

# Islamic Religious Education Learning in Developing *Students' Spiritual Quotient*

Diah Ayu Sekar Kinanthi<sup>1</sup>, Saepul Mukti<sup>1</sup>, Abdurrahman Saleh<sup>1</sup>

<sup>1</sup> STAI DR. KH. EZ Muttaqien, Indonesia

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## ARTICLE INFO

### *Keywords:*

Islamic Religious Education;  
Spiritual Quotient;  
Spiritual intelligence

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### *Article history:*

Received 2026-04-03

Revised 2026-05-03

Accepted 2026-06-08

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## ABSTRACT

This study is motivated by the importance of developing students' Spiritual Quotient (SQ) through Islamic Religious Education (PAI) learning amidst various moral and social challenges faced by adolescents. The study aims to describe the implementation of Islamic Religious Education learning, its role in developing students' Spiritual Quotient, and its implications for students at SMP Negeri 2 Purwakarta. This research employed a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation, and analyzed through data reduction, data display, and conclusion drawing. The study adopted Danah Zohar and Ian Marshall's Spiritual Quotient theory, which includes self-awareness, the ability to overcome difficulties, reluctance to cause harm, and spiritual and religious intelligence. The findings revealed that students' Spiritual Quotient was developed through religious habituation, teacher role modeling, moral guidance, reflection on religious values, and religious activities within the school environment. Islamic Religious Education learning had positive implications for improving self-awareness, the ability to face difficulties, social concern, and the practice of religious values in daily life.

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## Corresponding Author:

Diah Ayu Sekar Kinanti

STAI. DR. KH. EZ. Muttaqien, Indonesia; [kinanthis@gmail.com](mailto:kinanthis@gmail.com)

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## 1. INTRODUCTION

Education is one of the important aspects in shaping the quality of human resources, not only in terms of intellectuals but also spiritually. In recent years, various social phenomena have shown a tendency to weaken spiritual intelligence among adolescents which is characterized by low self-awareness, lack of behavioral control, and an increase in various forms of moral deviance. This condition shows that the development of the spiritual aspect needs to receive more serious attention in the educational process.

One of the efforts that can be made to develop the spiritual intelligence of students is through Islamic Religious Education (PAI). Islamic religious education not only functions as a means of transferring religious knowledge, but also as a coaching process that aims to instill the values of faith,

worship, and morals in daily life. Through PAI learning, students are expected to be able to understand, appreciate, and practice Islamic teachings so that they form individuals who have faith, piety, and noble character.

Spiritual Quotient (SQ) is an individual's ability to understand the meaning of life, face value issues, and place behavior in a broader and meaningful context. According to Danah Zohar and Ian Marshall, spiritual intelligence is the foundation that allows a person to optimize intellectual and emotional intelligence. Individuals who have good spiritual intelligence tend to have high self-awareness, are able to face difficulties positively, have concern for others, and are able to make moral and religious values as a guideline for life.

However, the results of initial observations at SMP Negeri 2 Purwakarta show that PAI learning still faces several obstacles in developing students' spiritual intelligence. Learning tends to focus on theoretical and memorization aspects, while the internalization of spiritual values is not yet fully optimal. In addition, there is no program that is specifically and systematically directed to develop students' spiritual intelligence. This condition has an impact on the lack of optimal self-awareness, the ability to interpret life experiences, and the practice of religious values in daily life.

Several previous studies have discussed the relationship between Islamic Religious Education and the formation of students' character and spiritual intelligence. However, most studies emphasize more on the role of teachers or the influence of spiritual intelligence on certain aspects, while research that examines in depth the learning process of Islamic Religious Education in developing *students' Spiritual Quotient* is still relatively limited, especially at the junior high school level.

Based on this description, this study aims to describe the implementation of Islamic Religious Education learning, the implementation of Islamic Religious Education learning in developing students' *Spiritual Quotient* and its implications for the development of students' spiritual intelligence at SMP Negeri 2 Purwakarta. The results of the research are expected to contribute to the development of Islamic Religious Education learning that is more effective in fostering the spiritual intelligence of students.

## 2. METHODS

This study uses a qualitative approach with a descriptive method. The qualitative approach was chosen because this study aims to understand and describe in depth the implementation of Islamic Religious Education learning in developing the *Spiritual Quotient* of students. The research was carried out at SMP Negeri 2 Purwakarta with the research subjects including Islamic Religious Education teachers, school principals, and students involved in the learning process.

Data collection techniques are carried out through observation, interviews, and documentation. Observations were used to obtain data on the implementation of Islamic Religious Education learning and religious activities in schools. Interviews were conducted in depth with informants to obtain information related to the learning process and the development of *students' Spiritual Quotient*. Documentation is used as supporting data in the form of learning tools, photos of activities, and other documents relevant to the research.

Data analysis is carried out interactively through three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and simplifying data that is relevant to the focus of the research. Furthermore, the data is presented in the form of a narrative description to facilitate the interpretation process. The final stage is carried out by drawing conclusions based on findings obtained in the field. To ensure the validity of the data, this study uses source triangulation techniques and triangulation techniques through comparison of observation, interview, and documentation data.

### 3. FINDINGS AND DISCUSSION

#### Implementation of Islamic Religious Education Learning at SMP Negeri 2 Purwakarta

The results of the study show that the implementation of Islamic Religious Education learning at SMP Negeri 2 Purwakarta has been carried out in accordance with the stages of planning, implementation, and evaluation of learning. Teachers prepare learning tools that include objectives, materials, methods, and evaluations that are tailored to the needs of students. In the learning process, teachers not only convey material theoretically, but also integrate Islamic values through habituation, example, and giving advice.

The learning approach used is humanistic by placing students as learning subjects. Teachers play the role of facilitators who guide students in understanding and practicing religious values. These findings are in line with the concept of Islamic Religious Education which is not only oriented to the cognitive aspect, but also emphasizes the formation of attitudes and behaviors according to Islamic teachings.

#### Spiritual Quotient Development Through Islamic Religious Education Learning

The development of *students' Spiritual Quotient* is carried out through various activities that are integrated into learning and school culture. These activities include habituation of worship, joint prayer, reciting the Qur'an, providing religious advice, teacher examples, and other religious activities.

Based on the theory of Danah Zohar and Ian Marshall, the *indicators of Spiritual Quotient* that develop in students include high self-awareness, the ability to utilize and overcome difficulties, an unwillingness to cause damage, and spiritual and religious intelligence. Students show the ability to understand the importance of carrying out worship, respect teachers and friends, and try to apply religious values in daily life. These findings show that Islamic Religious Education learning has a significant contribution in shaping students' spiritual intelligence. Through the continuous internalization of religious values, students not only gain religious knowledge, but are also able to interpret and implement it in real life.

#### Implications of Islamic Religious Education Learning on Students' Spiritual Quotient

The results of the study show that the learning of Islamic Religious Education has positive implications for the development of *the Spiritual Quotient* of students. This can be seen from the increase in students' self-awareness in carrying out their obligations as a Muslim, the ability to deal with various problems more wisely, and the growth of an attitude of caring for others and the surrounding environment.

In addition, students show more disciplined, responsible, and respectful behavior of moral values taught in learning. The habituation of religious activities carried out such as the habit of *7 days of education* consistently helps students in forming religious character and strengthening spiritual relationships with Allah SWT.

Thus, learning Islamic Religious Education not only functions as a means of conveying religious knowledge, but also plays an important role in developing students' spiritual intelligence. These findings reinforce the view that the success of PAI learning can be seen from changes in students' attitudes, behaviors, and spiritual awareness in daily life.

### 4. CONCLUSION

Based on the results of the research, it can be concluded that Islamic Religious Education learning at SMP Negeri 2 Purwakarta has been carried out through the stages of planning, implementation, and evaluation of learning that are integrated with various religious activities in the school environment.

The learning process is not only oriented to the mastery of religious materials, but also directed at instilling spiritual values and forming the character of students. The development of *students' Spiritual Quotient* is carried out through the habit of worship, teacher example, giving advice, reflection on religious values, and various religious activities that support the internalization of Islamic teachings in daily life. Through these activities, students show development in aspects of self-awareness, the ability to face and interpret difficulties, the reluctance to take adverse actions, and the increase in understanding and practice of religious values.

The learning of Islamic Religious Education has positive implications for the development of *the Spiritual Quotient* of students. This is shown by increasing spiritual awareness, discipline in worship, responsibility, social concern, and the ability of students to apply Islamic values in daily life. Thus, the learning of Islamic Religious Education has an important role in developing the spiritual intelligence of students and supporting the formation of individuals who have faith, piety, and noble character.

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