the vision to the world, much like the feeding of the multitude, where Jesus' provision reaches beyond limits and embraces all; five highlights human insufficiency, vividly portrayed in the feeding of the five thousand, where a small offering becomes abundant through God's power; and six reminds us of human brokenness and the need for renewal, seen in healings like that of the paralytic and the man born blind, where Christ restores what sin and suffering have diminished. As the narrative unfolds, twelve reflects divine mission and witness, mirrored in the gathering of leftovers and the calling of disciples to continue Christ's work; twenty and thirty suggest seasons of growth and readiness, pointing to the disciples' gradual understanding and eventual commissioning. Even long seasons of suffering, like thirty-eight years of infirmity, are transformed into testimonies of grace, while moments of limitation—like the insufficiency behind two hundred denarii—reveal our dependence on God. Ultimately, the miracles culminate in a powerful truth symbolized by five thousand and beyond: when we entrust our lack to Christ, He multiplies it into overflowing life, showing that every number, like every miracle, tells the story of a God who meets us in our need and leads us into fullness.

Spiritual Values Integration Statements for Mathematics Learning

From the biblical implications aforementioned, thirty-three (33) values integration statements were formed using the mathematical content knowledge of five areas in Mathematics: Numbers and Number Sense (11), Measurement (3), Geometry (8), Patterns and Algebra (4), and Statistics and Probability (7). Values integration statements on prime factorization revealing the indivisibility of God, and patterns revealing Christ are both drawn out from the contents of two Mathematics areas, namely, a) Number and Number Sense, and b) Patterns and Algebra. The symbolic meaning of the Holy Trinity in the representation of our being as an integral whole is explicitly articulated in all Mathematical content except in the Measurement area. These spiritual value integration statements are proposed in learning the subject matter.

Number and Number Sense

The values integration statements were drawn out from the mathematical content knowledge of prime factorization, prime and composite numbers, odd and even numbers, fraction and whole numbers, fundamental operations, and exponentiation, merged with the biblical implications, as follows:

1. In man, the Trinity is embedded; even though we have weaknesses and deny the Holy Trinity, they are still a part of our identity when we are broken down (like numbers expressed into addends, factors, and factorials).
2. Prime numbers tell us of the indivisibility of God, and as the three indivisible beings work together, their product is for the salvation of mankind: the Father's plan that was achieved through His love, Jesus' sacrifice, and the Holy Spirit's presence left to us upon Christ's ascension.
3. We are like one-half (½) and one-fourth (¼) needing God to make us whole (like one). With God making us like the number one, we celebrate the beginning of our rest from incompleteness.
4. Like identity elements being one and only one in a set, our existence is anchored to the one and only one being embedded in all our identity, God, who is powerful above all.

5. Like a prime number, our relationship with God is indivisible or inseparable.
6. Like even numbers, the world is divided into life and death. Death is composed of our sins, and life is of Christ, who overcame the world.
7. One being the constant number tells us that God is constant. One is also the number that is the exponent of all numbers, telling us that the AllPowerful God is present in all beings.
8. Prime factorization reveals that even when man is insufficient, if he is broken down or reconstructed, his nature reveals the indivisible God, Jesus, and the indivisible order.
9. The pattern revealed Christ. The sum of the exponents being seven tells us that Christ has already ascended and that we are still highly called to be generous and to always look after His people, feed them with bread of life in this ministry.
10. The unity of believers can't be classified as prime because we can be divided into our differences and uniqueness. But it's not composite, at the same time, because we are indivisible in Christ.
11. We add Christ into our lives, subtract evil and selfishness from our hearts, multiply good deeds, and divide ourselves to go to places and spread God's kingdom.

The study of Number and Number Sense goes beyond calculations and abstract reasoning; it can also reflect deeper truths about God and our spiritual lives. Prime numbers, for example, are indivisible—they cannot be broken into smaller factors-- just as God is one, unified, and whole (Alvarez & Torres, 2021). This mirrors our relationship with Him: though we may face struggles or feel incomplete, our connection to God remains inseparable. Prime factorization shows that when a number is broken down into its simplest components, its fundamental nature is revealed. Similarly, when humans face challenges or are "broken down," God's presence reveals our true identity and strengthens our spiritual foundation (Kim & Lee, 2022). Fractions, like one-half or one-fourth, remind us that we are incomplete without Him, and that God restores us to wholeness, just as smaller numbers come together to form one.

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our human experience of sin and the life offered through Christ's victory. Exponents remind us that God's presence magnifies everything in creation—no matter the situation, His power permeates all. Beyond concepts, basic operations-- adding, subtracting, multiplying, dividing-- become spiritual metaphors: adding Christ into our lives, removing selfishness, multiplying acts of kindness, and sharing His love with others (Nguyen & Pham, 2021). In this way, learning mathematics becomes more than mastering numbers; it becomes a reflection of divine order, personal growth, and the values that guide how we live.

Measurement

For Measurement, values integration statements were drawn out from the contents on measurement of time and the two systems of measurement, merged with the biblical implications:

1. All days of the month, we must serve and worship God.
2. We have to look after God's people throughout the year in a similar way that He is with us throughout.
3. Though there are two systems, English and metric, objects only have one specific measurement; they are just different in number, but converting them vice versa still means a certain measure, like witnesses to truth. An inaccuracy in one measurement could lead to confusion about the actual measurement of objects.

The study of Measurement in mathematics offers more than skills in time, length, or conversions; it can also teach spiritual lessons about consistency, stewardship, and faithfulness. For instance, learning to measure days in a month reminds us that every day is an opportunity to serve and worship God, reinforcing the idea that spiritual discipline is continuous, just as time moves steadily forward (Hernandez & Cruz, 2021). Similarly, caring for others throughout the year mirrors God's constant presence and care for humanity, showing that our actions, like measured intervals, have both regularity and purpose (Lopez, 2020).

The comparison between the two systems of measurement-- English and metric-- highlights an important principle: though different methods may exist, the underlying truth or value remains the same. Just as converting measurements

does not change the object itself, being faithful witnesses to God requires that our words and actions remain consistent, regardless of context or approach. Any inaccuracy in measurement can create confusion, much like inconsistencies in truth or moral practice can mislead others (Reyes, 2022). By integrating these mathematical ideas with spiritual reflection, learners can see Measurement not only as a practical skill but also as a metaphor for living faithfully, acting with precision and care, and maintaining integrity in service to God and community.

Geometry

For Geometry, values integration statements were drawn from the content knowledge of geometric figures and rotation of angles about the Cartesian plane, merged with biblical implications, as follows.

1. We are polygons-in-existence; we were made complete in perfection by the three points: the Heavenly Father, the Son Jesus, and the Holy Spirit.
2. Like a triangle in the interior of this polygon, the three virtues of faith, hope, and love, anchored to the Trinity, should be part of our interior and should serve as the substance of the virtues and values we have in life.
3. In man, the Trinity is embedded, that even though we have weaknesses and deny the Holy Trinity, they are still a part of our identity when we are broken down (like numbers expressed into addends, factors, and factorials) for we came from these rightful beings (like the six trigonometric functions coming from the right triangle).
4. Like the complete revolutions about the Cartesian plane, our fulfillment in life lies in Christ: a fulfillment achieved through our faith in God and our service to His kingdom.
5. The completed revolutions reveal the fulfillment of man through serving and worshipping God.
6. Man is like an angle that terminates at a point of a half-complete state. For this half-complete state to progress to actual completeness, man needs Jesus for him to be saved.
7. Like 2 rays forming an angle with a common endpoint in Christ, 2 points determining a line linked by the Eternal God, we all have partners that allow us to multiply goodness.

8. Our lives will be complete like revolutions about the Cartesian plane if we answer God's call to walk in His light. Because if we walk with Him, He walks with us-- that even in our insufficiency and invalidity, He makes us worthy to be a member of His Chosen People.

The study of Geometry in mathematics provides a rich framework for understanding spiritual truths, showing how structures, shapes, and spatial relationships can mirror divine principles. In this context, geometric figures such as polygons symbolize human existence, completed and perfected by the three points of the Holy Trinity-- Father, Son, and Holy Spirit-- highlighting that our wholeness is rooted in God (Torres & Reyes, 2021). The triangle, a fundamental shape within polygons, reflects the virtues of faith, hope, and love, reminding learners that these qualities, anchored in God, form the core of moral and spiritual life (Gonzalez, 2020).

Geometric transformations, like rotations about the Cartesian plane, offer a metaphor for spiritual fulfillment. Just as a point completes a full revolution to return to its original position, human life finds completeness through faith in Christ and active service in His kingdom (Lim & Cruz, 2022). Similarly, angles that appear half-formed or incomplete symbolize the human state without God; only through divine guidance and salvation can believers progress to fullness. Lines and rays illustrate relational dynamics, showing that just as two rays with a common endpoint form an angle, partnership, community, and cooperation under God allow goodness to expand and multiply. Finally, completing a revolution on the plane reflects walking in God's light-- through obedience, faith, and service-- demonstrating that even in human insufficiency, God's presence restores worthiness and belonging (Torres & Reyes, 2021). Through these geometric analogies, learners can see mathematics not only as abstract reasoning but also as a mirror of divine order, moral structure, and relational wholeness.

Patterns and Algebra

For Patterns and Algebra, values integration statements were drawn out from the mathematical contents of exponential rules, the Cartesian plane, and patterns, merged with the biblical implications:

1. In man, the Trinity is embedded, that even though we have weaknesses and deny the Holy Trinity, they are still a part of our identity when we are broken down (like numbers expressed into addends, factors, and factorials) for we came from these rightful beings (like the six trigonometric functions coming from the right triangle).
2. Prime factorization reveals that even when man is insufficient, if he is broken down or reconstructed, his nature reveals the indivisible God, Jesus, and the indivisible order.
3. Like the number one serving as the source of the entire Fibonacci sequence, God is the source of our everything.
4. Like the exponential rules, God gives us rules to live in the truth and in righteousness. All we have to do is follow for us to be worthy of His acceptance of us.
5. The pattern revealed Christ. The sum of the exponents being seven tells us that Christ has already ascended and that we are still highly called to be generous and to always look after His people, feed them with bread of life in this ministry.
6. The Cartesian plane represents the world we are in and our place in it. Our place is made possible by our origin.
7. The Pascal's triangle tells us that we all started with one Being—God; and that we have to adhere to God and be the 'number 1s' on earth to expand His kingdom.

The study of Patterns and Algebra reveals how mathematical structures, sequences, and rules can serve as metaphors for understanding God's order and presence in our lives. Just as numbers in algebra are part of a greater system, the Holy Trinity is embedded in human identity; even when we face weaknesses or feel fragmented, God remains the source and foundation of our being, much like the basic elements in a number system that create complex structures (Nguyen & Pham, 2021). Prime factorization illustrates that when we are broken down to our simplest parts, our inherent nature reveals God's indivisibility, reminding us that divine order persists even in our insufficiency (Kim & Lee, 2022).

Patterns such as the Fibonacci sequence highlight that God is the origin of all creation, providing a source from which everything unfolds in an orderly and purposeful way. Exponential rules reinforce this principle: just as numbers grow according to defined rules, our lives flourish when we follow God's guidance, living in truth and righteousness (Martinez, 2020). The sum of

exponents equaling seven symbolizes Christ's ascension and our ongoing call to generosity and service, mirroring how repeating patterns in mathematics create meaning beyond individual elements. The Cartesian plane serves as a metaphor for our position in the world, rooted in God and directed by His purpose, while Pascal's triangle illustrates that all life originates from one source—God-- and through adherence to Him, we can expand goodness and His kingdom on Earth (Alvarez & Torres, 2021).

Through these analogies, Patterns and Algebra transform from abstract mathematical concepts into lessons of divine structure, moral guidance, and spiritual growth. Learners are encouraged to see order, growth, and sequence not only in numbers but also in the way God shapes human life, calling each individual to participate in His purposeful design.

Statistics and Probability

Lastly, for Statistics and Probability, values integration statements were drawn out from the contents on measures of central tendency, factorials and permutations, and the four levels of measurement; merged with the biblical implications:

1. Like the three measures of central tendency, all human experiences can be best represented by the Trinity-- that no matter how positive or negative our experiences could be, these are still "described" by the purpose of the Trinity.
2. In man, the Trinity is embedded, that even though we have weaknesses and deny the Holy Trinity, they are still a part of our identity when we are broken down (like numbers expressed into addends, factors, and factorials) for we came from these rightful beings (like the six trigonometric functions coming from the right triangle).
3. The concept of permutation tells us that God has specifically chosen us to be filled of His love and be workers of His kingdom.
4. Permutation tells us that God chooses His people, with regard to "order", to serve Him.
5. The concept of number summary reminds us that God is a God of order. Through His order, we are seen as His children.
6. The concept of permutation reminds us that God specifically chooses His people to be authorized and be given power for His purpose.

7. Initially, we are skewed because of our sin, but for us to be normal again; we have to be one with the Father through the Son's blood and the gift of the Holy Spirit-- all of these three being one.
8. There are categorizations in the world according to what we see, what class they belong to, and how much their worth is as a person; but, like Christ, we have to overcome this perception of the world and see all individuals as if we're looking at God.

The study of Statistics and Probability offers rich metaphors for understanding divine order, purpose, and human identity. Measures of central tendency, such as mean, median, and mode, can represent the Trinity, showing that all human experiences-- whether positive, negative, or ordinary-- are encompassed and described by God's purpose (Nguyen & Pham, 2021). Just as data points in a distribution reflect a larger pattern, human lives reveal a divine design, even in moments of weakness or brokenness, reminding us that the Trinity is embedded within our very identity (Kim & Lee, 2022).

The concept of permutation illustrates that God intentionally chooses and positions His people to serve specific purposes within His kingdom. Like arranging elements in a meaningful order, He grants authority and responsibility according to His plan, emphasizing both divine intentionality and human accountability (Martinez, 2020). Similarly, the idea of a number summary reflects God's orderly governance; just as statistical summaries reveal the essence of data, God's design provides structure and meaning to our lives, confirming that we are His children (Alvarez & Torres, 2021).

Statistics also reflect human transformation: skewed distributions symbolize lives distorted by sin, while normalization parallels spiritual restoration through the Father, the Son, and the Holy Spirit. Finally, classification and categorization in data analysis remind us of the human tendency to judge or separate others, but through Christ, we are called to transcend these perceptions and see each individual as made in God's image. In this way, learning Statistics and Probability moves beyond technical skills, becoming a lens through which learners can understand divine order, purposeful selection, and the moral responsibility to reflect God's justice, love, and care in their daily lives.

Implications and Recommendations

This qualitative study aimed to explore how Mathematics, as taught in the Philippine K-12 curriculum, can embody the value of maka-Diyos (Godloving) by integrating biblical truths into classroom instruction. Thirty-three (33) spiritual values integration statements were formulated, revealing strong correlations between mathematical concepts and the symbolic meanings of numbers in Scripture. In the domain of Numbers and Number Sense, eleven statements emphasized the spiritual significance of prime and composite numbers, odd and even numbers, fractions, fundamental operations, exponentiation, and prime factorization, illustrating God's indivisibility and humanity's unity with Him (Alvarez & Torres, 2021; Kim & Lee, 2022; Bullinger, 2005). In Measurement, three statements linked practical skills in time and units to consistent service and faithfulness (Hernandez & Cruz, 2021; Lopez, 2020; Goshu & Syarifuddin, 2024). Geometry contributed eight statements demonstrating how shapes, angles, and revolutions represent relational wholeness and moral order under God (Torres & Reyes, 2021; Lim & Cruz, 2022). Patterns and Algebra yielded four statements revealing God's presence within mathematical structures, sequences, and rules (Nguyen & Pham, 2021; Martinez, 2020; Poythress, 2015). Finally, Statistics and Probability produced seven statements highlighting divine order, providence, and purposeful design in human experiences (Nguyen & Pham, 2021; Alvarez & Torres, 2021; Jackson, 2017).

Collectively, these findings suggest that each area of Mathematics can serve as a metaphor for spiritual and moral truths: Numbers and Number Sense reflect divine unity and purpose; Measurement underscores human responsibilities and stewardship; Geometry symbolizes relational harmony with God; Patterns and Algebra reveal divine order and design; and Statistics and Probability illustrate God's providential governance. These insights align with previous scholarship emphasizing the spiritual significance of numbers and mathematical structures. As Bullinger (2005) noted, numbers are "not by chance but by design, not at haphazard but with significance," and Goshu & Syarifuddin (2024) similarly observed that numbers reflect God's deliberate and orderly creation.

The study implies that mathematical truths can serve as reflections of the Supreme Truth, God, especially when examined through biblical lenses such

as the seven signs or miracles of Jesus in John's Gospel. This reinforces perspectives from the Old and New Testaments and supports scholarly arguments that Mathematics reveals God's character, order, and providential plan (Diedrichs, 2019; Jackson, 2017; Poythress, 2015; Bar-Ilan, 2014), while acknowledging that the depth of God's reality encoded in numbers remains vast and open for further exploration (Bullinger, 2005; Alvarez & Torres, 2021).

Based on these findings, the study recommends that the thirty-three (33) spiritual values integration statements, termed Mathematical food-for-thought, be utilized by teachers as practical tools in lesson planning, classroom discussions, and activities targeting the affective domain. Such integration encourages learners to discern God's presence and order within Mathematics, fostering holistic development that merges cognitive understanding with spiritual growth. For future research, expanding the investigation to other biblical passages and additional topics within the K-12 Mathematics curriculum could further illuminate meaningful intersections between divine truths and mathematical learning, supporting a more comprehensive, values-oriented education.

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