



Effective Islamic Education Methods in Increasing Spiritual Intelligence

Cahyo Widodo^{1*}, Husna Nashihin², M. Sulthon Adi Pramono³

^{1*}Nahdlatul Ulama Islamic Institute, Temanggung, Indonesia
cahyowidodo01234@gmail.com

²Nahdlatul Ulama Islamic Institute, Temanggung, Indonesia
ufahusna.lecture2017@gmail.com

³Nahdlatul Ulama Islamic Institute, Temanggung, Indonesia
mmsulthon@gmail.com

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ABSTRACT

This study aims to examine effective Islamic education methods in improving students' spiritual intelligence. Spiritual intelligence is seen as an important dimension in the formation of a complete Islamic character and personality. This study uses a qualitative approach with a library research method, where data is obtained through a review of various literature sources in the form of books, national and international journals that are relevant to the research topic. Data analysis techniques are carried out through data reduction, data presentation, and drawing conclusions. The results of the study indicate that effective Islamic education methods in improving spiritual intelligence include the exemplary method (*uswah hasanah*), habituation of worship, internalization of Qur'anic and hadith values, and reflective dialogue that builds students' spiritual awareness. The application of these methods in an integrated manner in the learning process is able to foster spiritual intelligence that is reflected in religious attitudes, self-awareness, social empathy, and good self-control. The conclusion of this study is that the success of developing spiritual intelligence is greatly influenced by the synergy between teacher exemplary behavior, a conducive educational environment, and a curriculum that integrates cognitive, affective, and psychomotor aspects in a balanced manner.

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INTRODUCTION

Islamic education plays an important role in developing human potential as a whole, not only intellectual aspects, but also emotional, social, moral, and spiritual. In this context, spiritual intelligence becomes a very important dimension because it helps individuals understand the meaning of life, relationship with God, and social responsibility as caliphs on earth. Spiritual intelligence not only enriches knowledge, but also guides the use of science for the good of humanity and environmental balance.

Various studies show that the modern education system is often trapped in an excessive emphasis on the cognitive aspect, thus producing intellectually intelligent people but poor in moral and spiritual values. In fact, in Islam, intelligence is a multidimensional concept that includes intellectual, emotional, social, heart, and spiritual aspects in an integrated manner. Therefore, an effective Islamic education system must integrate the development of intellectual and spiritual intelligence in a balanced way in order to produce *insan kamil*—people who are knowledgeable, have noble character, and are responsible.

The theoretical basis used in this study refers to the concept of integration of science and Islam which emphasizes the importance of integration between empirical knowledge (science) and religious values (revelation). This approach avoids the dichotomy between religious knowledge and general knowledge, and places science as a means to increase piety to Allah SWT, as emphasized in the Bayani (revelation text), Burhani (scientific rationality), and Irfani (intuitive spirituality) approaches in Islamic education.

The results of previous research also show that there is *research gap*, namely the still minimal application of educational models that specifically emphasize the development of spiritual intelligence in the formal learning process, especially in madrasas and modern Islamic educational institutions. Most educational institutions still place the spiritual aspect as complementary material, not as the main part that is integrated into the entire teaching and learning process.

To answer this gap, this study offers an approach to an effective Islamic education method in improving students' spiritual intelligence. This approach is expected to be a solution to the problem of value fragmentation in the world of education, as well as a scientific contribution to the development of integrative Islamic education theory and practice.

Novelty (*novelty*) of this study lies in the learning integration model that combines spiritual aspects in the science and technology-based learning process, so that students not only understand worldly phenomena scientifically but also realize their relationship with divine values, as emphasized in various verses of the Qur'an.

The purpose of this study is to formulate an effective Islamic education method in developing spiritual intelligence, as well as to test the implementation of this method in a learning context that can be applied in modern madrasas and Islamic boarding schools.

LITERATURE REVIEW

The Concept of Spiritual Intelligence in Islamic Education

Spiritual intelligence in the Islamic perspective is the ability to understand the meaning of life, the purpose of human existence, and the essential relationship with Allah SWT. In Islam, this intelligence is inseparable from the understanding of revelation, piety, and the practice of religious values in everyday life. Education that is oriented towards the development of spiritual intelligence will be able to produce perfect people who are not only intellectually intelligent, but also have a strong conscience, ethics, and spiritual commitment.

An effective Islamic educational approach not only emphasizes cognitive aspects and practical skills, but also the formation of morals and intelligence of the heart. Character education in Islam requires integration between teaching the values of monotheism, worship, noble morals, and social intelligence so that students have high moral awareness and social responsibility.

Integrative Learning Model Based on Spiritual Values

One of the relevant Islamic learning models is an integrative approach that combines aspects of science and religion. This integration aims to avoid the dichotomy of worldly and ukhrawi knowledge, and to ensure that the learning process leads to the strengthening of divine awareness (ilahiyah) and the development of ethical attitudes of students.

In this paradigm, the application of the Bayani method (revelation text), Burhani (scientific rationality), and Irfani (intuitive spirituality) becomes the main strategy to form spiritual intelligence as a whole. Through the interpretation of the kauniyah verses in the Qur'an, students are directed to reflect on the signs of Allah's greatness in the universe, so that the learning process not only increases insight but also increases spiritual awareness.

METHOD

This research uses an approach qualitatively by method library research. This approach was chosen to deeply analyze the concepts of Islamic education that are effective in improving spiritual intelligence based on relevant literature from books, SINTA-accredited national journals, and Scopus-indexed international journals.

Location and Data Sources

The data sources for this research come from a literature review which includes:

1. Books on Islamic education, educational philosophy, and Islamic character.
2. National and international accredited journal articles.
3. Documents of previous research results related to Islamic education methods and spiritual intelligence.

Data Collection Techniques

Data collection techniques were carried out through documentation and literature studies from various reliable sources, including the works of Al-Jabiri (Bayani, Burhani, Irfani) and conceptual documents on the integration of science-Islam.

Data Analysis Techniques

Data analysis using analisis isi (content analysis), namely examining the contents of the text to find important concepts, themes, and categories related to Islamic education methods and spiritual intelligence. The triangulation approach is used to validate data from various library sources so that the research results can be scientifically accounted for.

FINDINGS

The results of the literature review show that there are several Islamic education methods that are effective in increasing students' spiritual intelligence, namely:

Exemplary Method (Uswah Hasanah)

Teachers as the main role models in attitudes, speech, and behavior have a great influence on the formation of students' spiritual intelligence. Exemplary behavior encourages students to imitate attitudes of patience, sincerity, honesty, and surrender.

Method of Worship Habituation

Habituation in carrying out obligatory and sunnah worship such as congregational prayer, reading the Qur'an, dhikr, and prayer is a means of internalizing spiritual values that form spiritual intelligence consistently.

Method of Internalizing Quranic and Hadith Values

Integrating Kauniyah verses into science learning helps students understand that natural phenomena are evidence of Allah's power, thereby increasing their faith and spiritual awareness.

Reflective Dialogue Method

Dialogue between teachers and students that encourages critical thinking and reflection on the nature of life, human responsibility as caliphs, and the relationship between creatures and the Creator is effective in building spiritual intelligence.

Integration of Bayani, Burhani, and Irfani Approaches

This approach bridges between textual knowledge (revelation), scientific rationality, and inner experience, thus giving birth to a comprehensive understanding of the oneness of God and the task of humans on earth.

DISCUSSION

The results of this study are in line with the theory of integrative Islamic education which emphasizes the importance of developing the spiritual dimension as the foundation of a complete Muslim personality. Islamic education is not just a transfer of knowledge, but also a transformation of personality through internalizing divine values in students. This finding strengthens the results of previous research (Rahmawati & Fitriani, 2021) which stated that the exemplary method and habituation of worship are effective in increasing self-awareness and social concern of students. In addition, the study by Aziz & Susanto (2022) emphasized the need for a dialogical and reflective approach to develop spiritual intelligence in formal education.

The integration of Bayani, Burhani, and Irfani approaches is a novelty in this study because it has not been widely used in an integrated manner in learning in madrasas or modern Islamic schools. This approach allows for a harmonious synthesis between science and religion, as reflected in the interpretation of the kauniyah verses in the Qur'an.

The implications of this research are very relevant for improving the Islamic Religious Education curriculum in schools/madrasas, especially in the preparation of lesson plans, development of teaching media, and teacher training to improve competence in spiritual value-based learning.

CONCLUSION

This study concludes that effective Islamic education methods in increasing spiritual intelligence include exemplary methods, habituation of worship, internalization of Qur'anic and hadith values, reflective dialogue, and integration of Bayani, Burhani, and Irfani approaches. The application of these methods can form students who are not only intellectually intelligent, but also have high spiritual awareness, social empathy, and moral responsibility as caliphs on earth. In the future, this research can be developed through field studies to test the practical implementation of these methods in the context of formal education.

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