

A Holistic Approach to Developing Spiritual Life through Islamic Religious Organizations at Madrasah Aliyah under the Joint Decree of Three Ministers in Bingkat

Pendekatan Holistik dalam Pengembangan Kehidupan Spiritual melalui Organisasi Rohani Islam di Madrasah Aliyah SKB Tiga Menteri Bingkat

Tasya Billah Putri^{*}, Ibrahim Hasan² 

^{1,2} Universitas Muhammadiyah Sumatera Utara, Indonesia

ARTICLE INFO

Article history:

Received, September 14, 2025

Revised, September 14, 2025

Accepted, September 14, 2025

Available online, September 14, 2025

Kata Kunci:

Pendekatan Holistik,
Pengembangan Kehidupan
Spiritual, Organisasi Rohani Islami

Keywords:

Holistic Approach, Spiritual Life
Development, Islamic Spiritual
Organization

About Article



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2025 by Author. Published by Aksara Shofa.

ABSTRAK

Pentingnya pendidikan spiritual dalam membentuk karakter siswa di sekolah berbasis Islam, seperti Madrasah Aliyah SKB 3 Menteri Bingkat, serta tantangan yang dihadapi dalam mengintegrasikan nilai-nilai Islami ke dalam kehidupan siswa sehari-hari. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi untuk mengeksplorasi pengalaman siswa dalam pengembangan kehidupan spiritual melalui organisasi rohani Islami. Tujuan penelitian ini adalah untuk memahami dampak pendekatan holistik dalam pendidikan spiritual dan menilai efektivitas penggunaan berbagai media pembelajaran berbasis teknologi, termasuk aplikasi mobile, platform e-learning, video pembelajaran, podcast audio, sumber daya interaktif berbasis web, ebook, dan sosial media khusus pendidikan. Hasil penelitian menunjukkan bahwa pendekatan holistik ini secara signifikan meningkatkan pemahaman dan pengamalan ajaran Islam oleh siswa. Media pembelajaran berbasis teknologi terbukti efektif dalam membuat pembelajaran agama lebih menarik, mudah diakses, dan interaktif, sehingga meningkatkan motivasi dan pemahaman siswa. Dukungan dari keluarga dan masyarakat juga berperan penting dalam memperkuat pengalaman spiritual siswa. Kesimpulan dari penelitian ini adalah bahwa pendekatan holistik yang menggabungkan berbagai media pembelajaran dan dukungan lingkungan merupakan strategi efektif untuk mengembangkan kehidupan spiritual siswa di sekolah-sekolah berbasis Islam.

ABSTRACT

The importance of spiritual education in shaping student character in Islamic-based schools, such as Madrasah Aliyah SKB 3 Menteri Bingkat, as well as the challenges faced in integrating Islamic values into students' daily lives. This study used a qualitative method with a phenomenological approach to explore students' experiences in developing spiritual life through Islamic spiritual organizations. The purpose of this study was to understand the impact of the holistic approach in spiritual education and assess the effectiveness of using various technology-based learning media, including mobile applications, e-learning platforms, learning videos, audio podcasts, web-based interactive resources, ebooks, and education-specific social media. The results showed that this holistic approach significantly improved students' understanding and practice of Islamic teachings. Technology-based learning media proved effective in making religious learning more engaging, accessible and interactive, thereby increasing student motivation and understanding. Support from family and community also plays an important role in strengthening students' spiritual experiences. The conclusion of this study is that a holistic approach that incorporates various learning media and environmental support is an effective strategy to develop students' spiritual lives in Islamic-based schools.

1. INTRODUCTION

*Corresponding author

E-mail addresses: tasyabillahputri@gmail.com (Tasya Billah Putri)*

E-mail addresses: ibrahimhasan@umsu.ac.id (Ibrahim Hasan)

Madrasah Aliyah SKB 3 Menteri Bingkat, as part of the educational network under the Darur Ridho Education Foundation, carries a highly strategic mission in developing students' character and spirituality. The school is committed to nurturing learners who excel not only in academics but also possess strong moral and spiritual values. As an educational institution grounded in Islamic principles, Madrasah Aliyah SKB 3 Menteri Bingkat places spiritual development as one of the main pillars in the educational process. A strong and healthy spiritual life is considered an essential component in shaping a holistic and balanced character. Spiritual education at this school is designed to instill profound Islamic values, not only studied theoretically but also practiced in daily life. The aim is for students to internalize religious teachings comprehensively and apply them in various aspects of life (Fitriyani, Ulfa, & Adlini, 2023).

Nevertheless, Madrasah Aliyah SKB 3 Menteri Bingkat faces significant challenges, such as the separation of religious studies from other disciplines, making it difficult for students to see the direct relationship between the knowledge they acquire and the Islamic values that should serve as their life foundation. However, the school has developed various strategies to integrate spiritual education into both the curriculum and extracurricular activities. One significant initiative is the establishment of an Islamic spiritual organization within the school. This organization serves as a platform for students to deepen their understanding of religion, enhance the quality of their worship, and develop strong Islamic character. Activities conducted by the organization include regular religious study sessions, Qur'an interpretation studies, hadith discussions, and other religious programs designed to enrich students' spiritual insights (Shofiyah, 2022).

The holistic approach adopted by Madrasah Aliyah SKB 3 Menteri Bingkat in nurturing students' spiritual lives covers several key aspects. First, curriculum integration that emphasizes Islamic values in every subject, aiming for students to recognize the relevance of religion across disciplines and daily life. Second, character and morality development through teachers' exemplary conduct and extracurricular activities focused on noble character formation (Aziz, Safi'i, & Setiawan, 2023).

In addition, the school highlights the importance of family and community involvement in students' spiritual development. Close collaboration between the school and parents is expected to create a conducive environment for spiritual growth both at school and at home. The participation of local religious leaders and scholars in delivering sermons and spiritual guidance is also an integral part of this approach. The development of an Islamic environment within the school—such as prayer rooms, worship facilities, and Islamic corners—remains a priority. Such a supportive environment is expected to build a religious atmosphere that encourages students to always remember and practice Islamic teachings in their daily lives (Indriyani, 2022). Personalized approaches and spiritual counseling are also provided for students requiring deeper guidance. Through this holistic approach, Madrasah Aliyah SKB 3 Menteri Bingkat seeks to create an educational ecosystem that comprehensively and sustainably supports students' spiritual development (Saputra & Darraz, 2024).

This study aims to examine the implementation of the holistic approach within the Islamic spiritual organization at Madrasah Aliyah SKB 3 Menteri Bingkat, as well as to analyze its impact on students' spiritual development. It is expected that the findings will contribute positively to the development of effective and sustainable models of spiritual education (Astria & Rahmah, 2024).

In the Indonesian educational context, especially in Islamic-based schools such as Madrasah Aliyah SKB 3 Menteri Bingkat, spiritual education plays a crucial role in shaping students' character and morals. However, there are several challenges in fostering students' spiritual lives at the school. One major challenge is the limited integration of Islamic values into the curriculum. Many subjects are still taught separately from spiritual values, making it difficult for students to see the relevance of religion in their everyday lives. Furthermore, extracurricular activities focusing on spiritual development are often less structured and receive insufficient attention (Anwar, 2024). This reduces their effectiveness in shaping students' religious understanding and practices. Family and community involvement in supporting spiritual education at the school is also not yet optimal. Parents' and community support is vital in reinforcing and expanding students' spiritual experiences gained at school (Oktavia, Saputra, & Topano, 2024). The lack of synergy among schools, families, and communities can hinder holistic spiritual development. Additionally, the absence of a structured and integrated approach to creating a supportive school environment poses another challenge. A physical and social environment that does not foster spiritual growth can prevent students from internalizing and practicing Islamic values in daily life (Sancoko et al., 2023).

The limitations in providing personalized spiritual guidance and counseling for students in need also present a problem. Properly directed spiritual mentoring and in-depth counseling are essential to help students face various moral and spiritual challenges in daily life. Lastly, the lack of systematic evaluation of the impact of spiritual development programs and activities is another obstacle (Fadhilah & Surur, 2024). Without proper evaluation, it is difficult to determine whether the programs achieve their intended goals or identify areas for improvement. Based on these challenges, this study will examine how the holistic approach can be effectively implemented through the Islamic spiritual organization at Madrasah Aliyah SKB 3 Menteri Bingkat to address challenges in fostering students' spiritual lives, as well as to evaluate its impact on students' understanding, attitudes, and religious behavior (Fadli et al., 2023).

This study aims to provide an in-depth analysis of how the holistic approach is implemented in fostering students' spiritual lives through the Islamic spiritual organization at Madrasah Aliyah SKB 3 Menteri Bingkat, including the strategies applied, programs designed, and activities carried out, as well as the roles of various stakeholders in supporting spiritual development. Furthermore, it evaluates the effectiveness of these activities in enhancing students' religious understanding, quality of worship, and Islamic character development by measuring the extent to which these activities achieve their goals and their impact on students. The study also identifies supporting and inhibiting factors in the implementation of this holistic approach, both from internal aspects such as teacher commitment and facility availability, and external aspects such as parental and community support. Finally, it evaluates the impact of the holistic approach on students' spiritual lives, including changes in their religious understanding, attitudes, and behavior as a result of the activities organized by the Islamic spiritual organization. Recommendations will then be formulated for Madrasah Aliyah SKB 3 Menteri Bingkat and other educational institutions to develop and improve spiritual development programs through holistic approaches and Islamic spiritual organizations. These recommendations are expected to assist schools in designing and implementing more effective and sustainable programs that strengthen students' spiritual lives, while contributing significantly to the advancement of comprehensive, effective, and sustainable models of spiritual education in Islamic-based schools, as well as providing valuable insights and guidance for spiritual education development in other educational institutions (Mazid et al., 2021).

One of the main challenges is the integration of Islamic values into the school curriculum. Although religious subjects are available, it is often difficult to integrate these values comprehensively into other subjects. This results in students struggling to see the connection between religious teachings and daily life. In addition, extracurricular activities focusing on spiritual development are often less structured and lack sufficient attention. The absence of proper planning and supervision reduces the positive impact of these activities on character formation (Sabarudin, Ginanjar, & Stai, 2022).

Family and community involvement in supporting spiritual education also plays an important role but is often not optimal. Parents' and community support greatly strengthens the spiritual values taught at school. A supportive school environment is also a key factor in developing students' spiritual lives (Shalahuddin, Rusmini, & Wulandari, 2024). An environment that provides opportunities for worship and the practice of religious teachings helps students strengthen their faith and religious values. Based on these challenges, this study seeks to analyze the implementation of the holistic approach in fostering students' spiritual lives through the Islamic spiritual organization at Madrasah Aliyah SKB 3 Menteri Bingkat. By gaining a deep understanding of the challenges faced and effective strategies to overcome them, this research is expected to contribute positively to the development of spiritual education in Islamic-based schools (Mutmainah & Mufid, 2018).

2. METHOD

This study employs a qualitative approach using the phenomenological method to understand students' experiences in undergoing a holistic approach to spiritual life development through the Islamic spiritual organization at Madrasah Aliyah SKB 3 Menteri Bingkat. Through the phenomenological approach, it is possible to observe and interpret certain situations (Yusanto, 2020). The research participants are students who actively take part in spiritual activities at the school. Data will be collected through interviews with students involved in the Islamic spiritual organization and teachers serving as facilitators of the organization, as well as through direct observation of the Islamic spiritual organization at Madrasah SKB 3 Menteri Bingkat. The collected data will then be analyzed to comprehend the meanings embedded in students' spiritual experiences. Steps to ensure validity and reliability, such as data triangulation and self-reflection, will be undertaken to guarantee the credibility of the research.

3. RESULT AND DISCUSSION

Spiritual education is an essential component of the educational system in Indonesia, particularly in Islamic-based schools. At Madrasah Aliyah SKB 3 Menteri Bingkat, spiritual education is not only intended to instill religious knowledge but also to shape students' character based on Islamic values. However, various challenges arise in efforts to integrate spiritual education into students' daily lives, whether in terms of curriculum, extracurricular activities, or support from families and the surrounding community. The use of technology-based learning media has become an important innovation in overcoming these challenges. Learning media such as mobile applications, e-learning platforms, instructional videos, audio podcasts, web-based interactive resources, e-books, and education-specific social media provide diverse methods to enrich students' learning experiences and strengthen their understanding of Islamic teachings. These media offer students more flexible and interactive access, allowing them to learn in more effective and enjoyable ways.

This study aims to explore how a holistic approach can be applied in developing students' spiritual lives through the Islamic spiritual organization at Madrasah Aliyah SKB 3 Menteri Bingkat, as well as to assess the impact of using various learning media in this process. By understanding and analyzing students' experiences and perceptions of this approach, effective strategies can be identified to improve the quality of spiritual education in Islamic-based schools. Through a qualitative approach and phenomenological method, this research seeks to capture the deeper meanings of students' spiritual experiences and to identify factors that either support or hinder their spiritual development. The findings and discussions of this study will provide valuable insights for educators and policymakers in designing and implementing more comprehensive and effective spiritual education programs.

The study reveals that implementing a holistic approach to spiritual development through the Islamic spiritual organization at Madrasah Aliyah SKB 3 Menteri Bingkat has had a significant impact on students' religious understanding, attitudes, and behavior. Students who actively participate in spiritual activities demonstrate noticeable improvements in their comprehension and practice of Islamic teachings, as well as a more positive attitude toward their spiritual lives.

The use of learning media has also proven highly beneficial in supporting students' spiritual development. The following are key findings of this study regarding the use of different learning media:

Mobile or Web Applications

Mobile or web applications that provide Islamic educational content, including worship guides, Qur'an interpretation, and Hadith collections, are highly effective in offering students easy and flexible access to religious learning. Students can access these materials anytime and anywhere, motivating them to deepen their knowledge of Islam beyond school hours.

E-Learning Platforms

E-learning platforms that facilitate discussions and collaborations between students and teachers on religious topics help create an interactive and dynamic learning environment. Students feel more comfortable asking questions and sharing their views on religious issues, which ultimately strengthens their understanding and appreciation of Islamic teachings.

Instructional Videos

Instructional videos featuring religious lectures, recordings of school religious activities, or practical worship tutorials greatly assist students in understanding religious concepts in a more visual and practical way. These videos not only capture students' attention but also provide concrete examples of how Islamic teachings can be applied in daily life.

Audio Podcasts

Audio podcasts discussing relevant religious issues and offering deeper insights into Islamic teachings also serve as effective learning resources. Students can listen to these podcasts while engaging in other activities, such as commuting to school, making learning more flexible and not bound by time or place.

Web-Based Interactive Resources

Web-based interactive resources offering quizzes, games, or simulations to reinforce understanding of religious principles are highly effective in engaging students' interest in religious learning.

These interactive activities not only make learning enjoyable but also strengthen students' retention of the material studied.

E-Books or E-Journals

E-books or e-journals containing reading materials and reflective writings to deepen the understanding of Islamic teachings are very helpful for students with a strong interest in reading and writing. These resources provide opportunities for students to explore religious topics more thoroughly and reflectively.

Education-Specific Social Media

Education-specific social media used to share Qur'anic verses, Hadiths, or religious experiences of students and teachers serve as effective platforms to build supportive learning communities. Through these media, students can connect with peers and teachers, gaining inspiration and motivation from shared quotes and experiences.

Overall, the findings indicate that the use of diverse and interactive learning media greatly supports the development of students' spiritual lives at Madrasah Aliyah SKB 3 Menteri Bingkat. By utilizing technology and digital resources, schools can create a more dynamic and effective learning environment, while helping students better internalize Islamic teachings. A holistic approach that incorporates various aspects of students' lives, including the use of learning media, has proven to provide a significant positive impact on their spiritual development..

4. CONCLUSION

This study concludes that a holistic approach to spiritual development, implemented through Islamic spiritual organizations and supported by technology-based learning media, significantly enhances students' religious understanding, attitudes, and practices. The integration of mobile applications, e-learning platforms, instructional videos, podcasts, interactive web resources, e-books, and education-focused social media provides flexible and engaging access to Islamic learning. Furthermore, the active involvement of families and communities strengthens students' spiritual experiences. Overall, this holistic and collaborative strategy proves to be an effective model for fostering spiritual education in Islamic-based schools and offers valuable insights for educators and policymakers in designing more innovative and sustainable programs..

5. ACKNOWLEDGE

I would like to express my sincere gratitude to the principal and teachers of Madrasah Aliyah SKB 3 Menteri Bingkat for the opportunity, guidance, and encouragement given during my teaching practice. My thanks also go to the students, whose cooperation greatly supported the learning process. I also acknowledge the valuable insights and diverse perspectives from my fellow researchers, which enriched this study. Finally, I apologize for any shortcomings during my time at the school, and I wish everyone good health and continued enthusiasm in daily activities.

6. REFERENCES

- Anwar, U. (2024) 'PERKEMBANGAN PENDIDIKAN SPIRITUAL PENCAK SILAT PERSAUDARAAN SETIA HATI TERATE DI SURABAYA TAHUN 1981-2000 AVATARA', e-Journal Pendidikan Sejarah, 15(2).
- Astria, D.R. and Rahmah, E.N. (2024) 'Implementasi Ekstrakurikuler Rohani Islam dalam Mengembangkan Sikap Spiritual Siswa', Attractive: Innovative Education Journal, 6(1), pp. 81–97.
- Aziz, Wa., Safi'i, I. and Setiawan, E. (2023) 'Peran Guru Pendidikan Agama Islam Dalam Membentuk Karakter Religius Siswa Melalui Organisasi Rohani Islam (Rohis) Di Smkn 4 Malang', Jurnal Pendidikan Islam, 8(8).
- Fadhilah, A.N. and Surur, S. (2024) 'Implementasi Pendidikan Rohani Dalam Peningkatan Mental Spiritual Santri Di Pondok Pesantren Kalimasada Bangsri Plandaan Jombang', Education, Learning, and Islamic Journal, 6(1), pp. 60–79. Available at: <https://doi.org/10.33752/el-islam.v6i1.6073>.

- Fadli, R. et al. (2023) 'Peningkatan Konsep Keagamaan Siswa Melalui Integrasi Pai Dengan Kegiatan Rohis Di Sekolah', Adiba: Journal of Education, 3(3), pp. 433–441.
- Fitriyani, Ulfa, S.W. and Adlini, M.N. (2023) 'Analisis Pelaksanaan Praktikum Biologi Dan Permasalahannya Di SMAS Muhammadiyah 9 Kualuh Hulu', Jurnal Pendidikan Dan Ilmu Sosial, 1(04).
- Indriyani, E.N. (2022) 'Profesionalitas Guru Pai Dalam Menumbuh Kembangkan Kecerdasan Spiritual Peserta Didik Di Era Merdeka Belajar Di Sd Negeri 086/X Harapan Makmur', Jurnal Pendidikan Guru, 3(2), pp. 55–65. Available at: <https://doi.org/10.47783/jurpendigu.v3i2.336>.
- Mazid, S. et al. (2021) 'Peran Penyuluh Agama Islam Dalam Pelayanan Pembangunan Mental Spiritual Masyarakat di Era Pandemi Covid 19', Journal of Public Administration and Local Governance, 5(1), pp. 76–89. Available at: <https://doi.org/10.31002/jpalg.v5i1.3859>.
- Mutmainah, H. and Mufid, M. (2018) 'Upaya Guru Pai Dalam Peningkatan Kecerdasan Emosional Dan Spiritual Peserta Didik Di Sman 1 Bojonegoro', At-Tuhfah, 7(1), pp. 80–95. Available at: <https://doi.org/10.36840/jurnalstudikeislan.v7i1.118>.
- Oktavia, L., Saputra, R.E. and Topano, A. (2024) 'Meningkatkan Karakter Mahasiswa Prodi Tadris Ipa Uinfas Bengkulu Melalui Organisasi Ukm-Ki', 5(1), pp. 6–10.
- Sabarudin, M., Ginanjar, M. and Stai, H. (2022) 'Strategi Mengembangkan Kecerdasan Spiritual Melalui Kegiatan Ekstrakurikuler Rohani Islam (Rohis) Tingkat SMA', Cendekia Muda Islam Jurnal Ilmiah, 2(2), pp. 355–30.
- Sancoko, H. et al. (2023) 'Model Manajemen Strategi Pembinaan Mental Spiritual Militer', Jurnal Pendidikan Islam, 12(2), pp. 2043–2058. Available at: <https://doi.org/10.30868/ei.v12i02.4221>.
- Saputra, A. and Darraz, M.A. (2024) 'Efektivitas Kegiatan Ekstrakurikuler Rohani Islam terhadap Karakter Islami Peserta Didik SMAN 43 Jakarta', JIIP - Jurnal Ilmiah Ilmu Pendidikan, 7(5), pp. 4856–4862. Available at: <https://doi.org/10.54371/jiip.v7i5.4467>.
- Shalahuddin, S., Rusmini, R. and Wulandari, N.P. (2024) 'Implementasi Kegiatan Ekstrakurikuler Keagamaan dalam Meningkatkan Kecerdasan Spiritual Siswa di Sekolah Menengah Atas Negeri 6 Tebo Provinsi Jambi', Jurnal Pendidikan Tambusai, 8(1 SE-Articles of Research), pp. 15266–15284.
- Shofiyah, N.A. (2022) 'Pendidikan Agama Islam dalam Pembinaan Mental Spiritual pada Anak Berkebutuhan Khusus Nilna', Jurnal Pendidikan dan Konseling, 4, pp. 1349–1358.
- Yusanto, Y. (2020) 'Ragam pendekatan penelitian kualitatif. Journal of scientific communication (jsc), 1(1).', Journal of Scientific Communication (Jsc), 1(1), pp. 1–13..