

The Role of Islamic Education Teachers in Enhancing Students' Spiritual Intelligence: A Phenomenological Study

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Abstract

In the era of globalization and rapid technological advancement, students are increasingly exposed to complex challenges that affect their personal, social, and academic development. A competitive educational environment, unrestricted access to information, and dynamic social interactions require students to develop not only cognitive and emotional intelligence, but also spiritual intelligence that provides meaning, values, and moral direction in their lives. Spiritual intelligence plays a crucial role in helping students navigate ethical dilemmas, manage inner conflicts, and develop a sense of purpose. However, previous studies indicate that contemporary education tends to prioritize intellectual achievement and academic performance. Learning processes are often dominated by cognitive demands such as memorization, conceptual understanding, and test-oriented outcomes, while the internalization of spiritual and moral values receives relatively limited attention. As a result, students may achieve academic success but exhibit weaknesses in spiritual awareness, moral sensitivity, and self-regulation. This condition highlights a gap between educational goals and the holistic development of students, particularly in the spiritual dimension. In this context, the role of Islamic Education (PAI) teachers becomes highly significant. Although earlier research has emphasized the contribution of religious education to character formation, many studies focus mainly on curriculum or learning outcomes rather than students' lived experiences. Therefore, this study employs a qualitative approach with phenomenological methods to explore how students perceive and experience the role of PAI teachers in enhancing spiritual intelligence. The findings reveal that PAI teachers function as spiritual role models, facilitators of religious activities, and spiritual mentors. At SMAN 1 Pamanukan, spiritual development is strengthened through religious habituation, Islamic school culture, student involvement in charitable activities and ROHIS, and reflective use of Islamic holidays and moments of calamity.

Keyword: Islamic Education Teachers, Spiritual Intelligence, Teacher Role, Phenomenology

Abstrak

Di era globalisasi dan pesatnya perkembangan teknologi, peserta didik semakin dihadapkan pada berbagai tantangan kompleks yang memengaruhi perkembangan pribadi, sosial, dan akademik mereka. Lingkungan pendidikan yang kompetitif, akses informasi yang tidak terbatas, serta dinamika interaksi sosial menuntut peserta didik untuk mengembangkan tidak hanya kecerdasan kognitif dan emosional, tetapi juga kecerdasan spiritual yang memberikan makna, nilai, dan arah moral dalam kehidupan mereka. Kecerdasan spiritual berperan penting dalam membantu peserta didik menghadapi dilema etis, mengelola konflik batin, serta membangun tujuan hidup yang bermakna. Namun demikian, penelitian-penelitian sebelumnya menunjukkan bahwa pendidikan kontemporer cenderung memprioritaskan pencapaian intelektual dan prestasi akademik. Proses pembelajaran sering kali didominasi oleh tuntutan kognitif seperti hafalan, pemahaman konsep, dan orientasi pada hasil tes, sementara internalisasi nilai-nilai spiritual dan moral relatif kurang mendapat perhatian. Akibatnya, peserta didik dapat mencapai keberhasilan akademik, tetapi menunjukkan kelemahan dalam kesadaran spiritual, sensitivitas moral, dan pengendalian diri. Kondisi ini menegaskan adanya kesenjangan antara tujuan pendidikan dan pengembangan peserta didik secara holistik, khususnya pada dimensi spiritual. Dalam konteks tersebut, peran guru Pendidikan Agama Islam (PAI) menjadi sangat signifikan. Meskipun penelitian terdahulu telah menekankan kontribusi pendidikan agama terhadap pembentukan karakter, banyak kajian yang masih berfokus pada kurikulum atau capaian pembelajaran, bukan pada pengalaman langsung peserta didik.

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Oleh karena itu, penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologis untuk mengeksplorasi bagaimana peserta didik memersepsi dan mengalami peran guru PAI dalam meningkatkan kecerdasan spiritual. Hasil penelitian menunjukkan bahwa guru PAI berfungsi sebagai teladan spiritual, fasilitator kegiatan keagamaan, serta pembimbing spiritual. Di SMAN 1 Pamanukan, pengembangan spiritual diperkuat melalui pembiasaan keagamaan, penguatan budaya Islam di sekolah, keterlibatan siswa dalam kegiatan sosial-keagamaan dan organisasi ROHIS, serta pemanfaatan hari besar Islam dan peristiwa musibah sebagai sarana refleksi spiritual.

Kata kunci: Peran Guru PAI, Kecerdasan Spiritual, Peran Guru, Fenomenologi

BACKGROUND

In the era of globalization and rapid technological advancement, students face many challenges and pressures that can affect their personal, social, and academic progress. Students need more than just cognitive and emotional intelligence due to the competitive environment, unlimited access to information, and increasingly complex social interactions. Another issue is that intellectual intelligence remains the main focus in education because students have to memorize and understand these ideas, making it difficult to instill spiritual intelligence in their souls. Programmed learning can help teachers enhance students' spiritual intelligence. When teachers engage in habituation activities, children's awareness of spiritual intelligence will become more prominent. As a result, the teacher's efforts can be considered successful. Because the PAI teacher is the person responsible for achieving the spiritual intelligence aspect of the students (Anisa, Wibowo, and Nurseha 2022). This is where spiritual intelligence is relevant and important to instill and enhance in students. One type of intelligence that is increasingly recognized as having an important role in character formation for children. The ability to build relationships with God or supernatural forces, others, and oneself is known as spiritual intelligence. It is very important to cultivate spiritual intelligence during early childhood education because at this age, children develop self-concepts, emotions, and principles that will shape their personalities in the future (Afandi 2023).

Religious education plays a key role in shaping and enhancing students' spiritual intelligence. Islamic Religious Education (PAI) teachers have an important responsibility in instilling religious values and behaviors in students. Islamic Religious Education teachers hold a strategic position in guiding and developing students' spirituality. In an effort to enhance students' spiritual awareness, Religious Education teachers can apply various effective teaching methods and approaches. Spirituality is an important dimension in human life that encompasses awareness of the relationship with the Almighty, self-reflection, and the search for the meaning of life (Aziz and Efendi 2020) (Bashir et al. 2020). Strengthening spirituality can help students meet their emotional and psychological needs, as well as develop positive moral and ethical attitudes (Aldi Alfrianza Sinulingga et al. 2023).

Research by Evi Widiyawati and Devy Habibi Muhammad (2023) emphasizes that spiritual intelligence is an important foundation in shaping the holistic personality of students. Through Islamic Religious Education (PAI), spiritual intelligence can be developed through religious activities, habitual worship, teacher role modeling, as well as the integration of the values of monotheism, worship, and morality in the learning process. These findings indicate that the role of PAI teachers is not limited to the transfer of religious knowledge, but also encompasses the nurturing of inner attitudes, spiritual awareness, and students' life orientation (Widiyawati and Muhammad 2023). In line with this, Annisa Nuraisyah Annas (2017) explains that spiritual intelligence is an essential element in the Islamic education system, which has so far tended to emphasize academic aspects. She points out that the weak instillation of spiritual values in schools contributes to various moral problems among students, thus requiring an

educational management that consciously and systematically integrates the development of SQ into all educational activities. Therefore, spiritual intelligence is not merely a complement but the core of education oriented towards character and personality development.

Religious education plays a significant role in shaping students' personalities and values, including their spirituality. In the context of religious education, a teacher not only serves as an educator but also as a spiritual guide responsible for instilling moral and religious values in students. The role of religious education teachers becomes crucial in enhancing students' spiritual awareness, especially amidst the challenges of modernity and rapidly advancing technology (Rejeki and Srisulistiwati 2022). Nasrollahi et al (2020) Spiritual intelligence refers to a person's understanding and awareness of deeper meanings and purposes in life, their relationship with God or other spiritual entities, as well as the appreciation of moral and ethical values in daily life. In a school environment, students' spiritual intelligence can be nurtured through comprehensive and holistic religious education, which encompasses cognitive, affective, and psychomotor aspects. Religious education teachers are expected to be role models and inspirators for students in developing their spiritual intelligence. This involves various effective teaching strategies, inclusive pedagogical approaches, and empathetic communication skills. Through intense and in-depth interactions, teachers can help students explore and understand religious teachings more deeply, as well as apply them in their daily lives. This research attempts to uncover the phenomenon of Religious Education Teachers in Enhancing Students' Spiritual Intelligence at SMAN 1 Pamanukan Subang.

The formulation of the problem is as follows: 1. How is the role of Islamic Religious Education teachers in improving the spiritual intelligence of students at SMAN 1 Pamanukan Subang? 2. What are students' experiences regarding the example and spiritual guidance provided by Islamic Religious Education teachers? 3. What factors influence the success of the role of Islamic Religious Education teachers in developing students' spiritual intelligence?

RESEARCH METHOD

This research aims to explore the role of religious education teachers in enhancing students' spiritual intelligence. The approach used is a qualitative approach with a phenomenological method. Here are the details of the research methodology. The approach in this research uses a qualitative approach because it aims to understand the subjective experiences and perceptions of students regarding the role of religious education teachers in enhancing their spiritual awareness. By using a phenomenological method to delve into the deep meaning of students' experiences regarding their interactions with religious education teachers that influence their spiritual development (Awis 2023).

The research will be conducted at SMAN 1 Pamanukan Subang. The research participants or subjects are:

1. Islamic education teachers who have more than 5 years of teaching experience.
2. 10th-11th grade students who actively participate in religious lessons and activities at school.
3. School administration staff involved in the development of the religious education curriculum.

The data collection techniques in this study include in-depth interviews, observation, and documentation, which complement each other.

In-depth interviews are used to explore participants' subjective experiences, views, and interpretations regarding the role of Islamic Education (PAI) teachers in enhancing students' spiritual intelligence. The interviews are conducted in a semi-structured manner so that the researcher has a general guide while maintaining the flexibility to explore participants' spiritual experiences more deeply.

Observation is carried out to directly observe PAI learning activities and religious activities at school, including teacher-student interactions, worship routines, and the religious atmosphere that is formed. This observation aims to capture real phenomena that may not be fully revealed through interviews.

Documentation is used as supporting data in the form of school documents, such as religious activity programs, spiritual development schedules, activity photos, and curriculum policy documents.

Data analysis in this study was conducted qualitatively and took place simultaneously from the data collection process to the conclusion stage. The data were analyzed through the stages of data reduction, data presentation, and drawing conclusions, with an emphasis on identifying essential themes related to students' spiritual experiences.

To ensure data validity, this study employed triangulation techniques, including both source triangulation and technique triangulation, by comparing data from interviews, observations, and documentation. In addition, a member check was conducted, which involved confirming the research findings and interpretations with the participants to ensure that the meanings interpreted by the researcher aligned with the experiences and perspectives of the participants.

With a phenomenological approach, diverse data collection techniques, and rigorous data analysis, this study is expected to provide a deep and authentic understanding of the role of Islamic education teachers in enhancing students' spiritual intelligence.

RESULT AND DISCUSSION

The Concept of Spiritual Intelligence

According to Zohar and Marshall (as cited in Wiyani, 2017; Fitriani & Yanuarti, 2018), spiritual intelligence is the intelligence to face and solve problems of meaning and values, placing human behavior and life in a broader and richer context of meaning. It enables individuals to assess that their actions and life choices carry deeper meaning than others. Furthermore, Tasmara (2001, as cited in Fitriani & Yanuarti, 2018; Ashshidieqy, 2018) explains that spiritual intelligence is a person's ability to listen to their conscience, distinguish right from wrong, and apply ethical principles in social interaction. Individuals whose spiritual intelligence is well developed, according to Zohar and Marshall (as cited in Fitriani & Yanuarti, 2018; Ashshidieqy, 2018), demonstrate the following characteristics: The ability to be flexible (spontaneously and actively adaptive).

1. A high level of self-awareness.
2. The ability to face and utilize suffering.
3. The ability to face and transcend pain.
4. A quality of life inspired by vision and values.
5. Reluctance to cause unnecessary harm.
6. The tendency to see the connections between various things (holistic perspective).
7. A clear tendency to ask "why?" or "what if?" if?" To seek fundamental answers.

Spiritual intelligence may seem complicated, but it only requires patience to eliminate the negative influences from the soul. According to (Ashshidieqy 2018), The characteristics of spiritual intelligence are as follows:

1. Having a good life purpose: a wise person will understand how their life will unfold. People with a good spiritual life will also find a good purpose in life if they always interpret life from a positive perspective.

2. Having life principles; Principles are the awareness of holding firmly to a singular reference of thought. To live our lives, we need principles that will guide and support us. The principles that guide us will determine the path we choose, whether it is the right or wrong one.
3. Tendency towards goodness; Someone who possesses spiritual intelligence will always take care of themselves, both physically and spiritually. They will be critical and aware of their actions, and motivated to become better.
4. Magnanimous; is a quality demonstrated by wisdom, maturity, and a generous heart. People with a great soul are capable of forgiving, being humble, tolerant, empathetic, responsible, wise, and having emotional resilience. These characteristics allow them to live peacefully and face various challenges, which positively impacts their environment.
5. Having good empathy; good-spirited people are always happy to help others and sad when they cannot help others.

The Role of Islamic Religious Education Teachers

The meaning of a teacher's role is one of the activities that must be carried out by a teacher, which is part of their role and responsibility as a teacher (Kandiri and Arfandi 2021). Islamic Religious Education teachers play an important role in fostering students' religious character and spiritual development (Sultan 2022). They are responsible for instilling Islamic values, such as honesty, integrity, and compassion, in their students. By being role models and guiding students in their spiritual journeys, Islamic Religious Education teachers can help students develop a strong foundation in their faith and build deeper connections with Islamic teachings.

In addition to their academic responsibilities, Islamic Religious Education teachers are also expected to foster positive relationships with their students. By showing empathy, understanding, and genuine concern for the well-being of students, teachers can create a supportive and nurturing learning environment (Zulqarnain 2017). The role of PAI teachers at SMAN 1 Pamanukan is as follows:

As a Spiritual Role Model

The Islamic religious education teacher at SMAN 1 Pamanukan Subang serves as a role model in daily life by demonstrating behaviors and values that are consistent with religious teachings. The presence of the teacher in the teaching and learning process becomes a concrete example for students as well as for the broader school community. Therefore, a teacher's actions, humility, and personality are continuously observed and reflected by students. Being a role model is a fundamental principle that must be upheld in the learning process, as the teacher's conduct significantly influences students' attitudes and engagement. When teachers neglect their role as exemplars, students' seriousness and learning effectiveness tend to decline (Kandiri & Arfandi, 2021; Ibrahimy, 2021). This is in line with the results of an interview with one of the PAI teachers at SMAN 1 Pamanukan:

"PAI teachers must be role models for their students, both in terms of dressing, behavior, speech, worship, and good character." (Chepi, 13 Juni 2024).

According to the theory of spiritual intelligence proposed by Danah Zohar and Ian Marshall, spiritual intelligence is the human ability to give meaning to life, act based on noble values, and place behavior within the context of higher and transcendent life goals. Spiritual intelligence is not only cognitive but is manifested in attitudes, self-awareness, moral exemplarity, and personal integrity.

In this context, PAI teachers who act as role models are essentially carrying out the function of stimulators and models in shaping students' spiritual intelligence. When teachers exhibit consistent religious behavior—such as worshipping properly, speaking politely, demonstrating noble character, and showing humility—they not only transfer religious knowledge but also instill spiritual values affectively and practically. This aligns with the concept of SQ, which emphasizes that spiritual values are more effectively instilled through direct experience and exemplary behavior, not just normative lectures (Abdul Halim 2023).

In the theory of spiritual intelligence, an integrated personality is a characteristic of individuals with high SQ, meaning a person whose beliefs, speech, and actions are in harmony. Therefore, Islamic education teachers with good spiritual intelligence will naturally influence students in developing religious awareness, self-control, and a meaningful life orientation (Rahmah Muthia 2018).

Furthermore, findings from interviews with Islamic education teachers at SMAN 1 Pamanukan reinforce the theory that being a role model is an effective strategy in developing students' spiritual intelligence. When teachers are aware of their role as role models, students learn to understand religion not just as a set of rules, but as life values that shape attitudes, behavior, and character. Conversely, as noted by Kandiri and Arfandi (2021) and Ibrahimy (2021), a misalignment between a teacher's teachings and behavior can reduce the seriousness and effectiveness of learning, ultimately hindering the development of student spiritual intelligence.

As a Facilitator of Religious Activities:

The role of teachers in organizing and facilitating various religious activities such as group prayers, religious studies, and the celebration of major religious holidays at school. The PAI teacher at SMAN 1 Pamanukan always encourages students to participate in religious activities, especially the implementation of obligatory prayers and Dhuha prayers in congregation, recitation of the holy Quran, and group prayers, as well as PHBI activities.

According to the theory of spiritual intelligence, this intelligence develops through meaningful religious experiences, habituation of transcendental values, and individual involvement in activities that connect them with God. Religious activities facilitated by PAI teachers serve as a means for students not only to understand religious teachings conceptually but also to internalize spiritual values through acts of worship and religious fellowship. This aligns with the view that SQ grows strong through spiritual habits practiced consistently in a supportive environment. The encouragement from Islamic Education teachers for students to actively participate in congregational prayer, read the Quran, and pray together reflects an effort to build God-consciousness and a sense of dependence on Allah in daily life. In the theory of spiritual intelligence, this awareness is an important indicator of SQ, because students learn to understand worship activities not merely as routines, but as sources of peace, self-control, and moral guidance. Thus, religious activities facilitated by Islamic Education teachers serve as a means of shaping students' affective and spiritual dimensions (Indra Lesmana, Sri Haryanto, and Salis Irvan Fuadi 2024)

Furthermore, the implementation of PHBI and collective religious studies also contributes to strengthening the meaning of life, a sense of togetherness, and the religious identity of students. These activities help students understand religion in a social context, so that spiritual intelligence does not develop individualistically but also fosters empathy, tolerance, and social responsibility. This aligns with the concept of spiritual intelligence, which emphasizes the connection between divine values and meaningful social behavior (Ramdhani and Rusdi 2024). Thus, the role of PAI teachers in organizing and facilitating religious activities at SMAN 1 Pamanukan can be understood as an applied strategy for

developing students' spiritual intelligence, where religious education does not stop at the aspect of knowledge but is manifested in worship practices, habituation of values, and the formation of holistic spiritual awareness.

As a Spiritual Guide and Counselor

Religious education teachers serve as a consultation point for students regarding spiritual and moral issues, as well as providing guidance to overcome their spiritual challenges. The PAI teacher at SMAN 1 Pamanukan has become a place for students to confide, especially regarding religious and spiritual issues. This is in line with the research (Suryati and Salehudin 2021) that in the guidance and counseling program as a tool to enhance students' intelligence at school, especially spiritual and emotional intelligence. Both types of intelligence are very important for the character, norms, values, and behavior of students at school.

The theory of spiritual intelligence views SQ as related to an individual's ability to understand the meaning of life, manage inner conflicts, and make decisions based on transcendental and moral values. When PAI teachers become a place for students to share their spiritual and religious concerns, they are essentially helping students develop self-awareness, inner reflection, and the ability to interpret problems in a religious way. This guidance process becomes an important means of fostering students' spiritual intelligence, as religious values are conveyed through empathetic dialogue and personal mentoring. These findings are in line with the research of Suryati and Salehudin (2021), which emphasizes that guidance and counseling programs in schools play a significant role in enhancing students' spiritual and emotional intelligence. Spiritual and emotional intelligence are interrelated in shaping students' attitudes, norms, values, and behaviors in the school environment. In this context, Islamic Education teachers act as mediators who integrate spiritual and emotional aspects, so that students are not only able to understand religious teachings but also apply them in managing emotions and making moral decisions (Nisa and Daivina 2023).

Furthermore, the role of PAI teachers as spiritual counselors helps students face crises of values, identity confusion, and psychosocial pressures often experienced by teenagers. Within the framework of spiritual intelligence, such guidance encourages students to view problems as part of the process of maturing their faith, fostering attitudes of trust in God, patience, and moral responsibility. Thus, the guidance provided by PAI teachers not only addresses immediate problems but also shapes long-term character and spiritual awareness.

Consequently, the role of PAI teachers at SMAN 1 Pamanukan as a venue for spiritual and moral consultation is a concrete implementation of developing students' spiritual intelligence, strengthening values, norms, and religious behavior through a guidance approach that is humanistic, empathetic, and based on Islamic values.

As Spiritual Educator

The PAI teacher always integrates PAI values into their teaching. In addition to the above roles, PAI teachers and the school also organize activities that can enhance students' spiritual intelligence as follows:

1. The habit of praying and reciting salawat before starting to study.

Getting students into the habit of praying and reciting sholawat every time a general class begins is one way the PAI teachers at SMAN 1 Pamanukan can enhance the students' spiritual intelligence. The purpose of this activity is to make students more aware that there is God and to build a strong spiritual relationship with the Creator. With this habituation, students are expected

to become closer to Allah SWT and be motivated to follow His commands at all times (Sumiyati and Warsiyah 2024).

2. The practice of congregational Dhuhur and Asr prayers at school

Through this habituation, students not only learn the correct way to pray, but they can also learn about the presence and majesty of Allah SWT. Congregational prayer can also foster a sense of responsibility, togetherness, and discipline. Through this practice, PAI teachers can instill spiritual values in students, which will make them more obedient to God, caring towards others, and constantly remembering God (Fatchatur 2019).

3. The habit of respecting teachers by greeting them and kissing their hands when meeting.

Islamic Education teachers can also help students develop respect and obedience towards their teachers. Students will learn to appreciate those who possess knowledge and are close to God by the habit of greeting and kissing the teacher's hand when meeting them. Spiritual values such as humility, respect, and gratitude for the teacher's guidance can be instilled through small actions like this. Moreover, such habits can strengthen the relationship between teachers and students, resulting in a warm and open learning atmosphere.

4. The implementation of Dhuha Prayer and short religious talks every Friday

PAI teachers can also use special time at school to enrich the students' spirituality. For example, students can learn to get used to interacting with Allah SWT outside of mandatory prayer times through Dhuha prayer and kultum (seven-minute lecture) activities every Friday. This will help them cultivate gratitude, humility, and closeness to the Creator. In addition, the Friday sermon delivered by the PAI teacher or selected students can be a way to enhance students' understanding and appreciation of Islamic teachings. This activity enhances the cognitive and affective aspects of students in addition to improving their spiritual intelligence. This has the potential to shape a generation of young people who are not only academically excellent but also rich in spiritual intelligence.

5. The existence of student donations every Friday

This activity will not only teach students the values of care and sharing, but it can also foster a sense of gratitude and spiritual awareness. PAI teachers can teach students to prioritize themselves and their social environment through this weekly donation practice. Students will be trained to have a generous spirit and an open heart, which are the results of their spiritual intelligence (Ramdhani and Rusdi 2024).

6. ROHIS organizational activities

Students can participate in various activities through ROHIS, which helps them understand and comprehend Islamic teachings. Students can enhance their spiritual intelligence by participating in ROHIS activities, such as social service, Islamic education, and Quran recitation training. They can also gain knowledge about responsibility, leadership, and cooperation, which are important components in the formation of spiritual intelligence. ROHIS can be used to enhance religious awareness, increase piety, and instill Islamic character in students with the help of PAI teachers.

7. The implementation of Islamic Holidays Commemoration (PHBI) such as the Islamic New Year, Mawlid Nabi, Rajab, and Nuzulul Qur'an events.

By commemorating Islamic holidays at school, PAI teachers can also help enhance students' spiritual intelligence. To help students understand better, PAI teachers can use these moments to explain the meaning and purpose of each celebration. For example, on the day of Maulid Nabi, PAI

teachers can discuss the life of Prophet Muhammad SAW and how people can follow his ethics in their daily lives. Additionally, for example, on the commemoration of Nuzulul Qur'an, PAI teachers can cultivate a love for the Qur'an by encouraging students to read and understand its contents and making the Qur'an a guide for students in their daily lives (Muaini 2025).

8. Visiting the sick and offering condolences

PAI teachers can enhance students' spiritual intelligence by inviting them to participate in takziah and melayat activities during calamities or deaths in the school environment. Through these activities, students can learn to show care, empathy, and humility when facing life's trials. Islamic Education teachers can also use this opportunity to explain the meaning of death in Islam and encourage students to always prepare themselves for the hereafter.

It is hoped that PAI teachers will help enhance students' spiritual intelligence through the habituation of religious rituals, the development of Islamic culture in schools, student involvement in ROHIS organizations and donations, and the utilization of the spirit of Islamic holidays and calamities (Ahmad Sahrul Romadon 2020). With the spiritual touch provided by PAI teachers, students will not only excel academically but will also grow into individuals who are secure in faith, piety, and social sensitivity. This aligns with the goals of Islamic education, which not only produces students who are intellectually smart but also instills spiritual values and noble morals. Islamic Education teachers play an important role as role models and guides in shaping Islamic character in their students.

CONCLUSION

Islamic Religious Education (PAI) teachers play a strategic role in developing students' spiritual intelligence through various activities integrated into school life. Habituating worship, strengthening Islamic culture, and engaging in socio-religious activities such as infaq (charity donations), ROHIS (Islamic pilgrimages), condolences (condolences), and commemorating Islamic holidays have proven effective in fostering empathy, concern, and spiritual sensitivity in students. These findings reinforce the theoretical understanding that spiritual intelligence is not formed solely through the delivery of material, but also through teacher role models, real-life experiences, and meaningful interactions between teachers and students in daily life.

Practically, the results of this study demonstrate the need for supportive school policies and collaboration between PAI teachers, homeroom teachers, and guidance and counseling services to create an environment that supports students' spiritual development. This research also provides implications for education policymakers to focus more attention on strengthening character and spiritual education in the curriculum. For future research, it is recommended to use a quantitative or mixed-methods approach, expand the research context to various types of schools, and explore the role of other actors, such as parents and the social environment, in developing students' spiritual intelligence.

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