



## The Strategy of Islamic Religious Education Teacher in Developing Students' Spiritual Intelligence (SQ) at Wiworotomo Vocational School Purwokerto

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### Abstract

**Introduction to The Problem:** In the modern era, students must develop strong spiritual intelligence to navigate life's complexities and maintain emotional balance. **Purpose:** This research aims to: (1) examine the role of Islamic Religious Education (IRE) teachers in fostering spiritual intelligence at SMK Wiworotomo Purwokerto; (2) identify factors supporting or inhibiting this development; and (3) assess the outcomes of teachers' efforts in enhancing students' spiritual intelligence. **Design/methods/approach:** A qualitative research methodology with a field-based approach was employed. Primary data were collected from the principal, the vice principal, three IRE teachers, and five students. Secondary data were obtained from magazines, newspapers, and other relevant documents. Data collection methods included observation, interviews, and document analysis, while qualitative data analysis was used. Triangulation ensured validity and reliability. **Findings:** The findings reveal that IRE teachers at SMK Wiworotomo Purwokerto foster spiritual intelligence through collective prayers, greetings between teachers and students, and regular congregational prayers at the mosque. Activities like Dhuha prayers, Friday sermons, and charitable fundraising also contribute to spiritual development. Communal fasting during Ramadan strengthens spiritual bonds and enhances students' spiritual intelligence. **Research implications/limitations:** This study highlights the importance of religious activities in shaping students' spiritual intelligence and promoting mental and emotional resilience. Educational institutions could incorporate such practices into curricula to support holistic student development. The research also identifies factors affecting the effectiveness of IRE teaching efforts, providing insights for improvement. Additionally, spiritual development enhances teacher-student relationships, fostering a positive school environment. **Originality/value:** Future research could explore the broader applicability of these findings across diverse educational contexts..

**Keywords:** PAI Teacher strategy, Supporting and Inhibiting Factors, Benefits of PAI Teacher, Religious Education, Spiritual Intelligence (SQ).

### Introduction

Education serves as a crucial vehicle for shaping resilient human resources, enhancing human dignity and status both individually and collectively within the broader context of national culture. In this era of globalization, Indonesia, home to the world's largest Muslim population, faces significant educational challenges (Sutarman, 2014). Rahmawati (2015) asserts that global

education is highly complex and heterogeneous, further complicated by the emergence of educational institutions that receive little attention and, in some cases, neglect religious values in their educational processes. Furthermore, education plays a pivotal role in national development, serving as an investment in human resources that contributes to economic growth and improves the quality of life for individuals and society as a whole (Parjiman et al., 2023)

Education is an obligation for every individual, serving as essential preparation for both worldly and afterlife endeavors. In the context of Islam, the Qur'an is the primary source of education and serves as the foundation of Islamic religious education (Suryadi, 2022). Education is a continuous process aimed at preparing and nurturing learners or individuals, spanning from birth to death. This process encompasses the development of the body, mind, and soul as an inseparable unity, ensuring that no aspect is neglected (Sutarman & Parjiman, 2021). Within the framework of Islamic education, the roles of educators and learners are indispensable, as both components interact dynamically in the learning process to produce high-quality educational outcomes (Sutarman, 2019).

According to Quraish Shihab, "iqra" is derived from the word "qaraa", which means to collect or gather. The term "iqra" carries multiple interpretations, including researching, understanding, analyzing, conveying, and reading, whether in written or unwritten form. Islamic education also aims to shape individuals into beings of distinct character and high status according to Allah's standards, with its content centered on achieving this goal—namely, the teachings of Allah SWT (Nata, 2016). This is emphasized in Surah Al-Mujadalah verse 11, which highlights the importance of knowledge. In Islam, knowledge is considered a necessity that every Muslim must pursue, as it enables humans to comprehend the essence of truth (Husma, 2017).

The rapid advancement of information plays a crucial role in determining an individual's quality of life. Ignorance is not merely the absence of knowledge; sometimes, student achievement is often measured solely by formal report card grades. However, such assessments only reflect intellectual intelligence, while emotional and social intelligence often receive less attention (Fauzi, 2023). A study conducted at Harvard University in the United States revealed that an individual's success is not solely determined by knowledge and technical skills (hard skills) but is more significantly influenced by self-management and interpersonal abilities (soft skills), which are closely related to emotional intelligence (EQ). Meanwhile, spiritual intelligence (SQ) serves as the foundation necessary to effectively integrate intellectual intelligence (IQ) and emotional intelligence (EQ) (Rokhmadi, 2014).

Spiritual intelligence is the ability that enables individuals to recognize and determine meaning, values, morality, and love for a higher power as well as for fellow living beings (Damayanti et al.,

2024). This form of education begins from the moment a child is born. At birth, children do not yet understand the distinction between right and wrong within their environment. Even the simplest education imparted by parents serves as a means of transferring educational values to their children (Arsyad et al., 2019). Every parent aspires for their children to receive the best possible education. According to the Kamus Besar Bahasa Indonesia (KBBI), spiritual intelligence refers to intelligence related to the heart and compassion for others, other living beings, and the surrounding environment, based on the belief in the existence of God Almighty (Pusat Bahasa Departemen Pendidikan Nasional RI, 2005).

Danah Zohar and Ian Marshall define spiritual intelligence as the ability to place one's behavior and life within a broader and more meaningful context, as well as the ability to assess that certain actions or ways of life hold greater significance than others. Spiritual intelligence serves as the foundation for effectively utilizing both IQ and EQ (Puspitasari, 2013). When moral values are deeply instilled within an individual, their external and internal character will reflect goodness. However, if moral values are lacking, it can lead to both external and internal deterioration. Therefore, the most fundamental effort in education is the cultivation of noble moral values (Sutarman & Rio Saputra, 2022).

One key characteristic of spiritually intelligent individuals is their ability to perceive failure as an opportunity. Experiencing setbacks in executing planned programs teaches students that failure should not hinder their ability to innovate, create, and achieve. Instead, it should motivate them to manage and refine their learning strategies (Hidayat & Rokhman, 2023). Additionally, spiritual intelligence has been found to positively correlate with academic achievement, and there is a significant influence of spiritual intelligence on students' learning outcomes (Kurniasari & Aman, 2018).

The primary issue in this research lies in the low understanding and implementation of spiritual intelligence (SQ) values within Islamic religious education at the vocational high school (Sekolah Menengah Kejuruan or SMK) level, particularly at SMK Wiworotomo Purwokerto, which has been selected as the research site. However, SMK Wiworotomo Purwokerto presents a unique characteristic as a school that integrates Islamic religious education into its curriculum. This offers a highly relevant opportunity to explore teachers' efforts in delivering Islamic religious education more comprehensively and fostering an educational environment that supports students' spiritual intelligence development.

This research differs from previous studies in that it not only seeks to examine the understanding and application of spiritual intelligence values in general but also investigates their integration within the Islamic education curriculum. This allows for an in-depth analysis of

teachers' strategies in implementing these values effectively. Despite the complexities and challenges of education in the current era of globalization—where many educational institutions tend to overlook religious values in their educational processes (Primayanti, 2015). such gaps in educational approaches have led to a deficiency in students' non-intellectual intelligence, particularly in aspects such as spiritual intelligence.

Therefore, this study aims to conduct a comprehensive analysis of the strategies employed by Islamic education (*Pendidikan Agama Islam* or PAI) teachers at SMK Wiworotomo Purwokerto in enhancing students' spiritual intelligence (SQ) to shape a generation that is both morally upright and competitive.

## Literature Review

Spiritual intelligence is a crucial aspect of individual development, emphasizing not only intellectual intelligence but also spirituality and deeper life values (Ashshidieqy, 2018). Islamic education plays a vital role in shaping human character, requiring a long and continuous process whose outcomes can only be observed over a certain period (Rohman, 2021). This developmental process demands careful planning based on well-founded perspectives and theories to minimize errors and ensure effective student formation. Islamic education, which is rooted in Islamic teachings, must instill a way of life guided by these values while simultaneously fostering knowledge acquisition in alignment with Islamic principles (Yulindaputri & Latipah, 2023).

In fostering both spiritual and emotional intelligence among students, the role of educators—particularly Islamic religious education (Pendidikan Agama Islam or PAI) teachers—is essential. This is because spirituality is closely related to religious teachings, and its implementation must be carefully monitored to ensure alignment with its intended purpose. Proper guidance enables a deeper understanding of the dynamics of learning and evaluation within the school environment, particularly concerning students' spiritual intelligence development (Felzuka et al., 2024).

## Methods

This study employs a descriptive qualitative method aimed at systematically uncovering data to ensure clarity and facilitate accurate conclusions. This approach focuses on presenting factual information to depict objective conditions. The research was conducted at SMK Wiworotomo Purwokerto over the span of one week and falls under field research, where data was collected through observations, interviews, and other data collection instruments (Nata, 2000).

The data sources in this study consist of both primary and secondary data. The primary data was obtained from nine respondents, including one school principal, three Islamic religious

education (PAI) teachers, and five students from SMK Wiworotomo Purwokerto. In addition, secondary data was collected to support the primary findings, including school profiles, vision and mission statements, lesson plans (Rencana Pelaksanaan Pembelajaran or RPP), and other relevant documentation.

Data collection involved direct classroom observations to examine the efforts of Islamic religious education teachers in fostering students' spiritual intelligence. Interviews were conducted to obtain detailed information for constructing a factual reality, offering a more direct and in-depth understanding (Felzuka et al., 2024). An interview, in this context, is a data collection technique that involves posing oral questions and receiving verbal responses through face-to-face interactions between the researcher and the information sources (Taufiq & Permana, 2018)

The interviews aimed to gather comprehensive insights into teachers' approaches, methods, and challenges in enhancing students' spiritual intelligence (Ratu Langit, 2024). Additionally, documentation techniques were used to supplement data collection. This included photographs of classroom activities and other relevant images taken during the field study at SMK Wiworotomo Purwokerto. Electronic devices such as mobile phones were utilized to record interviews with teachers and students and to capture visual evidence of the observations.

The research employed a qualitative data analysis approach, as the collected data could not be quantified numerically (Sofwatillah et al., 2024). The analysis process involved interpreting field data obtained from interviews, observations, and documentation, which was then described qualitatively using an analytical method (Fadli, 2021). According to Bogdan & Biklen (1982) data analysis is the process of systematically **searching, organizing, and interpreting interview results, notes, and collected materials** to enhance understanding and present meaningful findings.

To ensure the validity of the data, a triangulation method was applied by comparing observation results, interview findings, and document analysis to confirm consistency and credibility (Saadah et al., 2022). The cross-validation of these data sources allowed the researchers to extract logical premises, which ultimately led to the study's conclusions.

## Result

The findings of this research on the efforts of Islamic Religious Education (PAI) teachers to foster spiritual intelligence at SMK Wiworotomo Purwokerto reveal several approaches. PAI teachers inspire and serve as positive role models for students while helping them formulate life goals (Abdullah et al., 2023). Additionally, teachers encourage students to read the Qur'an together and explain its meaning and relevance to daily life. Stories of inspirational spiritual figures are also

shared with students to strengthen their understanding. Teachers further promote student participation in discussions on various issues using a spiritual approach and involve them in religious and social activities. As stated by Muhammad Pampam, a PAI teacher at SMK Wiworotomo Purwokerto:

"Our efforts as Islamic Religious Education (PAI) teachers to develop students' spiritual intelligence at SMK Wiworotomo Purwokerto involve various religious activities conducted at school. These activities include reciting *sholawat* and praying together before and after lessons, as well as greeting the teacher at the beginning and end of classes. Additionally, congregational *Dzohur* and *Jum'at* prayers involving both teachers and students in the mosque have become routines that support spiritual development. Other activities include *Dhuha* prayer and short sermons (*kultum*) every Friday, as well as collecting *infaq* and alms donations from students and teachers every Friday. Activities such as *keputrian* (activities for female students) and communal breaking of the fast during Ramadan are also part of the teachers' efforts to strengthen spiritual bonds and develop students' spiritual intelligence" (Muhammad Pampam, 2023).

The development of students' spiritual intelligence at SMK Wiworotomo Purwokerto is supported by a conducive curriculum, school management, teacher training, collaboration with parents, a supportive learning environment, and adequate facilities. However, challenges such as time constraints, lack of support from certain parties, low student motivation, limited resources, external environmental influences, and insufficient specialized training still persist. By recognizing these factors, schools and teachers can design more effective strategies to achieve spiritual education goals.

The efforts of Islamic Religious Education (PAI) teachers in fostering students' spiritual intelligence have significant benefits, such as enhancing students' self-awareness, morality, character, emotional stability, and social relationships. For the school, these efforts create a positive environment, improve academic performance, reduce disciplinary issues, and strengthen harmony. For the community, they produce individuals of integrity who contribute positively and have the potential to become future leaders. These benefits are not only felt by individual students but also have a broader impact on the school and community environment.

In the teaching and learning activities at SMK Wiworotomo Purwokerto, the importance of spiritual intelligence is emphasized to help students not only achieve good academic results but also understand the meaning of life. Spiritual intelligence (SQ) encourages students to be creative, flexible, ethical, patient, honest, and conscious of being watched by Allah, so every action is

considered an act of worship. This was emphasized by the Principal of SMK Wiworotomo Purwokerto:

"Spiritual intelligence offers numerous benefits. Every educational institution—whether formal, informal, or non-formal—along with parents and teachers, must focus not only on the development of intellectual intelligence but also on spiritual intelligence. This is because spiritual intelligence can guide individuals toward success in both this world and the hereafter. Beyond mere intelligence and awareness, what is more important is daily behavior, whether individual or social behavior" (Sumaryoko, 2023).

In addition, efforts and strategies to foster students' spiritual intelligence must go beyond theoretical levels and be implemented in daily practice. These efforts include:

First, providing inspiration and serving as a positive role model for students. In this regard, teachers who aim to enhance students' spiritual intelligence should have deep experience and understanding of spiritual intelligence itself. Teachers must set clear examples of the importance of internalizing spiritual intelligence in one's life. This can be demonstrated through various aspects, including dress ethics, language usage, attitudes, behaviors, and more. As expressed by Islamic Religious Education (PAI) teacher Muhammad Pampam:

"An Islamic Religious Education teacher must have discovered their own meaning of life and experienced a life of purpose. Such a teacher knows the direction to follow and remains content amidst trials and challenges. Teachers must also be patient and sincere in facing students' poor attitudes and behaviors. They need to exemplify these attitudes to students who are in the process of finding their identity. The success of a teacher in educating students lies in their ability to transfer good character to students, which the students can fully embrace" (Muhammad Pampam, 2023).

According to the school principal, the most crucial factor in determining the quality of education is the teacher. PAI teacher Muhammad Pampam is regarded as a competent, responsible, skilled, kind, neat, polite, and highly dedicated educator. He possesses high competence and responsibility, particularly in guiding students' development to achieve their maximum potential. The ultimate goal of teacher guidance is to shape mature and well-rounded individuals. When students receive a good education, it positively impacts their personality and accelerates their ability to define their life goals (Sumaryoko, 2023).

Based on the author's observations, Islamic Religious Education teachers at SMK Wiworotomo are highly appreciated by students. They regard the teachers as competent, responsible, skilled, kind, neat, polite, and highly dedicated. This is evident from the students' respectful attitudes towards their teachers. Harvi Adi, a class representative at SMK Wiworotomo, stated:

"The Islamic Religious Education teacher at SMK Wiworotomo Purwokerto is very kind and serves as a role model for students at the school. I admire his gentle speech, neat attire, and patience in dealing with students' behavior. Mr. Pampam is a figure whom I look up to" (Harvi Adi, 2023).

Secondly, assisting students in formulating their life goals. Teachers are responsible for providing guidance and direction to help students achieve success in both worldly and spiritual realms. This responsibility includes guiding students to fulfill obligations such as prayer, giving charity, reciting sholawat, and avoiding free association and drug use. Additionally, Islamic Religious Education (PAI) teachers must serve as sources of knowledge for students in discovering their true life purpose in this world and the hereafter, as well as helping them find happiness and avoid misery.

In the learning process, the school principal explained that PAI teachers must utilize opportunities for discussions and face-to-face interactions with students, both inside and outside the classroom. Inside the classroom, teachers can use teaching methods that align with the adolescent psyche to ensure that students' spiritual education is effectively internalized and enhances their intelligence. Meanwhile, outside the classroom, student mentoring can be carried out through extracurricular activities such as ROHIS (Islamic Study Group) or Keputrian (activities for female students) organized by the school (Yanuar Sumaryoko, 2023).

PAI teacher Muhammad Pampam also stated:

"When selecting teaching methods, we as teachers must have clear objectives. The methods used should be tailored to students' conditions, especially considering the adolescent psyche. In this way, the material delivered can be fully received and improve students' understanding of the importance of spiritual intelligence. Additionally, PAI teachers can take advantage of opportunities during extracurricular activities such as ROHIS or Keputrian to provide additional material for students who want to study religion more deeply" (Muhammad Pampam, 2023).



Thirdly, reading the Qur'an together with students and explaining its meaning and relevance to daily life. The principal explained that this is a common teaching approach used by all PAI teachers, including those at SMK Wiworotomo Purwokerto. The PAI teachers at the school consistently strive to guide students to practice the Qur'an and maintain a close relationship with the holy book. They understand that reading the Qur'an is not merely an act of reading but also requires understanding its meaning and connecting it to daily life. At SMK Wiworotomo Purwokerto, regular Qur'an reading activities are often accompanied by short sermons (kultum) every Friday. Additionally, there are practices of collectively reciting Qur'anic verses before lessons begin and engaging in tadarus before Friday prayers at the "Al-Muttaqin" Mosque of SMK Wiworotomo Purwokerto (Yanuar Sumaryoko, 2023).

Furthermore, PAI teacher Muhammad Pampam explained:

"The habit of reading the Qur'an aims to bring students closer to their guide in life. The Qur'an is a source of guidance for humanity in navigating life in this world. By getting used to reading and practicing it, students can become good Muslims. At SMK Wiworotomo, teachers provide various forms of guidance for students, such as ROHIS and Keputrian activities, aimed at helping students who are not yet fluent in reading the Qur'an to become proficient. These activities continue to this day and receive full support from parents, who agree with the addition of extra hours outside of school. Moreover, no fees are charged for these activities, leaving no reason for refusal" (Muhammad Pampam, 2023).

David Sagala, the leader of ROHIS, added:

"Reading the Qur'an is a routine activity at our school. The reading activity is usually scheduled alongside short sermons (kultum) before the learning process begins and before Friday prayers for male students. Additionally, Qur'an reading mentoring is also conducted through ROHIS and Keputrian activities" (David Sagala, 2023).

Observations at SMK Wiworotomo Purwokerto reveal that significant attention is given to the mentoring of Qur'anic reading by Islamic Religious Education (PAI) teachers. Despite the limited time available for students in the classroom, PAI teachers continue to implement Qur'anic reading guidance through extracurricular activities such as ROHIS (Islamic Study Group) and Keputrian (activities for female students). In carrying out these activities, PAI teachers are supported by other designated teachers to assist in their efforts.

Fourthly, providing explanations to students about inspirational stories of spiritual figures. One engaging effort to develop students' spiritual intelligence at SMK Wiworotomo Purwokerto

involves storytelling about Islamic figures. PAI teachers utilize this universal form of communication to enhance students' spiritual intelligence through life lessons drawn from role models, such as the stories of Prophets and Messengers, battles of early Muslims, the journey of Isra' and Mi'raj of Prophet Muhammad SAW, the greatness of the Khulafa Ar-Rashidin, and others. These storytelling sessions are held during students' study hours. This method has proven effective, and students, on the whole, enjoy the stories. Following the storytelling session, the teacher elaborates on the message and meaning of the stories in a way that relates to human life.

PAI teacher Muhammad Pampam explained:

"The purpose of storytelling about the lives of Islamic figures is to introduce students to Islamic heroes. Many students do not fully understand the stories of these heroes. Yet, we know that each story carries highly valuable religious lessons and benefits for Muslims" (Muhammad Pampam, 2023).

Efforts to foster students' spiritual intelligence in this school are indeed a priority. PAI teachers undertake various initiatives to instill spiritual values in students. Harvi Adi P., a class president from Grade 12 IPA I, acknowledged:

"The efforts made by PAI teachers are tremendous. They not only deliver material during study hours but also through extracurricular activities and stories about Islamic heroes shared during learning breaks. Students thoroughly enjoy these stories, whether they have heard them before or are encountering them for the first time" (Harvi Adi, 2023).

The school principal acknowledges that the primary responsibility for nurturing students' spiritual intelligence lies with PAI teachers. This is due to their deeper understanding and expertise in religious aspects, while other teachers provide only limited support. Therefore, in the effort to enhance students' spiritual intelligence at the school, the principal grants PAI teachers the freedom to use any method or approach they deem effective. The school provides support in terms of facilities, infrastructure, and other resources to improve the overall teaching and learning environment (Sumaryoko, 2023).

Fifth, encouraging students to participate in discussions about various issues using a spiritual approach. This approach helps teach students to be more sensitive to their surroundings. As is known, Banyumas Regency is famous for its traditional Banyumas dance art, which uses horse puppets made of woven bamboo with heads covered in coconut fibers, called Ebeg (Yanuar Sumaryoko, 2023). This approach allows teachers to discuss and explain traditions practiced in the students' communities. It is considered effective in helping students understand and address these

issues wisely and in accordance with their Islamic beliefs. Regarding this, PAI teacher Muhammad Pampam explained:

"This approach is carried out to explain phenomena occurring in the students' environment. Traditions in their area often become troubling habits and raise questions among students—do these traditions align with their beliefs? Through these discussions, students are given the opportunity to think and receive clear explanations from their religious teacher about the events they witness" (Muhammad Pampam, 2023).

Based on observations, these activities are indeed carried out by PAI teachers together with students. Students are given the freedom to ask questions directly to the teacher, who encourages other students to understand and provide in-depth explanations so that all students can grasp the concepts. In an interview, Akbar P., a Grade XI IPS II student, confirmed:

"These activities are often carried out, both during and outside class hours. We frequently ask and discuss Islamic perspectives on traditional customs often practiced by rural communities. The PAI teacher appreciates our questions and provides detailed explanations about them" (Akbar. P, 2023).

Sixth, involving students in religious and social activities. This is evident from the numerous religious activities held at the school. For example, joint prayers in the morning before starting lessons and in the afternoon before going home, congregational Dzuhur prayers between teachers and students, Dhuha prayers, short sermons (kultum) every Friday, collection of infak and charity donations from students and teachers, Friday congregational prayers, Keputrian events, intensive religious programs (pesantren kilat), celebrations of Islamic holidays, iftar (breaking the fast) gatherings during Ramadan, and others. All these activities involve student participation, and students are encouraged to join without exception.

The school principal explained that these social activities aim to teach students about togetherness, solidarity, and care for others as creations of God. For example, students are invited to cooperate in mutual assistance activities (gotong royong), help those in need, and more. Through these activities, it is hoped that SMK Wiworotomo Purwokerto students can learn from the experiences they observe, draw lessons from these situations, and shape good personalities to become individuals with *akhlakul karimah* (Sumaryoko, 2023).

These activities are seen as very positive and beneficial. In the past, the garden area at SMK Wiworotomo Purwokerto was in a poor condition, with overgrown weeds and an untidy

appearance. Therefore, the teachers, including the principal, took the initiative to organize a social activity inviting students to clean up the school gardens together. "Alhamdulillah, the students were very enthusiastic, and the activity went smoothly" (Muhammad Pampam, 2023).

## **Discussion**

Based on the conducted research, various efforts have been made by Islamic Religious Education (PAI) teachers at SMK Wiworotomo Purwokerto to develop students' spiritual intelligence. These efforts are implemented through integrated approaches within religious activities and character-building initiatives. PAI teachers also strive to help students formulate their life goals by providing guidance in fulfilling religious obligations such as prayer, charity, and avoiding harmful behaviors like free association. This guidance is not limited to the classroom but extends to extracurricular activities that actively involve students, such as ROHIS (Islamic Study Group) and Keputrian. Through these approaches, students are encouraged to reflect deeply on their life goals and avoid actions that could compromise them.

Another activity focused on spiritual development is learning through inspirational stories of prominent Islamic figures. PAI teachers use the stories of Prophets, Messengers, and influential figures in Islamic history as a medium to convey profound religious values. Through these stories, students not only gain historical knowledge but are also expected to emulate the attitudes and behaviors of these figures in their daily lives. This activity provides students with the opportunity to explore and apply their religious beliefs within the social and cultural contexts surrounding them.

PAI teachers at SMK Wiworotomo Purwokerto adopt 10 indicators of spiritual intelligence to develop students' spiritual intelligence in school. These indicators include: motivating and setting a good example for students, helping students establish their life goals, reading the Qur'an together with students while discussing its meaning and application in daily life, providing explanations about motivational stories from religious leaders, encouraging students to engage in discussions on various topics from a spiritual perspective, and involving students in social and religious activities (Muhammad Pampam, 2023). Thus, PAI teachers at SMK Wiworotomo Purwokerto have fulfilled their responsibilities effectively, aligning with the theories discussed in previous chapters, namely the efforts of PAI teachers to impart Islamic religious education aimed at fostering spiritual intelligence.

Several supporting factors identified in this study include a curriculum that supports the development of spiritual intelligence, effective school management, and training provided to teachers to enhance their ability to deliver religious material. Collaboration with parents is also a

key factor in supporting the development of students' spiritual intelligence. However, challenges encountered include limited time, lack of support from certain parties, varied student motivation levels, and limited resources such as books and effective learning media. These challenges require serious attention to optimize the efforts to develop students' spiritual intelligence.

The benefits of teachers' efforts to foster students' spiritual intelligence are significant. For students, these efforts result in increased self-awareness, strengthened morality, character development, and enhanced ability to face various life challenges with wisdom and meaning. For the school, the development of spiritual intelligence creates a more positive environment, reduces disciplinary issues, and improves academic performance. Furthermore, the positive impact extends to the broader community, benefiting from a younger generation with integrity, ready to contribute, and possessing the potential to become future leaders.

Overall, this study demonstrates that students' spiritual intelligence not only impacts their individual lives but also contributes to the character-building of students, ultimately benefiting the broader community. Therefore, the efforts of teachers to foster students' spiritual intelligence at SMK Wiworotomo Purwokerto can serve as an effective model for education that integrates religious and spiritual values into students' daily lives.

## **Conclusion**

Islamic Religious Education (PAI) teachers at SMK Wiworotomo Purwokerto have played a crucial role in fostering students' spiritual intelligence. Through well-planned religious activities, they support the development of spiritual intelligence that not only encompasses religious understanding but also shapes students' character for the better.

The development of students' spiritual intelligence is influenced by several supporting factors. One of these is a well-structured curriculum that provides a strong foundation for religious learning activities. In addition, adequate training for teachers is a key factor in ensuring that teaching is conducted effectively. Close collaboration between the school and parents also plays a significant role in creating an environment that supports students' spiritual growth. A conducive learning environment, adequate facilities, and a communal spirit that prioritizes spiritual values are major drivers in fostering a supportive atmosphere.

However, despite these efforts, several obstacles must be addressed in developing students' spiritual intelligence. Limited time for learning activities, varying levels of support from different stakeholders, differences in student motivation, and resource constraints, such as books and effective learning media, are challenges that need to be overcome. Furthermore, negative influences from external environments that do not always support spiritual values pose real

barriers. An important aspect to consider is the need for specialized training for teachers to develop more effective teaching methods in the context of spiritual education.

The benefits of the efforts made by PAI teachers are immense. With the teaching and guidance provided, students can grow into better individuals with a deeper understanding of themselves, religious values, and higher life goals. Through this holistic approach, students not only learn to excel academically but also strengthen their relationship with Allah, learn to rely on Him in facing life's challenges, and live with a heightened awareness of His presence.

Overall, the role of PAI teachers at SMK Wiworotomo Purwokerto is vital in shaping a younger generation that is not only intellectually skilled but also deeply rooted in spiritual values. By overcoming various challenges and leveraging supporting factors, they help create students who are more self-aware, closer to religious values, and ready to face life's challenges with faith and integrity.

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