

Spiritual Intelligence as the Foundational Principle in the Conceptual Framework of Islamic Educational Psychology

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ABSTRAK

Pendidikan Islam bertujuan untuk bersifat holistik, tidak hanya mengembangkan kemampuan intelektual tetapi juga menumbuhkan dimensi moral, karakter, dan spiritual siswa. Studi ini penting karena literatur saat ini sebagian besar berfokus pada pengukuran atau penerapan kecerdasan spiritual, sementara hanya sedikit studi yang memposisikannya sebagai prinsip dasar psikologi pendidikan Islam. Studi ini bertujuan untuk mengembangkan kerangka kerja konseptual yang menempatkan kecerdasan spiritual sebagai inti pendidikan Islam dan mengeksplorasi implikasinya terhadap desain kurikulum, strategi pengajaran, dan pengembangan karakter. Metode yang digunakan adalah tinjauan pustaka konseptual dengan analisis deskriptif-analitis terhadap buku, jurnal, dan publikasi ilmiah yang relevan. Temuan menunjukkan bahwa mengintegrasikan kecerdasan spiritual ke dalam kurikulum, pendekatan humanistik, dan metode pembelajaran berbasis agama meningkatkan kesadaran etika, pengaturan diri, kompetensi interpersonal, dan pengembangan karakter holistik. Kesimpulannya, kecerdasan spiritual harus berfungsi sebagai landasan konseptual dalam pendidikan Islam. Studi ini merekomendasikan perancangan kurikulum dan strategi pengajaran yang secara komprehensif menekankan nilai-nilai moral-spiritual.

Kata Kunci: Kecerdasan Spiritual, Pendidikan Holistik, Psikologi Pendidikan Islam, Kurikulum Islam

ABSTRACT

Islamic education aims to be holistic, not only developing intellectual abilities but also cultivating students' moral, character, and spiritual dimensions. This study is important because current literature mostly focuses on measuring or applying spiritual intelligence, while few studies position it as a foundational principle of Islamic educational psychology. The study aims to develop a conceptual framework that places spiritual intelligence at the core of Islamic education and explores its implications for curriculum design, teaching strategies, and character development. The method employed is a conceptual literature review with descriptive-analytical analysis of relevant books, journals, and scientific publications. Findings indicate that integrating spiritual intelligence into curricula, humanistic approaches, and faith-based learning methods enhances ethical awareness, self-regulation, interpersonal competence, and holistic character development. In conclusion, spiritual intelligence should serve as a conceptual foundation in Islamic education. The study recommends designing curricula and teaching strategies that comprehensively emphasize moral-spiritual values.

Keywords: Spiritual Intelligence, Holistic Education, Islamic Educational Psychology, Islamic Curriculum

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INTRODUCTION

Islamic education has a holistic purpose, not only to develop students' intellectual abilities but also to cultivate their moral, character, and spiritual dimensions (Wekke et al., 2017; Idris et al., 2020; Wekke & Mokodenseho, 2017; Idris & Mokodenseho, 2021; Rumondor & Putra, 2020; Mokodenseho et al., 2024). The curriculum and educational practices in Islam should guide learners to become balanced, virtuous, and responsible individuals, in accordance with the values of the Qur'an and Hadith (Al-Attas, 1999; Mokodenseho, et al., 2024; Rumondor, 2017; Kusnadi et al., 2024). Education that focuses only on

academics without addressing spiritual and ethical dimensions may produce individuals who are not holistically mature (Aziz et al., 2023; Idris et al., 2023).

Islamic education must therefore integrate character formation and spiritual strengthening (Idris et al., 2022; Putra & Rumondor, 2019; Idris et al., 2022a; Rumondor & Sineke, 2020; Idris et al., 2021). This prepares learners to face life's challenges wisely and responsibly. By embedding moral and spiritual development alongside cognitive learning, education can ensure that students grow into well-rounded, ethical, and socially responsible individuals (Mokodenseho, et al., 2024; Wahid & Mokodenseho, 2023; Mokodenseho, et al., 2024; Rumondor et al., 2020).

Spiritual intelligence as a foundational concept is the ability of individuals to understand, internalize, and apply spiritual values in daily life (Zohar & Marshall, 2000; Emmons, 2000; King & DeCicco, 2009; Rumondor et al., 2023). This concept is significant because it connects the spiritual dimension with decision-making, problem-solving, self-regulation, and moral awareness. In the context of Islamic education, spiritual intelligence helps learners internalize the values of the Qur'an and Hadith in daily life, shaping individuals who are not only academically competent but also moral and religious (Haryanto, 2024; Mohapatra, 2010).

Empirical evidence on integrative curricula demonstrates the benefits of combining academic and spiritual dimensions. Research by Saepudin (2024) indicates that implementing such curricula can enhance students' moral reasoning, ethical behavior, and spiritual awareness in secondary schools. Similarly, Ernawati et al. (2025) highlight that instructional materials integrating spiritual, moral, and scientific elements promote holistic learning, supporting the development of both academic competence and moral-spiritual values among high school students.

Humanistic approaches in Islamic education further emphasize the combination of emotional and spiritual intelligence (Maslukiyah & Rumondor, 2020). Salamuddin et al. (2025) highlight that this approach improves morality, social awareness, and the quality of students' interpersonal relationships. Usman et al. (2021) show that effective Islamic educational methods, such as exemplary modeling (*uswah hasanah*), internalization of Qur'anic and Hadith values, and reflective dialogue, can significantly foster spiritual intelligence. Furthermore, Rahman & Shah (2015) developed an Islamic spiritual intelligence measurement scale, providing a foundation for further evaluation and research.

The role of spiritual intelligence in individual development is significant. Wijaya et al. (2025) highlight that spiritual intelligence contributes to learners' self-awareness and emotional growth, fostering resilience and intrapersonal development.

Spiritual intelligence in inclusive education also plays an important role. Rayani et al. (2025) underscore the importance of Islamic education in developing the spiritual intelligence of children with special needs, demonstrating that targeted instructional strategies can enhance both moral and spiritual competencies among diverse learners.

Teacher strategies for nurturing spiritual intelligence illustrate practical applications. Khasanah & Mulyani (2023) examine teacher strategies for enhancing children's spiritual intelligence through religious activities in early childhood education, showing that structured, faith-based practices can effectively cultivate moral and spiritual awareness from a young age.

Although these studies provide strong theoretical and empirical foundations, a significant gap remains. Most research focuses on measuring or applying spiritual intelligence, but few examine it as a foundational principle in Islamic educational psychology. Establishing spiritual intelligence as a core principle is essential. It helps develop a holistic Islamic education framework that integrates cognitive, affective, and moral dimensions.

Moreover, spiritual intelligence in higher education management has been highlighted by Maisah et al. (2024) emphasizing its role as a foundation for curriculum development. Syafii & Azhari (2025) demonstrate that counseling and spiritual intelligence development can enhance students' Islamic character. These findings highlight the relevance and urgency of positioning spiritual intelligence as a central foundation of Islamic education.

Therefore, this study aims to develop a conceptual framework that places spiritual intelligence at the core of Islamic educational psychology, while also emphasizing its implications for curriculum design, teaching strategies, and character development. This approach is expected to shape a generation that is not only academically competent but also possesses strong morality, spiritual awareness, and character, in line with the goals of holistic Islamic education.

METHODS

This study employs a conceptual approach through a literature review method. Data sources were obtained from academic books, journal articles, and scientific publications relevant to spiritual intelligence and Islamic educational psychology. The literature was selected critically and selectively, considering relevance, quality, and its contribution to theoretical development. The data collection process began with identifying sources that focus on the concepts, definitions, and applications of spiritual intelligence in the context of Islamic education. Subsequently, the literature was categorized according to main themes and relevance to the development of the conceptual framework. This study emphasizes the integration of theories from various sources to achieve a comprehensive understanding. The findings from the literature review serve as the foundation for constructing the conceptual framework in this study.

Data analysis was conducted in a descriptive-analytical manner by describing the findings of the literature and synthesizing the relationships between spiritual intelligence, educational psychology, and Islamic values. The synthesis process involved identifying patterns, similarities, and differences in expert perspectives. The study aims to develop a conceptual framework that explains the role of spiritual intelligence as a foundational principle in Islamic education. The analysis also considers the contribution

of spiritual intelligence to the development of cognitive, affective, and moral aspects of learners. This approach enables the study to connect existing theories and build a more holistic understanding. The literature review reinforces the argument that spiritual intelligence is not merely an individual concept but a principle guiding educational practice. The entire analytical process aims to produce conceptual insights that are relevant and applicable within the context of Islamic education.

FINDINGS AND DISCUSSION

Defining Spiritual Intelligence as a Foundational Concept

Spiritual intelligence is the ability of individuals to understand, internalize, and apply spiritual values in daily life (Zohar & Marshall, 2000; Emmons, 2000; King & DeCicco, 2009). In the context of Islamic education, this concept provides a framework to integrate moral, cognitive, and affective dimensions. Spiritual intelligence enables learners to make ethical decisions, solve problems wisely, and regulate their behavior according to moral principles. Establishing it as a foundational concept ensures that learning goes beyond academic mastery to include character and spiritual development. Several studies indicate that strengthening spiritual intelligence improves students' motivation, ethical awareness, and social responsibility (Haryanto, 2024; Mohapatra, 2010).

Research has emphasized spiritual intelligence as a critical aspect of holistic education, yet most studies focus on its measurement or practical application. Limited literature addresses spiritual intelligence as a conceptual foundation for Islamic educational psychology. By conceptualizing it as foundational, educators can systematically design curricula that balance cognitive, affective, and moral learning outcomes. This perspective bridges the gap between theoretical knowledge and lived practice in Islamic education. Therefore, establishing spiritual intelligence as a core principle is essential for achieving comprehensive student development.

Conceptual understanding of spiritual intelligence also allows for better integration with existing psychological theories while contextualizing them within Islamic values. It forms the basis for designing learning strategies, teaching methods, and evaluation tools that are spiritually and morally coherent. By positioning spiritual intelligence at the core, Islamic educational psychology gains cultural and religious relevance. This approach encourages reflective learning and ethical decision-making among students. Ultimately, defining spiritual intelligence as foundational aligns educational objectives with the holistic goals of Islam.

Integrating Academic and Spiritual Dimensions in Learning

Empirical evidence highlights the benefits of integrating academic and spiritual dimensions within the learning process. Research by Saepudin (2024) demonstrates that implementing integrative curricula in secondary schools enhances students' moral reasoning, ethical behavior, and spiritual awareness. Similarly, Ernawati et al. (2025) find that instructional materials combining spiritual, moral, and scientific elements promote holistic learning. These approaches ensure that students develop both intellectual

competence and moral-spiritual values simultaneously. Integrating these dimensions encourages learners to connect academic knowledge with life principles meaningfully.

Humanistic approaches in Islamic education further reinforce the integration of emotional and spiritual intelligence. Salamuddin et al. (2025) show that combining these aspects improves students' interpersonal skills, social awareness, and ethical conduct. Usman et al. (2021) emphasize that methods such as exemplary modeling (*usmah hasanah*), reflective dialogue, and internalization of Qur'anic and Hadith values can effectively nurture spiritual intelligence. Such practices bridge cognitive learning with moral and spiritual development, creating a balanced educational experience. By embedding spirituality into academic learning, students gain a deeper understanding of knowledge within the framework of Islamic values.

While empirical studies demonstrate practical benefits, conceptual exploration of integrated curricula remains limited. Most research emphasizes classroom implementation, leaving systematic theoretical frameworks less developed. There is a need to better understand how academic and spiritual dimensions can be cohesively combined in Islamic educational psychology. This perspective is crucial for informing curriculum design, teaching strategies, and student assessment. Strengthening the theoretical basis enhances the overall coherence of integrative learning approaches.

The Role of Spiritual Intelligence in Individual Development

Spiritual intelligence plays a crucial role in shaping learners' personal growth and emotional development. Wijaya et al. (2025) emphasize that spiritual intelligence contributes to self-awareness, resilience, and intrapersonal skills. Learners with high spiritual intelligence are better equipped to manage emotions, make ethical decisions, and face life challenges wisely. This capacity enables students to internalize moral and religious values in their daily lives, strengthening character development. Therefore, fostering spiritual intelligence is essential for supporting holistic individual growth within Islamic education.

Inclusive education further demonstrates the significance of spiritual intelligence for diverse learners. Rayani et al. (2025) highlight that Islamic educational practices can enhance the spiritual intelligence of children with special needs, promoting both moral and emotional competencies. Targeted strategies, such as structured guidance and reflective activities, allow these learners to develop meaningful connections between academic content and spiritual principles. Such interventions help reduce disparities in learning outcomes and ensure all students experience holistic growth. Integrating spiritual intelligence thus benefits learners across various abilities and contexts.

Practical strategies for cultivating spiritual intelligence illustrate its direct application in classrooms. Khasanah & Mulyani (2023) show that early childhood educators can enhance children's moral and spiritual awareness through religious activities and structured faith-based practices. These activities support the internalization of ethical and spiritual values from an early age, establishing a foundation for lifelong character development. Current studies primarily focus on observable outcomes, while

systematic conceptual frameworks are less explored. Understanding these mechanisms is essential for designing educational practices that foster moral, cognitive, and emotional growth simultaneously.

Integrating Spiritual Intelligence in Higher Education Management

Spiritual intelligence plays a strategic role in higher education management within Islamic institutions (Rumondor & Suhari, 2025). Maisah et al. (2024) highlight that incorporating spiritual dimensions into curriculum planning strengthens the alignment between academic objectives and moral-spiritual development. By embedding spiritual values into program design, institutions can cultivate students who are not only intellectually competent but also ethically and spiritually grounded. Structured integration supports a coherent approach to educational management, enhancing both teaching and learning quality. This ensures that graduates possess holistic competencies aligned with the objectives of Islamic higher education.

Counseling and mentorship programs also contribute to developing spiritual intelligence in students. Syafii & Azhari (2025) demonstrate that guidance interventions integrating reflective and spiritual practices enhance students' character and moral awareness. These programs help students navigate personal and social challenges while reinforcing ethical decision-making and self-regulation. By prioritizing spiritual intelligence in student support services, institutions promote holistic growth and resilience. This approach fosters a learning environment where cognitive, affective, and spiritual dimensions are simultaneously nurtured.

The integration of spiritual intelligence in higher education management emphasizes the importance of leadership, policy, and institutional culture. Administrators who model ethical and spiritual behaviors set expectations for faculty and students alike, creating a values-based academic environment. Emphasizing spiritual intelligence in institutional practices strengthens the relevance of educational programs to learners' moral and social development. While practical examples show positive outcomes, the conceptual understanding of how spiritual intelligence shapes higher education structures continues to evolve. Continued reflection and analysis enhance institutional strategies, ensuring that education aligns with the holistic goals of Islamic pedagogy.

Implications for Curriculum Design and Teaching Strategies

Integrating spiritual intelligence into curriculum design has significant implications for holistic Islamic education. Curricula that combine cognitive, affective, and spiritual components encourage learners to connect academic knowledge with moral and ethical values. Instructional content can incorporate reflective activities, ethical case studies, and Qur'anic principles to support both intellectual and spiritual development. By embedding spiritual intelligence, educators facilitate learning experiences that foster critical thinking alongside moral reasoning. This approach ensures that students engage in meaningful learning that aligns with the objectives of Islamic education.

Teaching strategies play a critical role in nurturing spiritual intelligence among learners. Methods such as guided reflection, discussion of ethical dilemmas, role modeling (*uswah hasanah*), and collaborative projects encourage the internalization of spiritual and moral values. Educators who actively integrate spiritual perspectives into their teaching help students develop self-awareness, empathy, and responsible decision-making. These strategies promote an interactive and value-driven learning environment where learners experience practical applications of Islamic principles. Consequently, teaching practices become a bridge between theoretical knowledge and moral-spiritual development.

Assessment and feedback also benefit from the integration of spiritual intelligence. Evaluating students not only on academic performance but also on ethical reasoning, reflective engagement, and character growth provides a more comprehensive understanding of their development. Such assessment encourages students to internalize and apply spiritual principles in daily life. By aligning curriculum, teaching strategies, and evaluation with spiritual objectives, educational programs can foster holistic growth. This integrated approach ensures that learners are prepared to meet the intellectual, emotional, and spiritual demands of contemporary society.

CONCLUSIONS

This study demonstrates that spiritual intelligence serves as a foundational principle in Islamic educational psychology, guiding holistic development that integrates cognitive, affective, moral, and spiritual dimensions. The findings indicate that incorporating spiritual intelligence into curricula, teaching methods, and institutional management enhances learners' ethical awareness, self-regulation, interpersonal skills, and overall character. Islamic education that focuses solely on academic mastery risks producing students who are intellectually competent but lack moral and spiritual maturity. By conceptualizing spiritual intelligence as central, educators can ensure that learning experiences foster reflection, empathy, social responsibility, and resilience, preparing students to navigate life's challenges with wisdom and ethical integrity.

Based on these insights, it is recommended that educational institutions design curricula that meaningfully combine cognitive, moral, and spiritual elements. Instructional strategies should integrate guided reflection, discussion of ethical dilemmas, collaborative learning, and exemplary modeling (*uswah hasanah*) to facilitate the internalization of spiritual values. Assessments should evaluate not only academic performance but also ethical reasoning and character development, reinforcing the connection between knowledge and moral-spiritual growth. In higher education, institutional leadership and curriculum planning should embed spiritual values to strengthen students' ethical and spiritual competencies. By integrating these practices, Islamic education can produce learners who are not only intellectually capable but also morally grounded, spiritually aware, and socially responsible, fulfilling the holistic vision of education in Islam.

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