

Spiritual Education Practices in Islamic Religious Education Learning at SDN Krajan Sleman

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ARTICLE INFO

Article history

Received:

05-09-2023

Revised:

25-09-2023

Accepted:

15-10-2023

Keywords

Spiritual Education;

Islamic Education;

Learning.

ABSTRACT

This study aims to explore and analyze the practice of spiritual education in PAI learning at SD Negeri Krajan Sleman. This research is a type of field research, using a qualitative descriptive approach. Data was collected through observation, interviews and documentation. The collected data was analyzed using a triangulation technique to identify the main issues related to spiritual education in PAI learning. The results of the study show that the practice of spiritual education in teaching PAI at SD Negeri Krajan Sleman has several aspects. First, PAI teachers use a holistic and integrative approach to integrate Islamic values into students' daily lives which emphasize understanding moral, ethical, and ethical values in each lesson. Second, PAI learning is designed to facilitate students' spiritual development by providing opportunities for students to reflect on themselves in praying collectively and individually. In addition, extracurricular activities such as religious studies, charity activities, and visits to places of worship are also carried out to strengthen students' spiritual education. Third, PAI teachers act as role models for students in practicing religious life while at school and provide assistance in implementing Islamic religious teachings by providing positive examples in everyday life.

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Introduction

The family is the initial environment for children to receive education. The daily habits of parents, directly or indirectly, will be passed on to their children. Behavior that becomes a habit at home, for example the way parents educate their children, will have an impact on character formation. Unlike family education, school education is guided by the curriculum which is the reference for implementing educational goals (Dewi, 2013). Education and learning should not only focus on the process of imparting knowledge and religion, but should encourage involvement and adoption of values. Knowledge that is not balanced with understanding and practice of religion means that the spiritual element is alive or lost (Rohmadi, 2018). Islamic values training material includes indicators of the balance of spiritual intelligence, emotional intelligence and social intelligence. Likewise, the formulation of value indicators itself determines the method of Islamic values education. The essence of this training is to prepare a group of people to become summoners of goodness (Jumala, 2019).

Education has been reduced to a formal legal approach, in the form of symbols, so that it seems to separate physical and spiritual life. Education has not touched much on the context of spiritual understanding. Such circumstances give rise to religious tendencies that do not include the divine dimension (Zakarya, Hafidz, Martaputu, 2023). Spiritual education in the area of Islamic education is part of the process of maturing a child's soul to move closer to God. From several scientific studies, spiritual education is expected to be able to change students

from an unclean soul to a clean soul, from a mind that has not submitted to a reason that obeys religious teachings, from a hard heart to a soft heart (Mufid, 2016).

The practice of Islamic spiritual education is an educational approach that integrates spiritual values into all aspects of education. The aim of this approach is to create a generation that has strong character (Nashihin, 2019), high morals and is able to face the challenges of an increasingly complex world with steadfast faith (Rhain et al., 2023). Several educational practices that are based on Islamic spiritual values include the application of the values of monotheism, character development, social skills development and the inclusion of religious education in the curriculum (Robbaniyah et al., 2022). Providing a conducive learning environment can also help students feel comfortable and focus more easily on learning activities. This can be achieved by providing clean and comfortable classrooms and supporting facilities (Murtafiah, 2023).

Islamic Religious Education (PAI) plays an important role in shaping students' character, morality and spirituality. In this modern era, the challenges faced in educating the younger generation are increasingly complex, due to various negative influences from the external environment. Therefore, it is important for SD Negeri Krajan Sleman to integrate Spiritual Education Practices in PAI learning in order to provide a strong foundation for students' spiritual and ethical development. The formation of positive values or character of students in facing the unstoppable flow of global culture is carried out by instilling in them religious spiritual values based on monotheism (Pahlawati, 2021).

Spiritual education is an important dimension in Islamic education that focuses on the development of individual spirituality, their relationship with God, and moral values based on religious teachings. In the school environment, spiritual education means helping students develop an awareness of the values of faith, virtue, and a sense of social responsibility. This aims to form a person who is qualified, wise and cares for others (Rahman, 2013).

In the context of PAI at SD Negeri Krajan Sleman, the practice of spiritual education focuses on several important aspects including teaching Islamic values, where PAI teachers play a role in conveying Islamic religious teachings and ethical values contained in the Al-Quran and Hadith (Nashihin, 2019). This teaching is not only oriented towards ritual aspects, but also emphasizes the importance of honesty, justice, compassion, patience and tolerance towards differences (Ismunandar, 2021). Apart from that, PAI teachers invite students to practice these values in interactions with peers, family and society. For example, by encouraging students to help others, respect others, and do good things selflessly. This is done with the hope that there will be connectivity between students and God through worship and prayer. PAI teachers can guide students in devout worship and teach them the importance of praying in everything they face in life (Amin, 2022).

Spiritual education also focuses on developing noble morals, such as empathy, humility, respect for others, and controlling emotions. Students are taught to avoid negative behavior, such as stealing, lying, or making fun of friends (Dedi, 2023). SDN Krajan is an inclusive place, where students come from various social, economic, cultural and religious backgrounds (Julkifli, 2022), so PAI learning encourages students to appreciate diversity and understand the equal rights of all individuals. By integrating spiritual education practices in PAI learning, SD Negeri Krajan Sleman seeks to create a holistic educational environment, where students not only excel in academic aspects, but are also formed as individuals with noble character, empathy, and a strong spiritual connection with God (Dahuri, 2023).

Based on this background, this research aims to describe and analyze spiritual education activities for students in PAI learning so that the results of this research can be used as an additional source of knowledge for the young generation who are responsible, broad-minded, and able to make positive contributions to society and the nation.

Method

The research carried out uses a type of field research (Syaiful Anam, 2023), namely the researcher tries to observe phenomena in their natural state (Nashihin, 2023). In this research, in-depth research was carried out using field research procedures, where descriptive data was used in the form of words written or spoken by people, observed behavior and emerging phenomena, emphasizing situations of certain meanings, reasoning, definitions in certain contexts as well as further study. continue in everyday life (Sugiyono, 2015).

The location for this research is SDN Krajan Sleman. In this research, in-depth research was carried out using field research procedures, where descriptive data was used in the form of words written or spoken by people, observed behavior and emerging phenomena, emphasizing certain situations of meaning, reasoning, definitions, further study in life daily (Lexy J. Moleong, 2015). The data analysis is presented as follows:

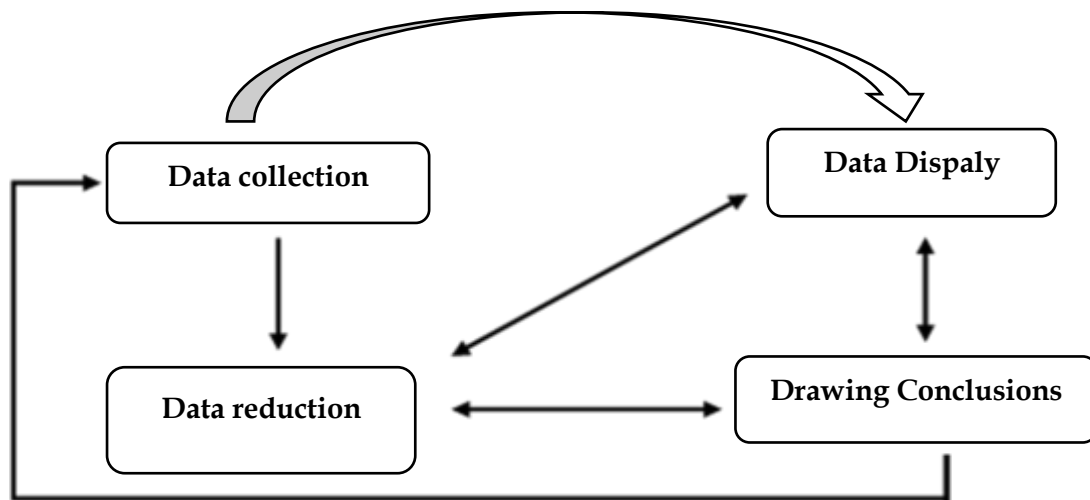


Figure 1. Data collection techniques

Researchers collected data through observation and interviews with informants, such as the principal, deputy principal for curriculum, student affairs coordinator and students. The data collected in this research was analyzed by collecting data in the process and data in the field. In this research, data analysis was carried out in several stages, namely: 1) data reduction, where the author summarizes data from observations, interviews and documentation to obtain several necessary data points. 2) Presentation of data, the author arranges the data produced after the reduction procedure in such a way that the data found can be understood. 3) Drawing conclusions, the author develops conclusions based on the data obtained to verify or review the notes that have been collected (Nashihin, 2023). The instrument in this research was the author himself who used a tool in the form of an interview guide containing questions to the principal, deputy principal for curriculum, student affairs coordinator and students.

Results and Discussion

Spiritual Education

Spiritual is defined as what the human spirit and soul needs. In a religious sense, the human spirit and soul are very closely related to God Almighty and God Almighty. He is the creator of humans and the universe. The relationship between the spirit and the creator of needs must be regulated by a formula called spirituality (Nasruddin & Muiz, 2020). Through

this concept of spirituality, people understand what is most urgent/important and fundamental to them; So spirituality or spiritual needs regulate, guide and influence thinking, behavior and actions. Therefore, spirituality is also associated with human intelligence, which is called spiritual intelligence, which means the ability to give meaning to all human activities and behavior as a servant relationship between humans and their God (Dedi, 2023).

Spiritual education is important because humans are not just physical creatures, but also have a spiritual dimension. In an increasingly busy and often materialistic world, spiritual education plays an important role in helping individuals find meaning in life and reflect on the purpose of their existence (Nashihin, 2017). Apart from that, it also helps strengthen the moral and ethical foundations, which are needed to face the various challenges faced by modern society. With strong values, individuals tend to make wiser and more responsible decisions (Hanafi, 2017).

The researcher conducted an interview with Oki, as a PAI teacher regarding the importance of spiritual education. He said that in today's era of technology and information, spiritual education is increasingly important because many people feel they have lost direction and the meaning of life. By strengthening the spiritual dimension within oneself, individuals can live more meaningfully, happily and lovingly, thus having a positive impact on themselves and the community around them (Interview, Monday, July 10 2023).

Spiritual education is not limited to a particular religion. Although religion is often the foundation for spiritual education, this approach can be adopted by individuals from a variety of religious or even non-religious backgrounds. This approach emphasizes understanding, tolerance and respect for differences in searching for the meaning of life (Daudiah, 2013). However, it is important to remember that spiritual education is not a substitute for formal education. On the contrary, it must be a complement to efforts to form a holistically balanced individual. Formal education provides knowledge and skills, while spiritual education forms character, ethics and a deeper perception of life (Zulfatmi, 2021).

Implementation of Spiritual Education in PAI Learning

The implementation of spiritual education in Islamic Religious Education (PAI) learning at SDN Krajan Sleman is carried out in various ways to help students develop spiritual and moral values. Here are some steps that can be taken, namely (Sundari, 2023);

1. Preparation of learning plans

Plan the PAI curriculum to include aspects of spiritual education such as morals, ethics and Islamic values that encourage spiritual awareness. Integrate teaching materials with moral stories from the Koran and Hadith that teach virtues, such as compassion, help and patience.

2. Get used to prayer and dhikr

Teach students to pray before and after lessons, meals, and other activities as a form of spiritual recognition and habituation. Introduce short dhikrs that are easy to memorize and can be practiced in everyday life (Fajrul, 2020).

3. Teaching Islamic ethics

Apart from religious teachings, also teach Islamic ethics in interacting with others, family and the surrounding environment. Encourage students to respect differences and practice etiquette in speech, action, and dress.

4. Use interesting learning methods

Use creative and interactive learning methods such as stories, role-playing, or values-based projects to teach spiritual concepts in a more engaging way.

5. Link learning to events in everyday life

Connect learning material with actual stories and events that occur in students' surroundings. Discuss with students how spiritual values can help them face everyday challenges and situations.

6. Hold spiritual-based extracurricular activities

Apart from learning in class, hold extracurricular activities such as religious studies, Al-Quran studies, or social activities based on Islamic values. These activities can help students in direct experience and application of spiritual values in real life (Al Haddar, 2016).

7. Involve parents

Get support and active participation from parents in spiritual learning. In addition to involving them in school events, encourage them to strengthen spiritual learning at home. Strengthening learning in the family is a process that involves efforts to improve the quality of education and develop the potential that children have at home. The family has an important role in shaping children's character, attitudes and learning abilities (Ummah, 2023).

Some strategies that can help strengthen learning in the family include emotional support. Helping children feel comfortable and emotionally supported will create an environment conducive to learning. Good communication and mutual support will help children feel motivated to achieve academic and non-academic achievements. Apart from that, as a parent or family member, being a good example in learning, can foster children's interest in learning so that spiritual values in children become stronger (Moh. Roqib, 2009).

8. Evaluate spiritual learning

Teachers determine indicators and evaluation methods to measure students' level of understanding regarding the spiritual values taught. Teachers use feedback from this evaluation to continue to improve and develop the implementation of spiritual education in PAI. Spiritual learning evaluation aims to measure student development and progress in spiritual aspects, such as understanding moral values, ethics, social awareness, self-awareness, and connectedness with fellow humans and the universe (Zohar, 2022).

According to PAI teachers, several evaluation indicators for measuring students' spiritual learning at school are explained in the following table (Interview, Monday 17 July 2023):

Table 1.
Indicators Measuring Students' Spiritual Education Practices

No	Aspects evaluated	Indicator	Example
1.	Understanding moral values	Measuring the extent to which students understand and can interpret moral values in everyday life.	Able to explain values such as honesty, empathy, simplicity and responsibility
2.	Spiritual Practices	Measure the extent to which students are involved in spiritual practices, such as group prayer activities, self-reflection and other religious activities.	a. Describe positive experiences in their daily spiritual practices. b. Demonstrate awareness of the importance of personal time for spiritual reflection
3.	Empathy and social concern	Measures the extent to which students can understand the feelings and perspectives of others and show	a. Demonstrates empathy in interacting with classmates and others around them.

	concern for people in need	b. Actively participate in social activities and care about social problems in society.
4. Self-awareness	Measures the extent to which students have an understanding of themselves, including their strengths, weaknesses, and values.	a. Demonstrate the ability to reflect and recognize their feelings and emotional reactions. b. Identify personal values and beliefs that influence behavior and actions.

Furthermore, Oki explained that showing awareness of the importance of personal time is through spiritual reflection. It should be noted that the evaluation of spiritual learning requires a more holistic and sometimes subjective approach, because spiritual aspects are complex and individual. Therefore, evaluation methods such as observation, interviews, reflection journals, and group discussions can be used in conjunction with traditional evaluation methods such as tests or quizzes to provide a more complete picture of students' spiritual development (Interview, Tuesday 18 July 2023).

Spiritual education must be well integrated into the PAI curriculum without sacrificing other academic aspects. With the right approach, the implementation of spiritual education at SDN Krajan Sleman can help students develop strong character and morals in accordance with the teachings of the Islamic religion. As stated by the PAI teacher, there are several additional strategies carried out in the practice of spiritual education, namely (Interview Thursday, 20 July 2023):

1) Teachers as role models

Teachers as educators are good examples in applying spiritual values in everyday life by showing patience, compassion, humility and integrity in interacting with students, colleagues and parents. A teacher who shows discipline in carrying out his duties will teach students about the importance of discipline in achieving goals and success in life.

Apart from that, according to Tugiyem, the school principal said that teachers who are always honest and transparent in their interactions with students and co-workers will inspire students to prioritize honesty in all aspects of life. A teacher who is dedicated and persistent in teaching and guiding students will provide an example of the importance of effort and hard work to achieve achievement. Showing empathy towards students, understanding their feelings and needs, will help create a supportive and safe learning environment. Because it is based on an attitude of tolerance. Teachers who are able to accept differences and appreciate diversity will teach students to respect and appreciate other people who are different from them (Interview, Friday, 21 July 2023)

2) Carrying out congregational prayer activities

Teachers teach students about the importance of prayer and worshipping Allah. Get into the habit of praying together at school, so that students can learn to worship together (Karlina, 2021).

Based on observations, teachers routinely accompany students in congregational Dhuha and Dhuhur prayers at school. This is done so that students get used to praying without having to be told (Observation, Tuesday, 18 July 2023).



Figure 1. Dhuha prayer activities in congregation



Figure 2. Dhuhur prayer activities in congregation

3) Carrying out social care-based activities

Teachers create charity and social activity programs, such as visiting sick friends, visiting orphanages, helping underprivileged people, and cleaning the environment, to hone students' sense of empathy and social concern. What has been done is to raise funds for victims of natural disasters. Apart from that, we carry out environmental clean-up activities every Friday. Visiting sick people encourages you to do good to others (Fitriani, 2018).

Based on observations, several students and their teachers visited a friend who had not been to school for three days due to illness, coincidentally his house was only about 200 meters from the school. They brought gifts in the form of fruit, then prayed that God would give him immediate healing (Observation, Friday 21 July 2023).

4) Strengthening learning in the family

Involve students' families in spiritual learning by holding meetings or events involving parents to support and strengthen learning at school. Among the activities that are already underway are student parent meetings once a month (Hastuti, 2020).

5) Hold reflection and introspection activities

Teachers hold regular reflection or muhasabah sessions, where students are invited to reflect on the good deeds or mistakes they have made, and look for ways to improve themselves. This activity is usually carried out during morning assembly before students enter their respective classes.

6) Tadarus Together

Familiarize students with reading and understanding the Koran as a source of guidance in everyday life. Students are given a good understanding of the verses of the Koran that teach spiritual values. Joint tadarus activities are carried out every morning together (Sya'bani, 2021).

7) Menciptakan lingkungan belajar yang inklusif

A safe, inclusive and loving classroom environment is created so that students feel valued and accepted for who they are. Teachers provide space for students to share experiences and feelings openly, so that they feel heard and understood (Rojak et al., 2021).

The implementation of spiritual education in PAI learning at SDN Krajan Sleman must be sustainable and involve various parties, such as teachers, students, parents and the surrounding community. With a holistic and comprehensive approach, spiritual education can be an integral part in shaping students' good character and directing them to become responsible individuals who are beneficial to the surrounding environment (Syuhud, 2014).

Conclusion

At SD Negeri Krajan Sleman, the practice of spiritual education is carried out in several ways, namely teachers as role models, carrying out congregational prayer activities, carrying out activities based on social awareness, strengthening learning in the family, holding reflection and introspection activities, doing tadarus together and creating an inclusive learning environment. The implementation of spiritual education at SD Negeri Krajan is integrating spiritual values in the curriculum by ensuring that spiritual values are integrated in every subject, holding religious activities, such as morning prayers, to strengthen religious values. holding religious ceremonies in accordance with each student's religious beliefs, developing learning materials that support spiritual development, for example, moral and inspirational stories, encouraging teachers to be role models for students in spiritual behavior, involving parents in activities spiritual education activities, such as religious meetings or family seminars.

Meanwhile, value-based assessment includes the use of assessment methods that reflect spiritual aspects, for example, assessing attitudes, honesty and responsibility. Apart from that, it also instills moral and ethical aspects in students by developing a better understanding of what is right and wrong, instilling empathy and care in students so that they can become more empathetic and caring towards the feelings and needs of others and instilling independence and responsibility so that students can develop a sense of responsibility towards oneself and society.

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