

Research Article

The Role Of The Teacher As Class Manager In Increasing Spiritual Intelligence Through The Implementation Of Classic Values

Umi Jariyah¹, Mujiburrohman², Meti Fatimah³

1. Institut Islam Mamba'ul 'Ulum Surakarta, umi.jariyah2013@gmail.com
2. Institut Islam Mamba'ul 'Ulum Surakarta, ajibmujiburrahman@gmail.com
3. Institut Islam Mamba'ul 'Ulum Surakarta, fatimahcan@gmail.com

Copyright © 2024 by Authors, Published by Risalah: Jurnal Pendidikan dan Studi Islam. This is an open access article under the CC BY License (<https://creativecommons.org/licenses/by-sa/4.0/>).

Received : January 15, 2024
Accepted : Februari 25, 2024

Revised : January 31, 2024
Available online : March 30, 2024

How to Cite: Umi Jariyah, Mujiburrohman, and Meti Fatimah. 2024. "The Role Of The Teacher As Class Manager In Increasing Spiritual Intelligence Through The Implementation Of Classic Values". Risalah, Jurnal Pendidikan Dan Studi Islam 10 (1):298-304. https://doi.org/10.31943/jurnal_risalah.v10i1.775.

Abstract: This study aims to determine the role of the teacher as class manager in increasing spiritual intelligence. Concerning with the objective of the study, the writer uses descriptive qualitative methods. The subjects of the study were 7 teachers who teach in MIM Bendo special program. The Data collection techniques by using interviews, observation and documentation. Meanwhile, the data validation technique uses triangulation. Furthermore, the data analysis uses data reduction, data presentation, and drawing conclusions. The results of this study indicate that the teacher's role as classroom manager can improve students' spiritual intelligence through moral development strategies, moral studies, congregational prayers, Al-Quran learning, and Ramadhan Islamic boarding schools activities. Due to these steps, teachers can improve students' spiritual intelligence through fostering faith and morals. On the other hand, the obstacles in increasing students' spiritual intelligence are such as a curriculum that focuses on academic aspects, lack of understanding and support, time constraints, differences in beliefs and values, and personal disobedience. To overcome these obstacles, teachers can take steps such as revising the curriculum, holding additional training, integrating spiritual values in learning, respecting students' different beliefs, and involving parents. Implementation of the teacher's role as class manager can be done.

Keywords : Class Management Teacher, Spiritual Intelligence, Morals.

INTRODUCTION

In essence the teacher as class manager is the main educator or often referred to as a natural educator (Arifin, 2003). Teaching learning in the classroom is expected to be a means of forming the character and personality of children so that they become complete human beings, namely human beings who are virtuous, intelligent and skilled. The problem is every classroom environment is not necessarily capable of forming character and personality of children to be whole human beings. This is because of the limited knowledge available. (Anshori, 2019). Religious education, especially Islam, is an education that is very suitable to be applied in the context of building the character (morals) of children. Since in the religious education includes the education of values of character, values of belief (aqidah), and values of devotion (Worship). Many teachers as class managers ignore Islamic education and place more value on non-Islamic education, resulting in a moral crisis that results in promiscuity and uncontrollability. (Arsyad, 2006)

Spiritual intelligence is the ultimate goal in learning. The next is intellectual and emotional intelligence. The reason is good spiritual intelligence can raise one's awareness to practice the knowledge taught. The knowledge taught will not be practiced if someone does not have the awareness to practice it. In other words, intellectual and emotional intelligence is not necessarily spiritual intelligence. If someone only gets knowledge (without any practicing), it will generate in deviant behavior. It means that he or she knows Islamic law. However, he or she does not practice it. On the contrary he or she violates the law which he does intentionally and consciously

The teacher as the class manager is responsible for instilling and training his children to behave in a noble manner in life, for example, behaving correctly, being trustworthy, istiqomah, helping people in need, respecting guests, loving each other, saying good and true words, and always trying to avoid from ridiculing other people, and doing deviant acts (Ummu Shofi, 2009). In the context of education at madrasah school, educational programs need to be designed and directed to develop the potential of students by facilitating, motivating, assisting, guiding, training, and inspiring, as well as teaching and creating an atmosphere so that students can develop and improve the quality of IQ, EQ, CQ, SQ (Djamarah, 2016). IQ education involves improving the quality of Head. It makes that participants to be intelligent people. EQ education concerns improving the quality of the Heart. This makes students become competitive, patient, humble, maintain empathetic self-esteem, love kindness. They are able to control their passions and are not in a hurry to make decisions (Faturahman, 2009)

Based on previous research conducted by nama peneliti at the MIM Bendo Special Program, there are some morality violations, for example theft at the school environment, skipping school, skipping midday prayers. This means that spiritual values have not gone well. This condition was confirmed by Utami through his research that currently, crimes committed by children are robbery, gambling, inter-school brawls, murder, drug addiction and others (Utami, 2015). These conditions are caused by the absence of a balance between religious values and the development of an increasingly advanced era. For this reason, moral problems require maximum effort so that children are able to overcome things that are not good.

Parents want their children to get the best education from academic, non-academic aspects and providing protection for children from promiscuity (Astuti, 2013).

However, the problem of deviations in children's behavior are always occurred and tends to increase. For this reason, the study on the role of teachers in improving children's spiritual intelligence has to be done continuously, considering a rapid development and changes that are happening currently. Therefore, this research will answer the question of what is the role of the teacher as class manager in increasing spiritual intelligence through the implementation of aqidah moral values.

METHODOLOGY

This type of research is a qualitative descriptive research. This research uses a qualitative approach, which is in the form of a research procedure that produces descriptive data, in the form of speech or writing and behavior that can be observed by the people or the subject itself (Wijaya, 2020).

The main data source is teachers in the MIM Bendo special program. This study used three data collection methods, which is conducted by interviews, observation, and documentation. Data analysis in this study is a descriptive qualitative analysis which includes four stages. They are data collection, data reduction, data presentation, and drawing conclusions (Sugiyono, 2018).

RESULTS AND DISCUSSION

The Role of the Teacher as Class Manager in Improving Spiritual Intelligence, The teacher's role as class manager is very important in increasing students' spiritual intelligence (Fitriani, 2020). Spiritual intelligence refers to understanding and developing the spiritual dimension within an individual, including the values of belief, meaning in life, empathy, acceptance, and conscious presence. Some things that discuss the role of the teacher in increasing students' spiritual intelligence include creating a supportive environment. The teacher can create a classroom environment that promotes spiritual intelligence by creating an atmosphere that is inclusive, safe, and supportive. He or she can build good relationships with them, respect their appeasement and create space for deep reflection and dialogue (Wahyuni, 2010).

The next role is developing a holistic curriculum, they can enrich the curriculum by giving some materials that broaden students' understanding of the spiritual dimension in their lives. This can cover topics such as ethics, values of tolerance, empathy, understanding of cultural diversity and the relationship between humans and nature including their environment (Zainuddin, 2011). Building student self-awareness, teachers can help students develop self-awareness through reflection, meditation, or other practices. They can also encourage students to explore deep questions about themselves, purpose of life and existential eating (Solehudin, 2018). Supporting student empowerment, teachers can empower students with opportunities for them to take responsibility in decision making and problem solving related to values and ethics. Due to these cases, students have opportunity to contribute for making positive changes in the world (Sari & Hariani, 2021). Cultivating empathy and cross-cultural understanding is a rule that teachers can teach introducing stories or experiences from various religious cultures or traditions, teachers help students to understand and appreciate differences as well as build a sense of mutual respect in the classroom (Gunawan, et al., 2022). As a being an example of role model, teacher as a class manager has an important role that practices spiritual intelligence in daily actions. Teachers can show integrity,

responsibility, and moral values in interactions with students and other people (Wulandari, et al., 2022). By building relationships of teacher's daily life, they can help students to connect the spiritual dimension for their daily life. For example, by group discussions or reflection assignments, teachers can help students understand how their values and beliefs influence (Al Karimah, 2017). The teacher's role in this case directs and instills good things in students according to the principle of increasing spiritual intelligence in question. Therefore, the teacher's role here is greatly supported as a class manager.

A wise educator, of course, will continue to look for alternative values that are more effective by applying educational foundations that are influential in preparing children mentally and morally, scientifically, spiritually and socially, so that children can reach perfect maturity, have broad insights. and integral personality. There are several values that are effective and often used to educate children's morals, namely exemplary values, education with customs, education with advice, education by giving advice, education by giving punishment, and education with exemplary (Faturahman, 2009). Efforts towards the development of school coaching patterns are the basic framework for the strategic development of madrasas in general. Gradually this business needs to be developed in line with the demands and developments of the community, the further elaboration of which is set forth in various operational regulations and implementation guidelines. The coaching pattern is intended to include a choice of systems, approaches, sources, funds and facilities that are really needed to achieve development goals (Bahri, 2019).

There is an inculcation of aqeedah moral values and an increase in intelligence, so as a class manager, the PAI teacher should be able to manage the class well, because the class is a place where all students are gathered. Classes that are well managed will support the course of educational interactions, whereas classes that are not managed properly will hinder teaching activities (Basuki, 2003). It is not impossible for students to feel bored to stay longer in class. This will result in disrupting the course of the educational interaction process. So the purpose of classroom management is for students to feel at home in the classroom with high motivation to always learn in it (Arifin, 2003).

The purpose of the teacher's role as class manager is prepare children who are the hopes of parents, of course, it is necessary for the child to have advantages that must be possessed in relation to this research, namely spiritual abilities, as the author has described in the previous section, spiritual intelligence abilities (SQ) are divided into 6 (six) aspects, namely: 1) Consistency (istiqomah). 2) Humility (tawadhu'). 3) Try and surrender (tawakkal). 5) Balance (tawazun). 6) Integrity and refinement (ihсан) (James, 2006).

The role of the teacher as class manager in increasing spiritual intelligence through fostering student moral Aqeedah is through the strategy of Moral Development, Moral Studies, midday prayers, Friday prayers, and BTA and Romadhon Islamic Boarding School. BTA, the teacher acts as a teacher, class leader, mentor, environmental regulator, participant, planner, supervisor, motivator and counselor.

Teacher's obstacles in dealing with increasing spiritual intelligence as a class manager are they faces several obstacles in increasing students' spiritual intelligence. The following are some of the obstacles that teachers may face, namely (1) curriculum that focuses on academic aspects, the education system often emphasizes academic

learning rather than spiritual aspects. This can make it difficult for teachers to find sufficient time and resources to develop students' spiritual intelligence (Fadilah, 2014). (2) Lack of understanding and support, teachers may face obstacles in understanding and support from the school, colleagues, or even parents. If there is not sufficient understanding of the importance of spiritual intelligence, the teacher may feel isolated in his efforts to develop this aspect in students (Shodri & Susanti, 2021), (3) time constraints, teachers often have busy schedules and have to teach a lot of material in a short amount of time limited (Maulidi, 2020). (4) Differences in beliefs and values, each student has a different background of beliefs and values. Teachers need to respect these differences and find inclusive ways to develop spiritual intelligence without offending sensitivity or imposing certain beliefs (Hidayat, 2018). (5) Personal Disobedience, not all teachers have sufficient understanding of spiritual intelligence or how to develop it. lack of personal understanding can be an obstacle for teachers in providing proper guidance and development to students (Lestari, 2020).

To overcome this obstacle the teacher can take several steps, including (1) it is necessary to review the curriculum which includes learning the values of faith and morals in an integrated manner. Character education can be made an integral part of the curriculum by providing balanced attention between academic aspects and the development of values (Khoirunisa, 2016). (2) Additional training and education are needed for teachers to understand and develop strategies to implement the values of aqidah and morals effectively. Support from school principals and colleagues is also important in creating an environment that supports the implementation of these values. (3) Teachers can integrate the values of faith and morality into existing learning by selecting relevant topics or connecting them with daily activities. This approach allows the implementation of these values without requiring significant additional time (Ningrum, 2011). (4) It is important for teachers to build understanding and respect for the different beliefs and values of students. They can create spaces for open and inclusive dialogue, promote intercultural understanding, and build a deeper understanding of values that are mutually respected (Falakh, 2023). (5) Involve parents. Teachers can involve parents in the process of increasing students' spiritual intelligence by holding meetings or discussions. This can help overcome obstacles and create greater support (Triwardhani, et al., 2020).

CONCLUSION

Based on the explanation of the problems above, it can be concluded that the teacher's role as class manager in increasing spiritual intelligence is through moral development strategies, moral studies, midday prayers, Friday prayers, and BTA and Romadhon Islamic Boarding Schools. Meanwhile, the obstacles faced by teachers in increasing students' spiritual intelligence include a curriculum that focuses on academic aspects, lack of understanding and support, time constraints, differences in beliefs and values, and personal disobedience. To overcome these obstacles, teachers can take steps such as revising the curriculum, holding additional training, integrating spiritual values in learning, respecting students' different beliefs, and involving parents. Implementation of the teacher's role as class manager can be done

BIBLIOGRAPHY

- Ahmad Khotibul Umam, Didik Himmawan, & Jihan Fatmah. (2023). Learning Guidance in Creating Interest in Reading, Memorizing and Writing the Qur'an in Students of SDN II Jayalaksana Kedokan Bunder Indramayu. *Quality : Journal Of Education, Arabic And Islamic Studies*, 1(2), 52–60. <https://doi.org/10.58355/qwt.vii2.18>
- Al Karimah, N. R. (2017). The Relationship Between Spiritual Intelligence and Juvenile Delinquency in Class VIII Students of SMP Al Muayyad Surakarta (Doctoral dissertation, UIN SUNAN KALIJAGA YOGYAKARTA).
- Ansari, Hafi. (2019). *Fundamentals of psychology Religion*, Surabaya: National Enterprises.
- Arifin, HM. (2003). *Islamic Education Science, theoretical and practical review based on interdisciplinary education*, Jakarta: Bumi script.
- Arshad, Azhar. (2006). *Learning Media*, Jakarta: PT. King of Grafindo Persada.
- Basuki. (2003). *Introduction to PAI Science*, Ponorogo: STAIN PO. press.
- Bahri, S. (2019). 4.0-based madrasah education within the quality management framework. *Eduagama: Journal of Religious Education and Social Affairs*, 5(1), 115-154.
- Djamarah, Syaiful Bahri and Aswan Zain. (2016) *Teaching and Learning Strategies*, Jakarta: PT. Rineka Cipta.
- Fadilah, F. N. (2014). The role of the madrasa head in increasing students' spiritual intelligence through the habituation of religious practices at MI al-Falah Kanigoro Blitar (Doctoral dissertation, Maulana Malik Ibrahim State Islamic University).
- Falakh, M. S. (2023). Effective Strategies for Promoting Multicultural Education in the School Environment. *Gold Pen*, 1(1), 76-86.
- Fathurrahman, Pupuh, M. Sobry Sutikno. (2009). *Innovative Learning Strategy Module in the Field of Akhlaq Aqidah Studies*, Bandung: Faculty of Tarbiyah and Teacher Training UIN Sunan Gunung Jati.
- Fitriani, C. (2020). The Teacher's Role in Classroom Management for Increasing Emotional Intelligence. *Joyful Learning Journal*, 9(4), 198-204.
- Gunawan, R., Badarussyamsi, B., & Musa, M. (2022). The Strategy of Islamic Religious Education Teachers in Instilling Multicultural Educational Values in State High School 1 Jambi City (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).
- Hidayat, N. (2018). The Development of Islamic Education is violated in increasing Spiritual Intelligence (SQ) and social attitudes of students: a multi-case study at Langgar Al-Ikhlash Kel. Kangenan and Langgar Al-Falah, Sumedangan Village, Kab. Pamekasan (Doctoral dissertation, UIN Sunan Ampel Surabaya).
- James W. Brown, et al. (2002). *Instruction Technology, Media and Method*, McGraw Hill Book Community.
- Khoirunisa, N. (2016). Implementation of the 2013 Curriculum Subject Aqidah Akhlak in Forming the Character of Class 1A Students at the Integrated Islamic Elementary School (SDIT) Muhammadiyah Al-Kautsar Kartasura Sukoharjo Regency in 2015 (Doctoral dissertation, Muhammadiyah University Surakarta).
- Lestari, F. A. (2020). The Efforts of PAI Teachers in Forming the Religious Character of Grade XI Students through Daily Religious Activities at SMKN 1 Jenangan Ponorogo (Doctoral dissertation, IAIN Ponorogo).

- Lika Widiawati, Neviyarni S, & Herman Nirwana. (2024). Building An Optimal Learning Environment: Inspiring Classroom Management. *Journal Of Psychology, Counseling And Education*, 2(1), 1–10. <https://doi.org/10.58355/psy.v2i1.17>
- Maulidi, A. (2020). Improving Students' Spiritual Intelligence Through Contextual Teaching and Learning Learning Models in Al-Islam Subjects. *Reflectics*, 15(1), 15–31.
- Ningrum, S. (2011). Application of an inquiry approach to learning AQIDAH AKHLAK class IX students of Madrasah Tsanawiyah Islamic Boarding School Sabilil Muttaqien Nitikan Magetan (Doctoral dissertation, Maulana Malik Ibrahim State Islamic University).
- Sari, U. P., & Hariani, R. (2021). The Role of Counseling Teacher Services in Balancing Students' Emotional Intelligence and Spiritual Intelligence. *Journal of Islamic Education Al-Affan*, 2(1), 107-113.
- Sekar Kurnia Rahmadani, Neviyarni S, & Herman Nirwana. (2024). Developing Student Abilities Through Classroom Management: Principles, Components and Role of the Teacher. *Manajia: Journal of Education and Management*, 2(1), 19–30. <https://doi.org/10.58355/manajia.v2i1.33>
- Shodri, H., & Susanti, D. (2021). PAI Teacher Strategy in Improving Spiritual Intelligence at SMAN 2 Situbondo. *Ambaras: Journal of Islamic Education*, 1(1), 30-53.
- Solehudin, M. (2018). The Role of PAI Teachers in Developing Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) of SMK Komputama Majenang Students. *Journal of Tawadhu*, 2(1), 303-325.
- Sugiyono. (2018). *Quantitative Research Methods, Qualitative, and R&D*. Bandung: Alfabet.
- Sutra, R. K. (2019). (RE-UPLOAD ACCORDING TO RULES) The role of PAI teachers in overcoming difficulties in learning to read the Koran for class X (case study of SMAN 1 TEGALOMBO PACITAN) (Doctoral dissertation, IAIN Ponorogo).
- Triwardhani, I. J., Trigartanti, W., Rachmawati, I., & Putra, R. P. (2020). Teacher's strategy in building communication with parents of students at school. *Journal of Communication Studies*, 8(1), 99-113.
- Umm Sofia. (2009). *Children's intelligence in learning*, Yogyakarta, Student library
- Wahyuni, S. (2010). The Effect of Learning Environment and Spiritual Intelligence on Economic Learning Achievement in Class X Students of SMA Muhammadiyah 2 Surakarta Academic Year 2009/2010 (Doctoral dissertation, University of Muhammadiyah Surakarta).
- Wijaya, H. (2020). *Qualitative data analysis of concept theory in educational research*. Jaffray Theological College.
- Wulandari, T., Hurmaini, H., & Juliana, R. (2022). The Role of Islamic Religious Education Teachers in Growing the Spiritual Intelligence of Jambi City 2 State Vocational High School Students (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).
- Zainuddin, M. (2011). Holistic Islamic Education Paradigm. *Ulumuna*, 15(1), 73-94.