
Islamic Spirituality Approach in the Development of Students' Religious Character

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Abstract:

The main problem in today's education is the weakening of students' religious character due to globalization, digitalization, and moral degradation that diminish spiritual values in daily life. This study aims to analyze the Islamic spirituality approach as a strategy for developing students' religious character by strengthening inner values, deepening worship practices, and internalizing moral conduct. The method used is library research by reviewing various literature related to Islamic spirituality, Islamic education, religious character formation, and spiritually grounded pedagogical approaches. The findings reveal that the Islamic spirituality approach can enhance students' religious character through habitual worship, spiritual reflection, reinforcement of school culture, and teacher role-modeling as moral figures. The implications of this study emphasize that integrating Islamic spirituality into the school education system can serve as an effective strategy to overcome moral challenges, improve emotional balance, and build a strong religious identity among students.

Keywords: Character education, Islamic education, Islamic spirituality, religious character,

INTRODUCTION

Education plays a strategic role in shaping a young generation that is knowledgeable, moral, and responsible (Ahmad et al., 2023; Pulatovna, 2024; Sahri, 2022). Amid increasingly complex developments, schools no longer function solely as centers for knowledge transfer but also as arenas for value and character formation (Tan et al., 2021; Zhang et al., 2024). One essential character that needs to be developed is religious character, as it forms a moral foundation that guides students' behavior. Religious character contributes to cultivating spiritual awareness, discipline in worship, and positive attitudes toward moral values. In the context of Indonesia as a religious society, strengthening character based on religious values is a necessity that cannot be ignored (Prayitno et al., 2024). Islamic education serves as a primary instrument for internalizing these spiritual values through instruction and habituation (Achadah et al., 2022; Djuaini, 2025). This effort becomes increasingly relevant as various moral and social challenges confront students

in the modern era. Therefore, the development of religious character through Islamic education must be directed systematically and sustainably.

Islamic spirituality provides a deeper dimension within educational processes because it touches not only the cognitive aspect but also the affective and psychomotor dimensions(G. Gunawan et al., 2023; Pranajaya et al., 2023). This approach positions divine values at the center of all educational activities(Abidi & Jamil, 2023). Within this framework, students are guided to know, understand, and internalize Islamic teachings comprehensively. The spiritual awareness fostered through this approach enables students to behave more purposefully and meaningfully(Fisher, 2024; Shodiq, 2025). Schools thus become environments that nurture inner peace, gratitude, and awareness of life's purpose(Aithal & Srinivasan, 2024; Muhyi, 2025). When spirituality is integrated into learning, education does not only produce academically capable students but also morally mature individuals. Hence, the Islamic spiritual approach makes a significant contribution to the formation of students' religious character. This highlights spirituality as an essential aspect that must be present in every Islamic educational practice.

Rapid social changes in the digital age significantly influence students' ways of thinking, behaving, and living(Sayk\il\i, 2019; Zakharova et al., 2020). Unlimited access to information often brings both positive and negative impacts that may blur moral values. Issues such as declining discipline, intolerance, and rising consumerist behaviors present serious challenges for educational institutions. In this situation, religious character serves as a primary moral compass to guide students toward ethical behavior(Boiliu, 2025; Sahri et al., 2023). As the second agent of socialization after the family, schools must be capable of creating an environment conducive to strengthening such character. Integrating spiritual values into school life can reinforce moral identity amid modernization. Additionally, the habituation of worship and religious activities serves as an effective means for internalizing religious values. Therefore, the Islamic spiritual approach is highly relevant for today's educational context.

Although various religious programs have been implemented in many schools, the formation of students' religious character has not yet achieved optimal outcomes. Many students still practice religious activities merely as routines without deep understanding or awareness. Worship habits such as congregational prayer, Qur'anic recitation, and other religious programs

often do not fully shape an internalized religious personality. Students' behavior frequently fails to reflect Islamic values such as honesty, discipline, and responsibility. Peer influence and digital media exposure further challenge efforts to develop religious character. Limitations in teaching methods that do not address spiritual dimensions also hinder teachers from fostering students' religious awareness. Religious programs that are formalistic in nature and lack value internalization make authentic character development difficult to achieve. This condition indicates the need for a more comprehensive approach to spiritual development in schools.

Research conducted by Chanifah, Nur, et al. (2021) developed an Islam-based educational framework grounded in spirituality for young Muslim generations through a case study at two universities in Indonesia. The results of the study show that strengthening spiritual values within the curriculum can enhance students' understanding of Islam while also shaping a deeper religious character(Chanifah et al., 2021). Research conducted by Purnomo, MA Jati, et al. (2023) examined the impact of providing Islamic spiritual extracurricular activities on students' character development. The results of the study showed that students' involvement in these activities significantly helped shape their religious, disciplined, and responsible character(Purnomo et al., 2023).

Research conducted by Komariah, Nurul and Nihayah, Ishmatun (2023) discusses efforts to improve students' character through Islamic Religious Education learning in schools. The results of the study indicate that the application of appropriate learning methods and the consistent internalization of Islamic values are able to shape better student character, especially in aspects of morality, discipline, and responsibility(Komariah & Nihayah, 2023). Research conducted by Warsah, Idi, et al. (2024) examines educational strategies based on Islamic psychology in the development of student character. The results of the study indicate that the Islamic psychological approach such as strengthening spiritual awareness, habituating good morals, and providing emotional guidance is proven effective in shaping students' character to be more mature both morally and spiritually(Warsah et al., 2024).

Despite the abundance of research on religious character and Islamic education, several gaps remain. Most studies emphasize worship habituation and formal religious activities without sufficiently addressing deep spiritual dimensions. Approaches focusing on inner awareness,

religious experience, and internalization of divine values have not been systematically explored. Moreover, few studies examine how Islamic spirituality can be applied integratively within school practices. Another gap lies in the lack of comprehensive and contextual spiritual development models suited to the needs of modern students. Previous research rarely connects spirituality with contemporary moral challenges faced by learners. Thus, further research is required to offer new perspectives on developing religious character through holistic Islamic spiritual approaches. The present study aims to fill this gap by presenting deeper conceptual and analytical insights.

This study aims to analyze how the Islamic spiritual approach can contribute to the development of students' religious character in schools. It seeks to identify Islamic spiritual concepts that are relevant for modern educational contexts. Additionally, the study aims to describe implementation forms of spiritual approaches within learning activities and student development programs. The study also evaluates the extent to which this approach can bring positive changes to students' religious behaviors. Another focus is to formulate a more comprehensive and contextual model of religious character development. Moreover, the study aims to offer practical recommendations for teachers and schools to strengthen spirituality-based education. Ultimately, this research seeks to make a meaningful contribution to the development of Islamic education that is more impactful and value-oriented. Thus, the objectives of this study encompass analytical, practical, and applicative aspects in strengthening students' religious character.

RESEACRH METHOD

This study employs a qualitative approach using library research as its primary methodological design(Majid, 2017). This approach was chosen because the focus of the study centers on analyzing concepts, theories, and ideas related to Islamic spirituality and the development of religious character in education. In library research, the researcher does not collect field data, but instead conducts exploration, examination, and interpretation of various written sources. This approach allows the researcher to explore both classical and contemporary literature to strengthen the theoretical foundation of the study. Library research also provides flexibility in comparing various perspectives from educational experts, scholars, and academics. Therefore, this study can present a comprehensive understanding of the Islamic spirituality approach within the context of modern education. Furthermore, this method is appropriate for formulating conceptual

and theoretical models relevant to the research needs. Hence, library research is considered suitable for a study that is conceptual and analytical in nature.

The data sources in this study consist of primary and secondary literature relevant to the themes of Islamic spirituality and the development of religious character. Primary sources include the Qur'an, hadith, classical Islamic texts, and the works of Islamic education scholars discussing spirituality and ethics. Meanwhile, secondary sources include scientific journals, modern books, theses, dissertations, and academic articles that support the analysis of Islamic educational concepts. Data collection techniques involve in-depth reading, note-taking, and thematic coding of the information found. The researcher selects literature based on its relevance, credibility, and contribution to the research focus. This process also includes tracing sources through academic platforms such as Google Scholar, DOAJ, Sinta, and university repositories(WIjaya, 2020). Through these techniques, the researcher is able to obtain strong and valid theoretical data. These data collection procedures form the basis for producing a focused and in-depth analysis.

The data obtained from the literature were analyzed using content analysis with a thematic approach. This analysis was carried out through processes of identifying, categorizing, and interpreting important ideas found in the literature. The researcher first organizes the data according to major themes such as Islamic spirituality, character education, and value-based learning. After that, the researcher interprets the relationships among concepts to determine relevance and patterns that support the research focus. This technique enables the researcher to uncover deep meanings contained within the literature beyond textual aspects to include philosophical and contextual dimensions(I. Gunawan, 2013). The analysis process was conducted systematically to ensure a coherent and comprehensive outcome. Content analysis also helps the researcher avoid interpretive bias by comparing various expert viewpoints. Thus, this technique provides a strong foundation for drawing conclusions and formulating relevant conceptual models. The results of this analysis then serve as the basis for thoroughly addressing the research objectives.

RESULT AND DISCUSSION

Result

A. The Concept of Islamic Spirituality

Islamic spirituality is a concept deeply rooted in Islamic teachings that connects the physical and inner dimensions of human beings with divine values (Wijaya & Utama, 2024). This spirituality is grounded in the awareness that humans are not only physical and rational beings, but also spiritual beings who need the light of divine guidance to navigate life. In Islam, spirituality cannot be separated from the principle of tawhid, which serves as the core of religious teachings. Tawhid cultivates the belief that all human activities must be oriented toward Allah SWT as the sole source of values and the ultimate goal of life. Islamic spirituality emphasizes that all outward activities such as worship, social interactions (muamalah), and moral conduct are essentially manifestations of a person's inner state. In other words, the stronger one's connection with Allah, the more refined their outward behavior becomes. Therefore, Islamic spirituality is not only mystical in nature, but also has practical implications for character formation and daily behavior.

The concept of spirituality in Islam does not appear as something abstract; rather, it is built through an intense relationship between humans and Allah through worship, remembrance (dhikr), Qur'anic recitation, and reflection on the meaning of life. In the tradition of Sufism, for example, spirituality is understood as the effort to purify the soul (tazkiyah al-nafs) in order to attain closeness to Allah (taqarrub). The purification process is carried out through various spiritual disciplines such as muhasabah (self-evaluation), muraqabah (constant awareness of God's presence), mujahadah (striving against the ego), and ihsan (worshipping God as if seeing Him). These four concepts form a deep spiritual consciousness through which one can evaluate oneself, refine intentions, control negative impulses, and train the heart to remain present with Allah. Such spirituality serves as a bridge between the intellectual and moral dimensions of human life. This means that a person not only understands religious teachings theoretically, but also experiences them internally in a way that influences their behavior. As a result, individuals become more humble, grateful, patient, and consistently uphold moral integrity in their lives.

Islamic spirituality is also closely related to a holistic understanding of worship (ibadah)(Latifah & Nurhikmah, 2024). Worship is not merely viewed as physical rituals, but as an act of total servitude that encompasses all aspects of human life. Islamic spirituality emphasizes that acts of worship such as prayer, fasting, dhikr, and Qur'anic recitation serve as tools to shape a stable and well-directed character. When worship is performed with full consciousness, the spiritual values contained within it are reflected in one's social behavior. Prayer teaches discipline, fasting cultivates self-control, dhikr nurtures inner peace, and Qur'anic recitation strengthens spiritual closeness to the divine text. All these aspects form essential elements in building a strong religious character. Thus, Islamic spirituality becomes the foundation for moral development and provides clear direction for navigating worldly life.

Beyond its individual dimension, Islamic spirituality also encompasses a social dimension. Islam teaches that one's relationship with Allah must be balanced with harmonious relationships with other human beings. Strong spirituality does not isolate a person; instead, it motivates them to be more caring toward their social environment. Values such as compassion, justice, empathy, and social responsibility are integral components of Islamic spirituality. In the context of education, this spirituality guides students to build harmonious relationships, practice courtesy, and appreciate diversity. Therefore, Islamic spirituality not only shapes individuals who are personally religious, but also produces people who contribute positively to their communities. This demonstrates that spirituality plays a broad role in life at both personal and social levels.

Considering the depth of Islamic spirituality, it becomes clear that spirituality is not merely an emotional inner experience. It is an element that shapes one's mindset, decisions, and behavior in daily life. In the modern context, Islamic spirituality is essential as a source of strength for facing the challenges of globalization, moral decline, and rapid social change. Individuals with strong spirituality are better able to control themselves, manage stress, and make ethical decisions. Additionally, spirituality becomes a source of positive energy that fosters inner peace, motivation, and a sense of life's meaning. Therefore, Islamic spirituality is an essential element in character education because it instills values that touch the deepest aspects of human identity.

B. Islamic Education as a Means of Character Building

Islamic education is an educational system aimed at shaping individuals to become faithful, knowledgeable, and morally upright (Khan et al., 2021). This form of education does not merely deliver religious knowledge cognitively, but also instills moral and spiritual values that serve as the foundation of character formation. In Islam, education is a comprehensive process that encompasses the physical, intellectual, and spiritual aspects of human development. This aligns with the concept of *insan kamil*, referring to a person who is balanced intellectually, spiritually, and morally. Islamic education in schools serves as an important instrument for internalizing these values. Teachers, as educators, bear the responsibility not only to teach concepts but also to model behaviors that reflect Islamic values. Thus, Islamic education becomes a strategic means of shaping students' religious and moral character.

In practice, Islamic education integrates religious values through learning activities, habituation, and the reinforcement of school culture. Learning in Islamic Religious Education (IRE/PAI) is not limited to teaching theories about creed (*aqidah*), worship (*ibadah*), and ethics (*akhlaq*), but also guides students to apply these teachings in daily life. Activities such as congregational prayer, Qur'anic recitation, and collective supplication serve as forms of habituation that strengthen students' religious behavior. Furthermore, Islamic education emphasizes the importance of role modeling. Teachers who demonstrate honesty, discipline, and kindness become concrete examples for students in shaping their character. Such role modeling is far more effective than merely lecturing or assigning tasks, as students tend to observe and imitate the behavior of their teachers. Therefore, Islamic education becomes a natural and continuous process of character formation.

Islamic education also possesses a distinctive pedagogical approach. In Islam, learning does not focus solely on academic achievement but also on nurturing the heart and moral integrity. The educational process must be carried out with compassion (*rahmah*), respect for students' dignity, and encouragement for them to think critically and act ethically. This is in line with the principle of *tarbiyah*, which means nurturing and fostering, rather than simply instructing. Islamic education employs methods that promote value internalization, such as value-based discussions, ethical simulations, spiritual reflection, and dialogue on religious

experiences. These methods aim to develop a holistic understanding of religious teachings. Consequently, Islamic education plays a significant role in shaping individuals who are able to integrate knowledge, morality, and spirituality in their lives.

Within the school context, Islamic education must be managed as a system that supports the formation of students' religious character. School policies, curriculum, school culture, and social environments must work together to instill Islamic values. Schools that successfully build a religious atmosphere through rules, programs, and social interactions are more effective in strengthening students' character. For example, Qur'anic literacy programs, religious activities, and the practice of greeting (salam) can help students develop a strong religious identity. Additionally, school management grounded in Islamic values creates a conducive environment for spiritual learning. Values such as justice, honesty, trustworthiness (amanah), and consultation (musyawarah) can be internalized through student organizations and school regulations. Thus, Islamic education is not limited to classroom activities but is reflected in all aspects of school life.

As a means of character formation, Islamic education holds significant relevance in the modern era. The challenges of globalization, social change, and moral decline require Islamic educational institutions to strengthen students' religious character development. Islamic education offers solutions rooted in moral and spiritual values. Values such as trustworthiness, justice, honesty, and humility are essential in building a high-quality future generation. Therefore, Islamic education should not be treated merely as a formal requirement but must be designed as a humanizing process that nurtures students' spiritual, moral, and intellectual orientation. In this way, Islamic education has great potential to produce a generation that is not only intellectually capable but also religious in character and able to live with dignity.

C. Religious Character: Dimensions and Indicators

Religious character is a set of values, beliefs, and behaviors that reflects an individual's internalization of religious teachings (Achadah et al., 2022). This character is not only evident in ritual practices, but also in one's attitudes, speech, and social interactions with the surrounding environment. In Islam, religious character is built upon the foundations of faith (iman), practice (Islam), and spiritual excellence (ihsan). Iman shapes belief, Islam regulates

outward actions, while ihsan perfects one's inner quality and moral conduct. These dimensions complement one another and form a personality grounded in divine values. Religious character is essential in guiding individuals to live meaningfully, morally, and responsibly. In the context of education, it becomes an important indicator of the success of moral and character formation among students.

The dimensions of religious character include faith, worship, and morality. The dimension of faith relates to one's belief in Allah, angels, revealed scriptures, prophets, the Day of Judgment, and divine decree. The worship dimension encompasses the performance of obligatory and recommended acts such as prayer, fasting, remembrance of Allah (dhikr), Qur'anic recitation, and other spiritual practices. The moral dimension concerns one's behavior toward God, oneself, and others. A person with strong religious character not only performs rituals, but also demonstrates honesty, discipline, patience, respect for others, and avoids wrongful acts. In education, these three dimensions must be developed in balance so that students gain a holistic understanding of religious character.

Indicators of religious character can be observed through students' daily behavior. For example, students who consistently perform their worship are usually more disciplined in their learning (Komariah & Nihayah, 2023). Those who regularly recite the Qur'an tend to be more patient and courteous in their interactions. Noble traits such as honesty, trustworthiness (amanah), and respect toward teachers also serve as important indicators of religious character. Additionally, religious character is reflected in students' ability to control emotions, avoid fighting, refrain from bullying, and collaborate positively in social settings. These indicators show that religious character has far-reaching implications in students' lives, extending far beyond ritual practices.

From the perspective of modern education, religious character is understood as the integration of spiritual, moral, and social values. Religious character education not only teaches students to understand religious teachings, but also helps them develop a strong spiritual identity. This spiritual identity guides students to make moral decisions, maintain personal integrity, and behave ethically within social environments. Therefore, the formation of religious character must be carried out through a deep process that involves cognitive,

affective, and psychomotor aspects. Schools must create an environment that encourages students to develop good habits, understand values, and internalize them into real actions.

In the context of student development, religious character has positive impacts on mental health, stress management, learning motivation, and social relationships. Students who possess strong religious character tend to have greater emotional stability. They are also better equipped to face academic pressures and social challenges because they have spiritual values as their guide. Therefore, religious character serves as one of the key indicators of successful Islamic education in schools. The formation of this character must be carried out intentionally, systematically, and through the involvement of various educational stakeholders including teachers, parents, and the school environment.

D. Islamic Spirituality Approach in Character Education

The Islamic spirituality approach in character education is an effort to integrate spiritual values into the learning process and school life(Juwairiyah & Fanani, 2025). This approach focuses on strengthening students' inner dimensions through the internalization of divine values derived from the Qur'an and Sunnah. In this approach, teachers do not only act as instructors but also as spiritual role models. Teachers must be able to present learning that is gentle, meaningful, and filled with compassion. Learning infused with spiritual elements can foster deep religious experiences within students. This spiritual approach also serves as a means to develop students' emotional and moral intelligence so they are better equipped to face life's challenges.

The Islamic spirituality approach is implemented through several strategies such as morning dhikr, habitual prayers, Qur'anic recitation, spiritual reflection, and moral cultivation(Wibowo et al., 2023). Dhikr and Qur'anic recitation are not merely rituals, but practices that train students to develop awareness of Allah's presence. Spiritual reflection helps students understand the meaning of life experiences and connect them with Islamic values. Habituated acts of worship, such as congregational prayer, serve as tools to train discipline and togetherness. Additionally, teachers must create a conducive classroom atmosphere by using gentle language, empathetic communication, and behavior that reflects Islamic values. All these strategies shape a spiritual and calming learning climate that makes it easier for students

to internalize character values.

The Islamic spirituality approach has a significant impact on students' behavioral transformation. Students who consistently engage in spiritual activities tend to better control their emotions, maintain politeness, and show respect toward teachers and peers. They also tend to be more honest, disciplined, and intrinsically motivated to learn. Spirituality helps students realize that education is not merely about academic achievement, but also about developing their personal character. Positive inner experiences influence how students respond to problems and life challenges. Therefore, the Islamic spirituality approach becomes a fundamental basis for shaping authentic religious character—not merely formal compliance.

Within educational institutions, the Islamic spirituality approach must also be integrated into school policies. Religious programs, school regulations, and school culture should strongly reflect Islamic values. Schools that successfully cultivate a religious atmosphere will encourage students to behave more consistently according to religious values. Physical environments such as a comfortable prayer room, clean classrooms, and Islamic motivational posters can serve as stimuli for strengthening students' spirituality. Additionally, teachers, homeroom instructors, and school leaders must collaborate in fostering students' spiritual development so that character formation occurs comprehensively. Thus, the spirituality approach is not solely the responsibility of Islamic education teachers, but of the entire school community.

The Islamic spirituality approach plays a crucial role in addressing modern challenges such as moral crises, inappropriate social behaviors, digital influences, and psychological pressures faced by students. Spiritual values can serve as a strong shield to protect students from negative environmental influences. Spirituality helps students develop self-awareness, reflective thinking skills, and mental resilience. In the modern era, character education must be directed toward the formation of values that are not only understood but also internalized and practiced. Therefore, the Islamic spirituality approach is an effective solution for creating an educational environment capable of producing a generation that is religious, intelligent, and morally grounded.

Discussion

The concept of Islamic spirituality occupies a fundamental position as the foundation for forming religious character in schools because it touches the inner dimension of students, which is often neglected in formal education. Spirituality in Islam does not stand as an abstract concept focused merely on religious feelings, but as a deep awareness that connects students' cognitive, emotional, and moral aspects with divine orientation. When spirituality is understood as an energy that guides intentions, behaviors, and decisions, the educational process is no longer limited to transferring information but becomes a process of personality transformation. Concepts such as tazkiyah al-nafs, muhasabah, mujahadah, and muraqabah provide a strong psychological and spiritual framework for building positive behavior and self-control. Thus, Islamic spirituality creates an internal foundation for students to develop stable, authentic character rooted in divine values.

Islamic education functions as a bridge that translates spiritual concepts, which may be abstract, into concrete actions within the school environment. Through Islamic Religious Education (PAI), habituation, and school culture, religious values are not only taught but also internalized and experienced by students. This internalization process occurs through three main mechanisms: cognitive (understanding values), affective (appreciating values), and psychomotor (practicing values). When teachers apply methods of role modeling, value-based dialogue, and worship habituation, students learn not only through concepts but through direct experiences. Islamic education in this context functions as a holistic personality development system that touches the mind, heart, and actions. Furthermore, when the school successfully creates a peaceful religious ecosystem, Islamic education becomes a transformational force that consistently shapes students' religious identity.

Religious character as an educational outcome cannot be separated from the three main dimensions of Islam: faith (iman), worship (ibadah), and morality (akhlaq). These dimensions support one another and form a complete religious identity. The faith dimension becomes the foundation of belief, worship acts as the rhythmic implementation of values, and morality serves as the moral expression in social life. When these dimensions are translated into student behavior indicators such as discipline in worship, politeness, responsibility, emotional control, and positive social interaction educators obtain concrete tools for evaluating the success of religious character

education. From a psychological perspective, religious character contributes significantly to emotional balance, stress management skills, and moral resilience. Therefore, religious character is not only a spiritual attribute but also an essential psychosocial asset in the modern era.

The Islamic spiritual approach offers a much deeper method compared to normative character education models that rely solely on rules, lectures, or punishment. This approach emphasizes inner experiences that cultivate moral awareness from within the students, rather than merely formal compliance. When students are habituated to remembrance (dhikr), prayer, spiritual reflection, and moral development in an atmosphere of compassion, character growth occurs naturally and sustainably. Spirituality has also been shown to influence emotional stability, reduce impulsive behavior, and increase empathy among students. School environments that apply this approach tend to create peaceful, conducive, and humanistic learning atmospheres. Therefore, Islamic spirituality becomes an approach that is not only effective but also relevant to the psychological needs of children in the digital era, who are vulnerable to stress, moral disorientation, and negative media influences.

When these four concepts Islamic spirituality, Islamic education, religious character, and the spiritual approach are connected, a comprehensive and systematic model of character education emerges. This model emphasizes not only religious knowledge but also inner experiences that shape sustainable moral behavior. Spirituality becomes the foundation; Islamic education becomes the process; religious character becomes the outcome; and the spiritual approach becomes the implementation strategy. This integration produces an effective character education framework that forms students who not only practice religion ritually but also internalize and apply it in social life. In the context of modern challenges such as moral degradation, individualism, and identity crises, this integrative model offers a holistic solution encompassing spiritual, moral, psychological, and social aspects. Therefore, the Islamic spiritual approach is not only relevant to contemporary education but has become an urgent necessity for creating a generation that is religious, full of integrity, and morally resilient in the face of changing times.

CONCLUSION

The integration of Islamic spirituality, Islamic education, religious character, and spiritual approaches within the educational process demonstrates that character formation cannot rely solely on the transfer of knowledge; it must also touch the inner, moral, and social dimensions of students in a comprehensive manner. Islamic spirituality provides the value-based foundation that guides students' behavior and decision-making, Islamic education serves as the medium for value internalization through learning and habituation, religious character becomes the concrete indicator of moral development, and the Islamic spiritual approach functions as an effective strategy capable of shaping students' personalities from within. Together, these four concepts form a holistic model of character education that is highly relevant to contemporary challenges, enabling the creation of a generation that is not only intellectually competent but also spiritually grounded, morally upright, and able to navigate life's complexities with integrity and strong moral resilience.

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