

The Role of Islamic Religious Education Teachers in Increasing Students' Spiritual Intelligence at Madrasah Ibtidaiyah Negeri 2 Boyolali

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Abstract

The aim of this research is to find out in depth the role of Islamic religious education teachers in improving spiritual intelligence at MIN 2 Boyolali. This research uses a qualitative approach with descriptive methods. Research The subjects of this research was teachers and students of Madrasah Ibtidaiyah Negeri 2 Boyolali with informants in this research being the principal, PAI teachers, curriculum sie, student affairs sie, spiritual sie and students. Data collection was carried out through interviews, observation and documentation. Data analysis uses data reduction, presentation and conclusion drawing techniques. Checking the validity of the data was carried out using triangulation and using various theoretical sources and methods. The results of this research show that the teacher's role in increasing students' spiritual intelligence at MIN 2 Boyolali is as a teacher, educator, motivator and model. Meanwhile, the implementation strategy for increasing students' spiritual intelligence at MIN 2 Boyolali is carried out through religious activities which are carried out routinely every day and through learning in the classroom. The religious activities in question are reciting the Koran together, dhuha prayers in congregation, reading Asmaul Husna, morning inspirational stories, learning recitations, memorizing selected verses, fardhu prayers in congregation, and fasting on Mondays and Thursdays.

Keywords: Teacher, PAI, Intelligence, Spiritual.

Introduction

Society in general views that education is an activity that is officially or formally carried out in a particular institution which is usually used for teaching and learning activities in an orderly, neat, programmed and scheduled manner (Suharto, 2011). An activity can be said to be educationally if there are five elements of education, namely educators, students, good goals, good ways or paths and a positive context. The educational element is a key component in an effective learning process (Khusna, 2024). Apart from the elements already mentioned, an activity can be said to be educational if it contains four main components, namely the curriculum, the learning subject and its social unit, the personification of the educator, and the learning context.

Education has a very important role in human life. Education directs people to become superior and intelligent individuals, as stated in Law no. 20 of 2003 which reads: "National education functions to develop abilities and shape the nation's character and civilization which is useful in order to make the nation's life more intelligent, Aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens." Islam seeks to train all human potential in a harmonious

and balanced way. By developing all human potential perfectly, it is necessary for him to be able to carry out his service function as caliph on the face of the earth. (Sofiyah, 2019)

One of the elements of education is the teacher. According to A-Nahlawi, teachers have two main tasks. First, is purification, development, cleansing and uplifting the soul of its creator, keeping it away from evil and keeping it always in its natural state. Second, teaching is the transfer of various knowledge and beliefs in the mind and heart so that people realize them in their behavior and life. According to Muhamad Nurdin (2008), a teacher in Islam is a person who is responsible for the development of students by pursuing all their potential, both cognitive potential, affective potential and psychomotor potential. Islamic Religious Education Teachers have the role of teaching students to know, understand, appreciate, believe, be devout and have a noble character in practicing the teachings of the Islamic religion which originate from the Al-Qur'an and Al-Hadith. Therefore, Islamic teachers have a very important role in increasing students' spiritual intelligence. The teacher's role in general is as an educational task including educating, teaching and training (Yuliya, 2020).

However, in reality in the field PAI teachers still do not play a maximum role in increasing students' spiritual intelligence, as evidenced by the fact that there are still students who do not fully participate in group prayers during congregational prayer hours. Limited time allocated by the school. PAI teachers have limited time in carrying out their duties in dealing with student problems (Fitri et al, 2023). Apart from that, students are still found who do not participate in any habituation activities at school for various reasons. The lack of role of PAI teachers is because there are only 2 PAI teachers in madrasas, while the control of all habituation activities is centered on PAI teachers. Apart from that, family background also plays a role in increasing students' spiritual intelligence because the family is the initial and long-term education for children.

Students are a nation's biggest investment. They are the young generation who will take control of the country in the future. Competition and ambition for educational success have so far only focused on developing the ability to think in a materialistic-positive way. Development of thinking abilities that prioritize intellectual intelligence which falls on material mastery without any appreciation of the values that lie behind science and knowledge. (Yuliyatun, 2013). To reduce crime and crime problems that may occur, it is necessary to teach education based on religious values as a means of control and self-control. In this case, Islamic Religious Education is a guideline and instruction regarding what students can do and cannot do in behaving and behaving according to the teachings of the Islamic religion, as well as guiding students to have noble morals.

Humans basically have three types of intelligence, the first is intellectual intelligence (IQ) which is used to solve logical and strategic problems, the second is emotional intelligence (EQ) which provides awareness of one's own feelings and also the feelings of others, third is spiritual intelligence (SQ) as the foundation necessary for the effective functioning of IQ and EQ (Zohar, 2007). Spiritual intelligence is the highest level of human intelligence. Spiritual intelligence works at the center of the brain, therefore it can integrate all human intelligence and make humans truly complete creatures intellectually, emotionally and spiritually. Spiritual intelligence is defined as a deep intuitive feeling of connectedness with the wider world in our lives. The concept of spiritual intelligence in relation to the world of work has three components, namely spiritual intelligence as the value of life from within, as work that has meaning and community. Spiritual intelligence is an intelligence that produces creative work in various areas of life, because sacred human efforts meet divine inspiration.

People who have spiritual intelligence are considered capable of achieving a closer relationship with God and the universe, and eliminating illusions from ideas originating from

the senses, feelings and thoughts. Spirituality includes aspects of going beyond God, paying attention to oneself and others. Explains that from a faith perspective, spirituality can be seen from the four relationships, namely relationships to self, other people, nature or the environment and to higher power. Teenagers who discover spirituality will be able to make adjustments (Julia Aridhona, 2017). By developing spiritual intelligence, humans will uphold the values and norms of life (Qomariah, 2022).

Humans who have higher spiritual intelligence usually have a more sincere work dedication and are far from personal interests, let alone acting unjustly towards other people. Spirituality, in a broad sense, is something related to spirit. Something spiritual has eternal truths related to the purpose of human life, often compared to something worldly and temporary (King, 2011). The concept of spiritual intelligence in relation to the world of work has three components, namely spiritual intelligence as the value of life from within, as work that has meaning and community. Therefore, if we look at the biographies of people who have higher spiritual intelligence, such as prophets and other intelligent people, they usually have high morals, are pious, and have spiritual integrity. A person whose spiritual intelligence is well developed has several signs, including being flexible, having a high level of self-awareness, having the ability to face and utilize suffering, Able to face and transcend pain, have a quality of life inspired by vision and values, reluctance to cause unnecessary harm, have a tendency to ask "why?" or "what if?" to look for basic answers.

The aim of this research is to determine the extent of the role of Islamic religious education teachers in increasing students' spiritual intelligence. Because developing children's spiritual intelligence needs to be done from an early age. The goal is for children to become human beings who have inner and soul sensitivity towards themselves and others. By developing spiritual intelligence in children, children will be better able to recognize who they are, their strengths and weaknesses, as well as hone and maximize their strengths towards becoming a better person physically and spiritually in the future (Damayanti, 2019).

Method

This research uses qualitative research. Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon; focused and multimethod, natural and holistic; prioritizes quality, uses several methods, and is presented narratively (Yusuf, 2014). The subjects of this research were Islamic religious education teachers and students of Madrasah Ibtidaiyah Negeri 2 Boyolali with the informants in this research being the principal, curriculum sie, student affairs sie, spiritual sie.

In this qualitative research, the key instrument is the researcher himself (Creswell, 2016). The data in this research was obtained through observation, structured interviews and documentation as well as relevant literature results. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions. With this interactive analysis technique, the analysis process starts from data collection and continues until all the data is collected (Miles et al, 1984).

Results

The Role of Islamic Religious Education Teachers in Increasing Students' Spiritual Intelligence at MIN 2 Boyolali

In the learning process, the teacher has a role that cannot be replaced by anyone. The learning process can be carried out if there is interaction between the teacher and students. Teachers have the basic task of teaching students the subject matter that has been prepared through the curriculum used. Apart from that, teachers also use certain methods and strategies with the aim that students can follow lessons conductively and effectively. Islamic teachers have important responsibilities in the learning process for students at school. Apart from understanding students about the teaching materials that have been prepared, Islamic religious education teachers also have the responsibility to guide students towards better individuals through instilling Islamic values so that they can be implemented in everyday life. Apart from that, instilling Islamic values also aims to increase the spiritual intelligence of students.

Emotional intelligence is very important to develop at school because this intelligence does not develop naturally. A person's emotional maturity is not solely based on biological development, but depends on a continuous process of education, training and guidance. Children's emotions are often different from those of adults, especially children who have just reached adolescence. The characteristics of children's emotions are excessive emotions of fear and anger, this is a fundamental mental factor for children's emotions. Educating emotionally intelligent children with the ability to recognize their own emotions, manage emotions, use emotions productively, empathy and the ability to build relationships is part of Islamic religious education. The role of PAI teachers is very important in the emotional development of their students at school. PAI teachers provide guidance and direction in educating students to become human beings with noble character. This is where education plays an important role.

Table 1. Teacher's Role in Increasing Students' Spiritual Intelligence

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| Teacher | Teaching is an absolute role that teachers have. Teacher means someone who has the responsibility to teach knowledge, attitudes and skills to students. A teacher should understand the material to be taught so that mistakes do not occur in the learning process. |
| Mentor | The role of Islamic religious education teachers in guiding students to increase spiritual intelligence is to guide students by giving advice, providing direction, providing advice on problems students have, paying attention to student development, and creating a good environment. |
| Motivator | The role of Islamic religious teachers as motivators is to help students develop their behavior patterns so that they are in accordance with the Islamic religious values. As a motivator, teachers help students to improve their standards of behavior through habituation activities, as well as implementing rules so that students are more focused on carrying out activities to increase spiritual intelligence. |
| Motivator | In carrying out activities to increase spiritual intelligence, a teacher should position himself as someone whose behavior can be trusted and imitated. |

Implementation Strategy for Increasing Students' Spiritual Intelligence at MIN 2 Boyolali

The implementation strategy for increasing students' spiritual intelligence at MIN 2 Boyolali is carried out through religious activities carried out regularly at the madrasa as well as through classroom learning. In the previous chapter, researchers explained several ways that can be done to increase spiritual intelligence, namely getting children to always think positively, developing five important exercises (happy to do good, happy to help others, find a purpose in life, feel part of a noble mission and have a good sense of humor by paying attention to when and with whom he jokes), involving children in worship, observing the power of God around them, caring for others, through exemplary stories, and getting used to patience and gratitude.

Based on the results of observations, interviews and documentation, the implementation strategy for increasing spiritual intelligence at MIN 2 Boyolali is as follows:

1. Through Religious Activities

Religious activities are the participation of all school members in taking part in activities with Islamic nuances. At MIN 2 Boyolali the religious activities carried out are reciting the Koran together, dhuha prayers in congregation, morning inspirational stories, recitations, fardhu prayers in congregation, fasting Monday and Thursday, and commemorating Islamic holidays.

a. Studying Together

Group Koran activities are carried out in the prayer room before the congregational Dhuha prayer takes place. Students who arrive at school in a holy state, if they have not yet performed ablution, can take ablution water in the place provided. After being in a pure state, the students rushed to the school prayer room to carry out the Koran activity together. Reciting the Koran together has several benefits, including making the heart calmer, getting rewards from Allah SWT, and being an antidote to the disease.

b. Congregational Dhuha Prayer

Dhuha prayers at MIN 2 Boyolali are performed by all teachers and students. This activity is carried out after reciting the Koran together. Dhuha prayers are performed in the school prayer room and led by a teacher. The Dhuha prayer activity then ended with the reading of Asmaul Husna together. Dhuha prayer can increase spiritual intelligence because with this students can realize that Allah SWT is the One who can be asked for help, so that people do not feel alone because Allah SWT is the Most Helpful and the Most Rich.

c. Morning Inspiration Stories

According to interviews conducted previously, morning inspirational stories are activities where a teacher knows students will come forward to tell an inspiring story and then learn from it. This activity is carried out after the Dhuha prayer and the reading of Asmaul Husna ends. One way that can be done to increase students' spiritual intelligence is by sharing exemplary stories. Morning inspirational stories do not only contain Islamic stories but stories from all over the world that can inspire students to become better individuals.

d. Reciting Al-Qur'an

Recitation activities are carried out after the morning inspirational story ends. Recitation activities are carried out in class guided by a teacher using the umami method. Learning the Koran using the Umami method has three main concepts, namely fun, easy and touching. Reading the Koran using tajwid properly and correctly is fardhu 'ain. This means that if there is a mistake in reading the Koran and you will be sinning. For this reason, learning the Koran from experts is an important thing to do. Memorizing Selected Verses.

Based on interviews, observations and documentation carried out, students at MIN 2 Boyolali also have another miracle, namely memorizing selected verses. These verses will be

deposited every Friday with a memory card. Memorizing selected verses can increase students' spiritual intelligence because they are memorizing the words of Allah SWT, students will feel closer and remember Allah SWT. In human life, we are not only required to increase intellectual intelligence, but also emotional intelligence and spiritual intelligence.

e. Congregational Fardhu Prayer

The congregational fardhu prayers performed at MIN 2 Boyolali are at dhuhr and a. Midday prayers are performed in the school prayer room during the second break, while afternoon prayers are performed before going home. Congregational prayer is a manifestation that servants must remember their obligations towards their creator. Congregational prayer is one way to increase students' spiritual intelligence because if it is done every day, students will get used to it and will not feel burdened by the obligations they have to carry out.

f. Fasting Mondays and Thursdays

Students at MIN 2 Boyolali are advised to fast every Monday and Thursday. On days other than Monday and Thursday, schools usually provide lunch, the distribution of which will be carried out by students according to a predetermined picket schedule. However, because students fast on Mondays and Thursdays, lunch for those two days is canceled. Fasting can increase spiritual intelligence because students will be accustomed to restrain their desires and practicing patience. A person who can control his desires will not fall into the pleasures of the world, a person who fasts realizes that everything he does is only for Allah SWT. Apart from that, people who fast will feel the suffering of other people who are less fortunate, so they will always feel grateful and have the desire to help fellow humans.

g. Four-language speech

Madrasah Ibtidaiyyah Negeri 2 Boyolali has four-language speech extracurricular activities every Friday and is attended by 30 students from class 1 to class 5. The aim of this activity is to train the students' oration and public speaking skills, train their self-confidence and increase their insight. Students about religion. The scope of learning is in class once a week which is practiced for cult in front of friends and teachers after reciting the Koran. Kultum includes Indonesian, Javanese, Arabic and English, through these activities the birth of pious and pious sons or daughters is a cadre of small preachers who will be able to become future preachers in the future. Through the description above, researchers can conclude that the form of increasing spiritual intelligence in students at MIN 2 Boyolali is carried out through several religious activities guided by teachers and involving students so that they get used to carrying out their obligations, have the self-awareness to do good, and are also patient.

Discussion

The Role of Islamic Religious Education Teachers in Increasing Students' Spiritual Intelligence at MIN 2 Boyolali

The form of implementation of increasing spiritual intelligence at MIN 2 Boyolali is carried out through religious activities carried out every day as well as through learning that takes place in the classroom where the role of Islamic religious education teachers is very necessary in these activities. In increasing student intelligence at MIN 2 Boyolali, Islamic teachers have the following roles: PAI Teacher As a teacher is an absolute role that the teacher has. Teacher means someone who has the responsibility to teach knowledge, attitudes and skills to students. A teacher should understand the material to be taught so that mistakes do not occur in the learning process. This is in accordance with the goal of religious education to be achieved, namely guiding children to become true Muslims, believers,

steadfast, dogood deeds and have the noble character, and are useful for society, religion and the State (Putri et al, 2020).

In increasing spiritual intelligence at MIN 2 Boyolali, teachers play the role of teachers through recitation activities, studying in class, and through morning inspirational story activities. Through recitation activities carried out in class, the teacher teaches how to read the Koran correctly. Through learning activities in the classroom, teachers teach Islamic religious education material such as the Qur'an, Hadith, moral creeds, jurisprudence, and the history of Islamic culture with the aim that students can master the learning material being taught so that in the future it can be realized in their daily lives. Day. Meanwhile, in the morning inspirational story activity which is carried out every morning after Dhuha prayers, the teacher shares inspirational stories so that students can take lessons so they can become better people. PAI teachers as mentors, the role of Islamic religious education teachers in guiding students to increase spiritual intelligence is to guide students by giving advice, providing direction, providing advice on problems students have, paying attention to student development, and creating a good environment. In line with the results of Nurhayati's research regarding the role of PAI teachers as mentors in developing students' manners at SMA N 1 Sinunukan, Sinunukan District, Mandailing Natal Regency, it can be concluded that teachers play a role in developing students' manners (Nurhayati et al, 2021).

The role of Islamic religious teachers as guides on increasing students' spiritual intelligence at MIN 2 Boyolali is applied through religious activities and learning in the classroom. In carrying out religious activities, Islamic religious teachers will guide students to get used to and understand their duties and obligations at school, then provide direction and suggestions if students make mistakes. The Islamic religious education teacher at MIN 2 Boyolali applies a punishment and reward system to motivate students to carry out activities to increase spiritual intelligence at the madrasa. According to interviews that have been carried out, punishments for students have adjusted to the student's background situation. Apart from that, Madrasah Ibtidaiyyah Negeri 2 Boyolali also applies a points system, if students violate they are given minus points. The form of reward given to students is by giving good grades. The form of motivation provided by the Islamic religious education teacher at MIN 2 Boyolali is also carried out by providing memorization cards for selected verses, so that students will flock to memorize the selected verses. So that when dealing with teachers they can respect the teacher and when they talk to people older than them they can speak polite words (Suparto et al, 2021).

PAI Teachers as Models. Learning through other people's behavior is a form of direct learning. Someone who learns directly by seeing something will speed up understanding something. In increasing students' spiritual intelligence, teachers can act as examples or role models, where their behavior, way of speaking, way of thinking and appearance will be imitated by students. Therefore, in carrying out activities to increase spiritual intelligence, a teacher should position himself as someone whose behavior can be trusted and imitated. In increasing spiritual intelligence at MIN 2 Boyolali, teachers try to be a good example to their students, proven by their participation in all religious activities carried out by their students. The teacher's orderliness in carrying out religious activities can be imitated by students to become better people.

Teachers have the authority to shape and develop children's personalities so that they become useful children, with knowledge and the development of noble morals. As a teacher, you must also be able to provide examples or examples of the knowledge that has been conveyed to students. To match what the teacher conveys to the students. Remembering that his role as a religious teacher is to provide a good example to his students. This is because

religious teachers are at the forefront in terms of implementing education. The teacher is the one who deals directly with students and can also be said to be a second parent to convey or transfer knowledge as well as educate students with positive values through modeling and example (Nia, 2013).

Implementation Strategy for Increasing Students' Spiritual Intelligence at MIN 2 Boyolali

The current current of globalization which is increasingly developing also has an influence on children's spiritual intelligence. Using cell phones, children can see videos on several applications such as TikTok, Instagram, and others that contain negative things. This has resulted in a decline in the manners and moral ethics of children, especially those still in the lower classes. Therefore, it is important for a child to have spiritual intelligence, namely that he is able to understand what is good and bad for him, adhere to religious teachings, and have a sense of empathy towards other people. A person can develop spiritual intelligence by making religious practices part of their daily routine. From this it is clear that developing spiritual intelligence in children is very important because it has a significant impact on their lives and will be used in daily activities (Ariadillah, 2021).

Based on the results of observations, interviews and documentation, the implementation strategy for increasing spiritual intelligence at MIN 2 Boyolali is through religious activities. At MIN 2 Boyolali the religious activities carried out are reciting the Koran together, dhuha prayers in congregation, morning inspirational stories, recitations, fardhu prayers in congregation, fasting Monday and Thursday, and commemorating Islamic holidays. Reciting the Koran is one way that can be done to increase students' spiritual intelligence. With the habit of reciting the Koran, students will always remember Allah SWT, that way students will become aware that humans are nothing but servants and everything they do does not escape His sight. The habituation method can form good morals in students. Such as getting used to congregational prayers, reciting the Koran, memorizing daily prayers and short letters (Fahmi et al, 2018).

Dhuha prayers at MIN 2 Boyolali are performed by all teachers and students. This activity is carried out after reciting the Koran together. The habit of Duha prayer produces positive benefits for students. So it can be concluded, from getting used to Duha prayer, discipline will be instilled in class II students, where students will learn to manage their time by remembering Allah through Duha prayer. So it will increase students' spiritual intelligence (Rosad, 2020). One way that can be done to increase students' spiritual intelligence is by sharing exemplary stories. Morning inspirational stories do not only contain Islamic stories but stories from all over the world that can inspire students to become better individuals. There are many ways that can be done so that children can increase their spiritual intelligence, including: teaching the holy book Al-Qur'an and explaining its meaning in life, practicing prayer, practicing fasting, practicing Hajj, inviting children to play, utilizing Da'wah methods. Rasulullah SAW is a method of approaching the example of the prophets, especially the Prophet Muhammad telling all the good examples that the prophet had (Kasanah, 2020).

Kesimpulan

Based on the discussion regarding the role of Islamic religious education teachers in increasing students' spiritual intelligence at MIN 2 Boyolali, it can be concluded that PAI teachers act as teachers, mentors, motivators and models. Meanwhile, the implementation strategy for increasing students' spiritual intelligence at MIN 2 Boyolali is carried out through religious activities which are carried out routinely every day and through learning in the classroom. The religious activities in question are reciting the Koran together, dhuha prayers

in congregation, reading Asmaul Husna, morning inspirational stories, learning recitations, memorizing selected verses, fardhu prayers in congregation, fasting on Mondays and Thursdays and giving speeches.

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