

# Integration of Spiritual Values in the Curriculum of Islamic Boarding Schools: A Case Study of the Effectiveness of the Jami'atul Muballighah Program in Increasing the Spiritual Intelligence of Students

**Shafa MF\***

Postgraduate, State Islamic Institute, Madura, Indonesia

Email: [Haikumshafa25@gmail.com](mailto:Haikumshafa25@gmail.com)<sup>1</sup>

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## ABSTRACT

**Keywords:**

Spiritual Education,  
Islamic Boarding School,  
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Program

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**\*Corresponding Author**

This research focuses on evaluating the effectiveness of the Jami'atul Muballighah Program in improving the spiritual intelligence of students at the At-Taufiqiyah Islamic Boarding School. The main objective of this study is to identify the key factors that contribute to the success of the program and how the program is implemented effectively to develop the spiritual character of the students. The research method used is a qualitative approach with a case study type, where data is collected through in-depth interviews, participatory observations, and documentation studies. The results of the study show that the selection of relevant materials, comprehensive management training, and the implementation of structured activities consistently are the main factors in improving the spiritual intelligence of students. The implications of this study show that a holistic and participatory approach in the management of spiritual education programs can be adopted by other pesantren to strengthen the character education of students.

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## INTRODUCTION

Islamic boarding schools as Islamic educational institutions play a central role in shaping the character and spirituality of students in Indonesia (Rusdi et al., 2022; Susilawati & Astuti, 2022; Wijaya & Khoir, 2022), as confirmed by various recent studies that highlight the importance of this institution in the formation of a solid religious identity (Mulyani, 2021; Saifulloh & Sugiyanto, 2022; Wahyudi, 2023). However, along with the times, Islamic boarding schools face significant challenges in maintaining their relevance and effectiveness

(Chuanchen, 2023; Maulidah et al., 2023; Maulidah et al., 2023), especially in the era of globalization that is increasingly complex and dynamic (Hasanah et al., 2021; Rizal & Syafruddin, 2021; Mahfudz, 2022). This challenge becomes even more real when Islamic boarding schools must adapt to the needs of modern education without losing their traditional identity, which is the core of Islamic boarding school education (Suyadi, 2021; Syukri et al., 2023; Azra, 2022). One of the main challenges is how Islamic boarding schools can integrate deep spiritual values with the demands of modern education that increasingly emphasizes global and technological competence (Kusumawati, 2021; Alimi & Rahmah, 2022; Zakiyah, 2023). The Jami'atul Muballighah program at the At-Taufiqiyah Islamic Boarding School offers a solution through a holistic approach in the development of students' spiritual intelligence (Hasanah & Hefniy, 2023; Ansori et al., 2023; Hamidah, 2023), which combines traditional methods with pedagogical innovations to create a comprehensive and adaptive education to the changing times (Hidayatullah & Nurjanah, 2021; Maulana, 2022; Fatimah et al., 2023).

This research is very important because, in the midst of increasingly diverse social and technological challenges, there is an urgent need to understand how the governance of programs such as Jami'atul Muballighah can ensure that Islamic boarding schools are still able to form superior individuals, both intellectually and spiritually (Amiruddin, 2022; Wulandari & Fadhil, 2021; Nasution et al., 2023). Islamic education theory and education management provide a strong theoretical foundation to analyze how these programs are managed and implemented to effectively and efficiently improve the spiritual intelligence of students in an ever-changing context (Rahman & Arifin, 2022; Syarifuddin, 2021; Zainuddin, 2023). As such, this research not only contributes to the literature on Islamic education in Indonesia but also provides broader insights into how religious educational institutions can adapt and thrive in the ever-changing global landscape (Mansur et al., 2022; Sukardi, 2021; Hakim, 2023).

The main problem that this research focuses on is the lack of a comprehensive understanding of how the Jami'atul Muballighah program at the At-Taufiqiyah Islamic Boarding School is organized and implemented to improve the spiritual intelligence of students. Although various Islamic boarding schools have adopted similar programs, the success of their implementation varies widely, depending on the management and methodology used. This phenomenon raises important questions about what factors affect the effectiveness of programs in the context of pesantren education. In addition, how far is this program able to answer the modern challenges faced by students, especially in integrating spiritual life with current social and technological dynamics? This research aims to dig deeper into these aspects, with the hope of providing a clearer and deeper understanding of the role of the Jami'atul Muballighah program in shaping the character of students.

A literature review shows that several previous studies have discussed the importance of spiritual education in the context of Islamic boarding schools.

Zahrudin (2021) in his research highlights how the integration of religious values through educational programs in Islamic boarding schools can strengthen the spirituality of students, but the emphasis is more on the theoretical aspect than the implementation practice. Irma (2021) also showed that learning Al-Quran Hadith in Madrasah has a significant impact on improving students' spiritual intelligence, but does not explore the role of administrators and teaching methods in depth. Hisny (2020) researched innovations in spiritual education during the Covid-19 pandemic, focusing on the use of online media, but the results of his research are more relevant in the context of distance learning compared to the holistic approach applied in Islamic boarding schools. Although these studies provide valuable insights, there are clear gaps in the exploration of holistic and participatory spiritual program management in the context of traditional pesantren education.

The research gap identified in the literature is the lack of studies that specifically explore how the Jami'atul Muballighah program is managed and implemented to improve the spiritual intelligence of students in Islamic boarding schools. Previous research tended to focus on theoretical aspects or educational innovations outside the traditional context of Islamic boarding schools, so there has been no in-depth study on the management of holistic spiritual programs in Islamic boarding schools. This study seeks to fill this gap by examining in detail the management process, management training, teaching methods, and implementation of activities in the Jami'atul Muballighah program. It is important to develop a more comprehensive understanding of how this kind of program can be adapted and implemented effectively in various Islamic boarding schools in Indonesia.

The novelty of this research lies in the holistic and participatory approach adopted in the governance analysis of the Jami'atul Muballighah program. Unlike previous studies that focused more on theoretical aspects or technological innovations in spiritual education, this study offers a new perspective by integrating Islamic education management theory and practical approaches in the management of spiritual programs in Islamic boarding schools. In addition, the study also introduces in-depth thematic analysis methods to explore how factors such as administrator training, teaching methods, and student involvement contribute to program effectiveness. This novelty makes a significant contribution to academic literature by offering a spiritual learning model that can be widely applied in other Islamic boarding schools.

The main purpose of this study is to identify and analyze the key factors that contribute to the success of the Jami'atul Muballighah program in improving the spiritual intelligence of students at the At-Taufiqiyah Islamic Boarding School. This research provides in-depth insights into how these programs are managed and implemented, as well as how management teaching and training methods can be optimized to achieve these goals. The urgency of this research lies in its contribution in developing a more effective and relevant spiritual

education model in the context of Islamic boarding schools, which is expected to have a significant positive impact on the formation of character and spirituality of students in Indonesia.

## RESEARCH METHODS

This study uses a qualitative approach with a case study type, which was chosen because it allows researchers to conduct in-depth exploration of a specific phenomenon in a complex context, namely the Jami'atul Muballighah program at the At-Taufiqiyah Islamic Boarding School (Yin, 2021; Merriam, 2020; Stake, 2021). This approach was chosen because it is suitable for exploring the meaning, perceptions, and experiences of students and boarding school administrators in managing and participating in the program (Creswell & Poth, 2018; Baxter & Jack, 2020; Flyvbjerg, 2019). Qualitative methods provide flexibility in understanding the social and cultural dynamics behind the success of this program, which may not be adequately explained by quantitative methods that are more structured and limited to numbers (Denzin & Lincoln, 2018; Maxwell, 2019; Guba & Lincoln, 2020).

Data collection techniques used in this study include in-depth interviews, participatory observation, and documentation studies (Guest, Namey, & Mitchell, 2017; Patton, 2015; Creswell, 2016). In-depth interviews were conducted to gain a comprehensive understanding of the perspectives and experiences of students and administrators involved in the Jami'atul Muballighah program, allowing the researcher to probe deeply into the nuances of their responses (Kvale & Brinkmann, 2018; Seidman, 2019; Charmaz, 2014). Participatory observation provided an immersive insight into the daily activities and interactions within the boarding school environment, offering contextual data that enriches the understanding of the program's implementation and impact (Emerson, Fretz, & Shaw, 2018; Spradley, 2016; DeWalt & DeWalt, 2019). Additionally, documentation studies were employed to analyze written materials such as program curricula, student records, and meeting minutes, which helped triangulate data from interviews and observations (Bowen, 2017; Prior, 2018; Scott, 2017). The location of the study is the At-Taufiqiyah Islamic Boarding School located in Aengbajaraja Village, Bluto District, Sumenep Regency, Madura. The selection of this location is based on the reputation of the Islamic boarding school in running the Jami'atul Muballighah program which is considered successful in increasing the spiritual intelligence of students. The respondents in this study consisted of 15 students, 5 administrators, and 2 pesantren caretakers who were selected purposively to provide rich and relevant data related to the implementation of the program. Interviews were conducted face-to-face to deepen the understanding and experiences of the respondents, while observations were conducted for several weeks to directly observe the dynamics of activities in the program. Documentation data includes activity

notes, teaching modules, and training materials for administrators used in the program.

The data analysis technique used was thematic analysis, which aims to identify, analyze, and report patterns (themes) that emerge from the data collected (Braun & Clarke, 2019; Nowell et al., 2017; Vaismoradi et al., 2016). The analysis process began with transcription of interviews and observation notes, ensuring that all verbal and non-verbal cues were accurately captured for thorough analysis (Gibbs, 2018; Guest, MacQueen, & Namey, 2017; Riessman, 2008). This was followed by in-depth reading to understand the content as a whole, allowing the researcher to familiarize themselves with the data and begin the initial coding process (Saldana, 2021; Clarke & Braun, 2018; Charmaz, 2014). Through this process, themes were identified based on the frequency and significance of patterns in the data, which were then refined and organized into coherent categories that captured the essence of the participants' experiences and perspectives (Castleberry & Nolen, 2018; Joffe, 2018; Terry et al., 2017).

Furthermore, the data was coded to identify themes relevant to the focus of the study, such as teaching methods, administrator training, and the impact of the program on the spiritual intelligence of students. These themes were then organized into broader categories, allowing the researcher to construct a coherent narrative about how the Jami'atul Muballighah program was implemented and had an impact on students. Data validity is maintained through triangulation of data sources and member checking techniques by involving respondents in verifying the findings, so that the research results are reliable and relevant in the context of Islamic boarding school education in Indonesia.

## RESULTS AND DISCUSSION

### **Selection of Teaching Materials and Methods in the Jami'atul Muballighah Program**

The results of the study show that the selection of materials and teaching methods in the Jami'atul Muballighah program at the At-Taufiqiyah Islamic Boarding School is a key element in increasing the spiritual intelligence of students. The pesantren management is very careful in choosing materials that are in accordance with the background of the students and the social and cultural situation of the pesantren. As one of the administrators said:

"The material we choose must really be able to touch the hearts of students, not only about religious theory but also how they can feel God's presence in every activity. We also choose an interactive teaching method, so that students are not only passive in receiving, but actively reflecting and practicing." (Interview, Administrator A).

This interview shows that the management realizes the importance of relevant materials and methods that are able to invite students to participate actively. The selection of teaching methods that involve students in group discussions and da'wah practices are considered effective in instilling spiritual

values. In addition, one of the students said:

"We not only learn to memorize verses, but also learn how to convey them with confidence. It made me feel closer to God and more confident in doing good." (Interview, Santri B).

This statement indicates that the method used not only improves theoretical understanding, but also influences the attitude and behavior of students in daily life.

**Table 1. Selection of Teaching Materials and Methods in the Jami'atul Muballighah Program**

Aspects	Information
Coaching Methods	Individual and group guidance by administrators
	Participatory Direction and Motivation
Purpose of Coaching	Helping students internalize spiritual values independently
	Creating an environment that supports authentic spiritual growth
Coaching Results	Increasing students' self-awareness in behaving and thinking positively
	Coaching Methods
	Participatory Direction and Motivation
Purpose of Coaching	Helping students internalize spiritual values independently
	Creating an environment that supports authentic spiritual growth
Coaching Results	Students are able to live religious values in their daily lives
	Increasing students' self-awareness in behaving and thinking positively

The selection of teaching materials and methods in Jami'atul Muballighah shows that spiritual aspects can be effectively integrated into education through an interactive and reflective approach. This method is in accordance with constructivist learning theory which emphasizes the importance of active involvement of students in the learning process. Thus, this program not only teaches religious knowledge but also shapes the spiritual character of students.

### **Administrator Training in Managing Programs**

Training for administrators is an important element in ensuring the success of the Jami'atul Muballighah program. This training includes teaching techniques, time management, and the development of effective communication skills. One of the senior administrators revealed:

"We are trained to not only teach but also to be role models for students. Every step we take, every word we say is observed and emulated by students, so this training is very important to maintain our integrity as educators." (Interview, Management C).

This quote shows that stewardship training is not just a matter of technical skills, but also includes the development of a personality that supports their role as spiritual guides. Good training ensures that the management can run the program effectively and is able to set a good example for students. Another student also added:

"I feel very helped by my supervisor. They not only teach but also listen to our problems and give us invaluable advice. I learned a lot about how to deal

with life's challenges from them." (Interview, Santri D).

This statement emphasizes the importance of the role of administrators in supporting the spiritual development of students, not only through formal teaching but also through holistic personal guidance.

Comprehensive administrator training allows them to become more effective educators and better leaders. This is in line with the theory of education management which states that the quality of teaching is greatly influenced by the leadership quality and management skills of teachers. With the right training, administrators can carry out their duties more confidently and have a greater positive impact on students.

### **Implementation of Jami'atul Muballighah Activities: Dynamics and Challenges**

The implementation of Jami'atul Muballighah activities at the At-Taufiqiyah Islamic Boarding School involves various activities designed to strengthen the spiritual intelligence of students. One of the challenges faced is maintaining the consistency of student participation in these activities. As one administrator said:

"It is not easy to maintain the spirit of students every week, especially with a busy schedule. But we always try to make these activities interesting and relevant to their daily lives." (Interview, Management E).

This quote shows that there are challenges in maintaining student motivation. However, the management also strives to keep this activity interesting in a creative and relevant way. For example, by connecting the material taught with real problems faced by students, such as conflicts between friends or academic pressure. Another student expressed his experience:

"I feel tired sometimes with a busy schedule, but when I participate in Jami'atul Muballighah, I feel like I get new energy. This activity reminds me of the importance of spirituality in the midst of daily busyness." (Interview, Santri F).

This shows that despite the challenges in implementation, this activity still provides significant benefits for students, especially in maintaining a balance between academic busyness and spiritual life.



**Figure 1. Documentation of the implementation of Jam'iyatul Muballighah**

The consistent implementation of Jami'atul Muballighah despite facing challenges shows a strong commitment from the management and students. This dynamic reflects the importance of adaptive and responsive activity management to the needs of students. This activity successfully integrates the spiritual dimension into the routine of the pesantren, which supports the theory of the importance of balance between academic education and spiritual development in a holistic education system.

### **Coaching and Actuating in the Jami'atul Muballighah Program**

Coaching and actuating are important components in ensuring the sustainability and effectiveness of the Jami'atul Muballighah program. The management plays an active role in motivating students to participate and internalize the spiritual values taught. As one administrator explained:

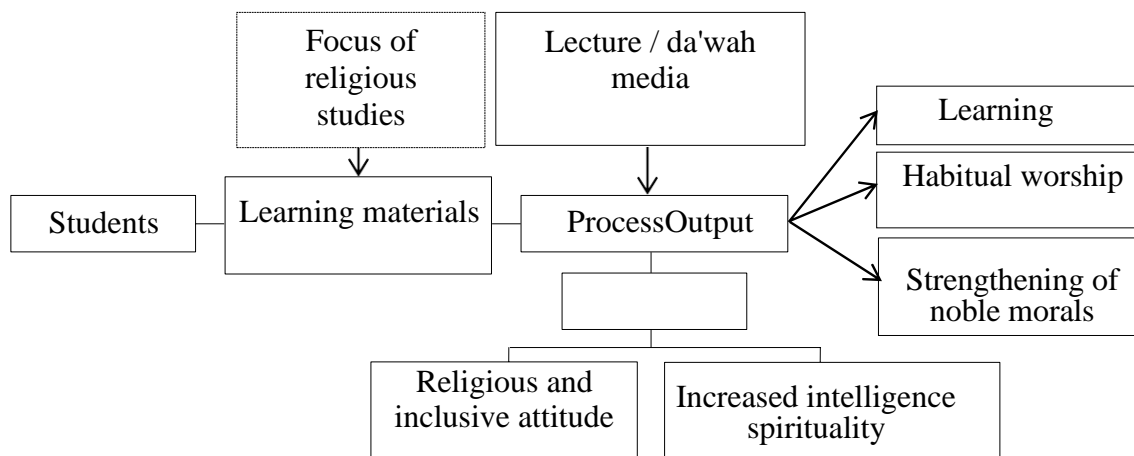
"We not only direct them what to do, but also give them the space to express themselves and find their own way of practicing religious values." (Interview, Management G).

This quote reflects a more democratic and participatory approach to student development, which allows them to learn and develop independently. The management acts as a facilitator who supports students in the process of internalizing spiritual values. Other students also shared their experiences:

"I feel more free to express what I believe in this activity. There is no coercion, but more towards how we can live those values in our daily lives." (Interview, Santri H).

This statement shows that the coaching in this program has succeeded in creating an environment that supports the spiritual growth of students in a more personal and authentic way. The process of coaching and mobilization carried out in Jami'atul Muballighah shows that a participatory and personal approach is more effective in supporting the spiritual development of students. This is in

line with transformational leadership theory which emphasizes the importance of inspiration, motivation, and individual support in leading change. Good coaching allows students to not only accept values but also live them out in their daily actions.



**Figure 2. Governance Process of the Jam'iyatul Muballighah Program**

The 2. picture depicts the governance process of the Jam'iyatul Muballighah program at the At-Taufiqiyah Islamic Boarding School which aims to increase the spiritual intelligence of the students. This process consists of four main stages: first, the selection of relevant and effective teaching materials and methods in instilling spiritual values; second, training for administrators that includes teaching techniques, time management, and communication skills to ensure optimal program implementation; third, the implementation of structured activities, including group lectures (khitobah), material analysis, and re-presentations by students; and fourth, coaching and actuating by the supervisor which aims to motivate students in internalizing and practicing spiritual values in daily life.

The results of this study show that the Governance of the Jami'atul Muballighah Program at the At-Taufiqiyah Islamic Boarding School has succeeded in increasing the spiritual intelligence of students through the selection of the right material, effective management training, consistent implementation of activities, and in-depth coaching. This program is not only a means to teach religious knowledge, but also to shape the character and spirituality of students holistically. This finding makes an important contribution to the development of spiritual learning models in other Islamic boarding schools in Indonesia.

This research highlights how the Governance of the Jami'atul Muballighah Program at the At-Taufiqiyah Islamic Boarding School has succeeded in increasing the spiritual intelligence of students through various stages that are systematically designed. These results show relevance to the findings of previous studies, such as those presented by Zahrudin (2021), which found that the

integration of religious values in educational activities in schools can strengthen students' spirituality. However, in contrast to Zahrudin's study which emphasizes a theoretical approach, this study shows the importance of implementing interactive and reflective religious practices as the key to the success of the program.

In addition, Irma's (2021) research that examines the strengthening of spiritual intelligence through learning Al-Quran Hadith in Madrasah also supports this finding, but this research further shows that the success of spiritual development also depends heavily on the training of effective administrators in managing spiritual education programs. Furthermore, Hisny (2020) who discussed innovations in spiritual education during the pandemic showed that the use of online media can be an effective alternative, but this research emphasizes the importance of a direct and personal approach that cannot be completely replaced by technology. Thus, this study enriches the literature by emphasizing the need for a holistic approach that combines strong theory, practice, and leadership in spiritual development in the pesantren environment.

This research makes an important contribution to the development of spiritual learning models in Islamic boarding schools, especially through the management of the Jami'atul Muballighah program. By emphasizing a holistic and structured approach, this study shows how the right selection of materials, effective management training, consistent implementation of activities, and in-depth coaching can significantly improve students' spiritual intelligence. These findings not only reinforce existing theories of spiritual education, but also offer a practical model that can be adopted by other Islamic boarding schools in Indonesia to integrate spiritual values in daily education. In addition, this study enriches the academic literature by revealing the important role of administrators in guiding students personally and providing new insights into how spiritual education can be implemented effectively in the context of Islamic education.

## CONCLUSION

This study reveals that the Governance of the Jami'atul Muballighah Program at the At-Taufiqiyah Islamic Boarding School has succeeded in becoming an effective means of increasing the spiritual intelligence of students. Important lessons that can be taken from this study are the importance of selecting relevant materials, comprehensive management training, and the implementation of structured and consistent activities in shaping the spiritual character of students. These findings provide new insights into how spiritual education can be effectively integrated into the curriculum of Islamic boarding schools, which not only supports the teaching of religious theory but also develops skills and behaviors based on spirituality. This reinforces the understanding that a holistic approach that incorporates strong theory, practice, and leadership is essential in spiritual formation in an Islamic educational environment.

The significant contribution of this research lies in providing a spiritual learning model that can be adopted by other Islamic boarding schools, renewing the existing perspective on spiritual education by adding a participatory and reflective dimension in its implementation. In addition, this study enriches the academic literature by showing the importance of administrator training as a key element in the success of spiritual education programs. However, this study has limitations, especially because its focus is only on one pesantren in one location with a homogeneous population. Variables such as gender, age, and method variations have not been fully explored. Therefore, broader follow-up research is needed to accommodate gender and age differences and use more varied survey methods to get a more comprehensive picture. This further research is expected to provide a stronger basis for the development of more appropriate and targeted education policies in a broader context.

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