ISLAMIC LEARNING MANAGEMENT IN FOSTERING THE VALUE OF SPIRITUALITY IN INTEGRATED ISLAMIC ELEMENTARY SCHOOL BINA ANAK MUSLIM SINGKAWANG

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Abstract

The purpose of this study is to analyze how the management of the development of the Islamic Religious Education system at SDIT Bina Anak Muslim Singkawang in fostering students' spiritual values. Most existing studies focus more on the effectiveness of Islamic learning methods without linking them in depth with the educational management strategies applied. This research uses a descriptive qualitative approach with a field study method. Data were collected through observation, in-depth interviews, interviews, and other supporting documents related to how the management of Islamic Education system development at SDIT Bina Anak Muslim Singkawang in fostering students' spiritual values. In this study, the primary data sources are the Principal, Islamic Religious Education Teacher, Parents of students. Written data sources can be divided into sources from books and scientific magazines, data sources and archives, documents. The results showed that development management in Islamic learning qualifications at SD. SDIT BIAM Singkawang to foster students' spiritual values is done with various learning strategies. There are several strategies applied by teachers to improve students' spiritual values at SDIT BIAM Singkawang, including getting students used to saying greetings to others and practicing by shaking hands, applying a disciplined attitude towards students, fostering a love of knowledge towards students, getting students to obey the rules that apply at school, getting students used to being friendly to others, getting students to always live healthy, applying good manners to students, fostering a caring attitude towards the environment, building a sense of responsibility towards students and fostering self-confidence in students.

Keywords: *Management; Islamic Learning; Spirituality Value; SDIT Bina Anak Muslim Singkawang*

A. Introduction

Spiritual intelligence is very important to be formed in students, because to create humans who believe and fear God Almighty and have noble character requires sufficient spiritual intelligence, so that later students can balance between their spiritual and physical needs. According to Sulaeman Jaja, spiritual intelligence is the ability to give meaning to worship to every behavior and activity through steps and thoughts that are fitrah with principles only to Allah (Jaja Sulaeman et al., 2023) . The moral values taught in Islam must be able to color the behavior of human life, because Islam does not teach moral values only as a theory that is not reached by reality. These applicative values can be found by anyone who pursues Islamic teachings or moral education taught in Islam (Hidayatullah & Iqbal, 2024) .

The development of moral education values as well as habituation must be started early and planned as well as possible to lay the foundation and foundation of character education (moral) in students. In addition, educators must realize that students really need habituation and modeling as well as exercises that are tailored to the development of their souls. To produce good *output* in fostering students' morals, it is necessary to manage the development of Islamic religious education in the learning process at school (Firmansyah & Sitika, n.d.)

Islamic learning management is a process of planning, organizing, implementing, and evaluating in teaching and learning activities that aim to improve understanding, practice, and internalization of Islamic values in students' lives. This management not only focuses on academic aspects, but also forms students' spiritual, moral, and social character based on Islamic teachings (Arifin, 2022) . Meanwhile, (Maulana, 2020) explains that this management not only includes academic aspects such as teaching Islamic religious material in the classroom, but also forms a learning environment conducive to students' spiritual, moral, and social development. In its implementation, Islamic learning management involves various elements such as curriculum, teaching methods, teachers as facilitators, as well as worship habituation activities and Islamic character in the school environment. If management is related to Islamic education, it can be interpreted as a system of managing, organizing, or regulating Islamic educational institutions to achieve the goals of Islamic education itself. As (Khadavi et al., 2023) defines Islamic education management as a system of managing Islamic education institutions based on Islamic values by managing educational resources and other matters related to it effectively and efficiently in order to achieve the goals of Islamic education. Thus, the management of Islamic educational institutions intends to implement Islamic values in the management process specifically in Islamic educational institutions, for example in Islamic boarding schools, madrasah, and Islamic universities. In the management process, special strategies are used to achieve the goals of Islamic education by utilizing interrelated teaching resources and materials to be effective and efficient. Education management has a very important role in the formation of

students' spiritual values, because through good planning, organizing, implementing, and evaluating, education can be directed to not only transfer knowledge but also shape the character and spirituality of students.

In the context of Islamic education, effective education management can ensure that the learning process of Islamic religion is not only cognitive, but also able to touch the affective and psychomotor aspects of students (Puspitasari, n.d.) . Good curriculum planning will integrate religious learning with real practices in daily life, such as worship habituation, moral formation, and strengthening spiritual awareness through religious activities at school. In addition, good organization in education management allows for a system that supports students' spiritual development, such as a conducive school environment, the involvement of teachers as role models, and extracurricular activities based on Islamic values. Effective learning implementation also contributes to the formation of spiritual values through interactive, reflective, and experience-based teaching methods, so that students not only understand religious teachings in theory but are also able to internalize them in their lives (Ilyasin, 2020) .

Evaluation in education management serves to assess the extent to which spiritual values have developed in students. This evaluation does not only focus on academic achievements in Islamic religious subjects, but also on changes in students' attitudes, habits and behavior in everyday life. Thus, good education management will create a learning environment that supports the development of student spirituality in a sustainable manner (Hadi, 2020) . According to (Fatimah & Sumarni, 2024) the process of learning religion becomes a major problem when it is only oriented towards knowledge and memorization which does not have an impact on the attitudes and behavior of students. Theoretically, moral education basically starts from the urgency of morals in life. The science of morals will make a person more aware of his actions. Understand and understand perfectly the benefits of doing good and the dangers of doing wrong. Studying morals can make a good person. Then it can fight in the way of Allah, nation and state. Have noble character and avoid despicable and dangerous traits. The most important goal for moral education in Islam in addition to guiding mankind with the principles of truth and a straight path for the realization of happiness in the world and the hereafter (Ghufron et al., 2023) . Islam's attention to morals can also be seen in Islam's attention to the development of the soul which must take precedence over physical development, because it is from this good soul that good deeds will be born which in the next stage will make it easier to produce goodness and happiness in all human life physically and mentally (Putra & Hafiz, 2024) . Moral habituation is carried out by familiarizing children from childhood and also the example of parents in the household. Therefore, children need to be familiarized through religious exercises related to morals besides being given teachings and explanations about morals.

Learners will not only be formed spiritually, but also academically. However, so far the learning process in educational institutions still has many shortcomings, namely the

most important thing in religious learning is problem solving that is oriented to the past. That is, religious learning always leads to religion by definition, not to religious education (Ilmi & Rofiah, 2018) .

To produce students who are able to instill spiritual values, teachers should make plans in learning management effectively and efficiently. Learning is essentially an effort to teach students and learning design is the structuring of these efforts so that learning behavior appears. In organized conditions, clear learning objectives and content, optimal learning strategies, will greatly facilitate learning. Planning is the beginning of all rational processes, and contains optimism based on the belief that it will be able to overcome various kinds of problems (Andri et al., 2024) . Interesting and fun learning activities in educational management for students can be done through learning the art of singing Islamic songs. Islamic song learning delivered by the teacher will also not be separated from the delivery of religious values in it. Through the lyrics in the Islamic song, it is hoped that the songwriter can convey an Islamic message with an expression of everything that is based on various phenomena that occur in the environment around children in the perspective of Islam. So it is not only song lyrics with beautiful words, but also in its delivery will represent the reality or events that the songwriter sees and feels in real terms. One of the realities that exist today and that attracts attention is the phenomenon of religious, or Islamic songs in the development of children's religious intelligence (Yusuf, 2022) .

This is also the case in the Integrated Islamic Elementary School of Bina Anak Muslim Singkawang, which allows the development of integrated-based Islamic learning management, or integrative. The main target of Bina Anak Muslim Singkawang Integrated Islamic Elementary School is that Muslim children or students at least have memorized at least 1 juzz. The memorization method with a nurturing model from the teacher to the students. Bina Anak Muslim Singkawang Integrated Islamic Elementary School is a school that does not have a canteen, because students or students are required to bring free breakfast and lunch covered by the school

Education management at Bina Anak Muslim Singkawang Integrated Islamic Elementary School (SDIT) has a strategic role in shaping students' spiritual values through a holistic learning management system. As an integrated Islamic-based school, SDIT Bina Anak Muslim not only focuses on academic achievement, but also instills spiritual values in every aspect of education. The relationship between educational management and the formation of students' spiritual values in this school can be analyzed through the four main functions of management: planning, organizing, implementing, and evaluating. Some of the achievements of Bina Anak Muslim Singkawang Integrated Islamic Elementary School are in 2012-2013 getting the second rank in the city of Singkawang at the elementary / equivalent school level, then winning the memorization and general science competitions. In 2018-2019, they won the overall champion of Singkawang City in UAS and UAN. Uniquely, achievements lasting up to 3 consecutive years will send teachers home as a

reward from the foundation. Some of these achievements motivate teachers to continue to increase the potential of students at Bina Anak Muslim Singkawang Integrated Islamic Elementary School.

Learning management at SDIT Bina Anak Muslim Singkawang is designed to instill the value of student spirituality through a systematic approach in planning, organizing, implementing, and evaluating. In planning, the curriculum integrates Islamic religious learning with daily practices such as congregational prayer and Qur'an recitation, ensuring that spiritual values are not only taught but also applied. In organizing, the role of teachers and the learning environment are conditioned to support the formation of student spirituality, for example through exemplary teacher models and Islamic value-based extracurricular activities. The implementation of learning emphasizes applicative methods such as tadabbur Al-Qur'an, storytelling of prophet stories, and worship simulations, so that students not only understand religious teachings theoretically but also internalize them in their daily lives. In evaluation, the school not only measures the cognitive aspects of Islamic learning but also the spiritual development of students through behavioral observation, spiritual journals, and self-reflection. This approach makes learning management at SDIT Bina Anak Muslim a system that is not only academically oriented, but also plays a role in shaping students' spiritual character in a sustainable manner. Efforts to develop this learning system management become more meaningful if done further. Learning management at Bina Anak Muslim Singkawang Integrated Islamic Elementary School has aspects that are not yet in line with the integrative learning system, such as its main vision of "forming a personality with Islamic faith, morals, and character with global insight based on al-Qur'an and Sunnah".

Islamic learning management in fostering the value of spirituality in Integrated Islamic Elementary Schools still has a number of gaps that have not been widely studied. One of the main gaps is the lack of studies that specifically discuss how learning management in SDIT, especially in Singkawang, can play a role in systematically instilling the value of student spirituality. Most of the existing studies focus more on the effectiveness of Islamic learning methods without linking them in depth with the educational management strategies applied. In addition, the context of Singkawang's multicultural environment has also not been much of a concern in related research. The city has a distinctive ethnic and religious diversity, so it is important to explore how integrated Islamic schools can manage Islamic religious learning to remain relevant to a diverse social context. This opens up opportunities for more in-depth research on how the value of spirituality can grow in a heterogeneous environment without overriding the value of tolerance and social harmony.

The unique contribution of this research lies in the development of an Islamic learning management model that is not only oriented towards academic achievement, but also specifically designed to build students' spiritual dimension. By examining the

managerial strategies applied by teachers and principals in Islamic learning, this research can provide new insights into how aspects of planning, organizing, implementing, and evaluating learning can be optimized to shape students' spiritual character. In addition, this research also has the potential to provide concrete recommendations for integrated Islamic schools in implementing more effective and contextualized Islamic learning management. By understanding how the elements of learning management can contribute to the development of students' spirituality, this research will be an important reference in the field of Islamic education management, especially in the context of basic education.

The results of the initial interview became the researcher's interest to further specialize the research on the learning management process and development system of the Integrated Islamic Elementary School Bina Anak Muslim Singkawang. This research in the exploration stage looks more at the Islamic learning process, then discusses the learning development system. After that the researcher also sees what are the inhibiting and supporting factors for the development management of Islamic learning qualifications, so that from here it can be seen the effectiveness of the integration paradigm in the process and system of Islamic learning. The exploration process in this study will focus on how the management of Islamic learning at SDIT Bina Anak Muslim Singkawang is applied to foster the value of student spirituality. This exploration includes planning, organizing, implementing, and evaluating in learning management, with the aim of understanding the extent to which the strategies used are able to effectively shape students' spiritual character. By exploring these various aspects, this research aims to provide deeper insights into how learning management at SDIT Bina Anak Muslim Singkawang can be optimized to effectively instill the value of spirituality in students.

B. Method

The type of research used in this research is qualitative research, which is a research procedure that produces descriptive data in the form of written or spoken words from the people and actors observed, directed from a whole individual background without isolating individuals and organizations in variables but viewing them as part of a whole. Qualitative research is also often called ethnographic methods, phenomenological methods, or impressionistic methods. This research includes field research, which is research that aims to study intensively the background of the current situation and environmental interactions of a social unit, whether individuals, groups, institutions, or communities (Creswell et al., 2015) . The qualitative research method was chosen because this approach is more able to explore in depth how Islamic learning management is applied in fostering the value of student spirituality at SDIT Bina Anak Muslim Singkawang. The value of spirituality is not just something that can be measured by numbers, but rather the understanding, experience, and meaning felt by students, teachers, and the school environment. This approach allows exploration of the learning management process holistically, from planning, organizing,

implementing, to evaluating. By using interviews, observation and documentation analysis, this research can capture the reality in the field in a richer and more contextual way compared to quantitative approaches that focus more on numerical data and generalization.

In this research, the primary data source is the Head of Integrated Islamic Elementary School Bina Anak Muslim Singkawang, Islamic Religious Education Teacher, Parents of students of Integrated Islamic Elementary School Bina Anak Muslim Singkawang. Written data sources can be divided into sources from books and scientific magazines, data sources and archives, documents which include: the organizational structure of the Integrated Islamic Elementary School Bina Anak Muslim Singkawang. In terms of collecting this data, the author goes directly to the object of research to get valid data, so researchers use observation, interviews, and documentation methods. This research uses content analysis. can also use an interactive data analysis model according to Miles and Huberman, with the stages of data reduction, data display, conclusion drawing and data verification (Hidayat & Purwokerto, 2019) . Data validity in this study was determined using credibility criteria. To obtain relevant data, the researcher checks the validity of the research data by means of extended observation, observation persistence, and triangulation.

C. Finding and Discussion
1. Finding

School is a place where teaching and learning activities take place, in this case teaching and learning cannot only be interpreted as an activity of transferring knowledge from teachers to students while in the classroom. Various activities in the school environment such as getting used to living discipline, responsibility, noble character and so on are habits that must be fostered and developed in the daily school environment (Kurnaengsih et al., 2024) . As far as the observations that the researchers witnessed while conducting observations at the research location, SD BIAM Singkawang has played a role in shaping the character and behavior of students. However, it does not rule out the possibility of obstacles encountered in the school program that is being implemented. For this reason, it is necessary to have a mature planning program that must be prepared by educational institutions, so that institutions have a reference or guideline when implementing the program. In the management of the planning stage of the implementation of Islamic Religious Education values in shaping the character of students, researchers dig up information to the parties concerned, namely by directly interviewing the principal, PAI subject teachers and parents of students, SDIT BIAM Singkawang.

2. Discussion

The implementation of Islamic learning strategies at SDIT Bina Anak Muslim Singkawang, there are various challenges and obstacles that need to be considered so that learning management can run optimally in fostering the value of student spirituality. One of the main challenges is consistency in implementing spirituality-based learning (Rahma et

al., 2024) . Although schools have integrated Islamic values into the curriculum and daily activities, there is still a possibility that students have difficulty in internalizing these teachings outside the school environment. The diverse family and community environment in Singkawang can affect the continuity of students' spiritual character formation, especially if at home they do not receive religious guidance that is in line with learning at school. In addition, teacher competence in applying effective learning methods is also a crucial aspect (Yuliana, 2024) . Not all teachers have the same skills in teaching religion with an approach that inspires and builds students' spiritual awareness. Some teachers may still rely on conventional lecture methods that are less interactive, so students do not really experience a learning process that encourages them to understand and feel spiritual values deeply.

From the description of the interview results above about PAI lesson planning management and PAI teachers' efforts to foster spiritual values in students, it can be described as follows:

a. Be A Role Model For Students

Islamic religious education teachers at Bina Muslim Elementary School (BIAM), not only act as teachers, but also become educators who will be emulated by their students, by trying to instill in them the values of goodness, such as ethics in behavior, speech, and in dress, as well as other good things. Muhammad Hanan as an Islamic religion teacher said that in the process of fostering the value of goodness for students at Bina Muslim Elementary School (BIAM) requires patience, sincerity, and keistiqomahan in guiding and fostering them to become a good young generation. Because teachers are said to be successful when they can form a better personality in students. The learning process in fostering spiritual values at SD BIAM Singkawang must also be based on the sequence in the implementation of the independent curriculum. Being a role model in positive habituation can have an impact on increasing students' spiritual values, especially PAI learning. According to Dahirin and Rusmin, education is a process carried out at educational institutions to make students acquire knowledge, develop skills and change attitudes. A person's character has essentially merged with his personality and is reflected in his behavior in everyday life. Based on the results of the interviews above, it can be concluded that the teaching module has changed from the lesson plan to the Teaching Module. So the teaching module is one form of learning tool used in education so that learning becomes organized. RPP, especially in the previous curriculum, has differences with the teaching modules used in this independent curriculum. Where the teaching modules used in the independent curriculum have more complete components than the previous curriculum lesson plans. The teaching module not only provides learning steps, but also includes an assessment plan and the tools needed to undergo organized learning. Learning is not only about theory, but must be practical about the daily life experienced by students, such as the positive habit of saying greetings when leaving and coming from school and other habits.

b. Guiding in Early Learning Activities fosters Students' Spiritual Values

The change in curriculum from the original learning that implemented the 2013 Curriculum to the Merdeka Belajar curriculum encourages teachers to learn more and have to teach as creatively as possible. One of them is by making a flow of learning objectives. The flow of learning objectives is a plan for learning activities that is compiled and developed in detail from certain materials or topics related to learning outcomes. In the Merdeka Curriculum, teachers have greater freedom in determining lesson planning. This freedom allows teachers to tailor learning to the unique needs and characteristics of each student in the classroom.

Based on the results of observations, every lesson will begin the PAI teacher will prepare some equipment/media that will be used in accordance with the material to be taught. For example, when the material is about the story of the prophet, PAI teachers will prepare projectors, sound systems, plugs and laptops. Furthermore, when the material about the pillars of faith, PAI teachers provide printed paper that reads the pillars of faith, then when the material about the Qur'an, PAI teachers will use the holy Qur'an directly, then when the material about hijaiyah letters the teacher will provide cards that read Hijaiyah letters, posters of hijaiyyah letters and *puzzles of hijaiyyah* letters.

Before entering the learning material, PAI and Budi Pekerti teachers first start the learning process by greeting, introducing the independent curriculum to students, taking attendance and inviting students to tadarus Al-Qur'an for about 5 minutes. Then the PAI and Budi Pekerti teachers convey the learning objectives to be achieved, make apperception, then utilize the results of the initial non-cognitive diagnostic test conducted by the BK teacher to determine student readiness and utilize the initial cognitive diagnostic test of students' understanding of the literacy test. Furthermore, PAI and Budi Pekerti teachers hold a kind of quiz/game to find out the initial ability of the material that has not been delivered.

c. Invite Learners To Emulate The Great Stories Of Islamic Figures

Telling exemplary stories of Islamic figures in a simple manner according to the ability of elementary school students is an effort to foster the spiritual value (value of goodness) of students. As Muhammad Hanan has said that, by taking lessons from the life journey of a role model, for example, the story of the Khulafa Rasyidin figures, the wisdom of the Isra' Mi'raj journey of the Prophet Muhammad SAW, and so on. This is done in an effort to instill good values in them. Mr. Muhammad Hanan said that, the activity of telling about Islamic figures with the aim, so that students can know more about Islamic warriors and emulate the good behavior of these Islamic figures in their daily lives, and contain very high religious values for Muslims.

d. Lead Learners To Discuss Various Issues With A Spiritual Perspective

Discussion activities are a way of educating to convey learning materials in groups, by inviting students to discuss it is expected to stimulate students to think or issue their arguments or problems that must be solved. Muhammad Hanan explained that, the approach through this discussion method, in addition to providing an explanation and

understanding of them, about traditional things that still exist in their environment, with activities like this it will make it easier for students to ask questions or pour out their thoughts and get an explanation of the phenomena they see, whether it is said to deviate or not from the beliefs of religious teachings. This discussion method is very useful for students to involve active interaction between students and allows them to participate in learning by sharing their ideas, views and understanding. Discussion allows students to play an active role in building knowledge, deepening understanding, and developing critical thinking skills. The application of the discussion method in learning Islamic Religious Education at SD BIAM Singkawang aims to increase students' enthusiasm for learning in the subject.

From the observations made that, discussion activities were carried out by Islamic religious education teachers with students at Bina Muslim Elementary School (BIAM). Learners are given to ask directly about the theme of the discussion, and the teacher will encourage others to be more active in activities and want to listen to explanations from the teacher, so that what is conveyed can be understood and understood.

e. Invite Learners To Visit Disaster-Affected Places And Social Activities

To instill Islamic values in students, teachers at Bina Muslim Elementary School (BIAM); carry out activities to visit places affected by disasters, diseases, both experienced by teachers and students, it is hoped that they will open their hearts to always care and at the same time strengthen a sense of brotherhood towards others. The lessons that can be taken behind the incident, it is hoped that they will become human beings who are good at being grateful for all the blessings given by Allah SWT, and at the same time learning for us as servants to be more obedient and obedient to him. Based on data from the results of observations made that the visit was indeed carried out at Bina Muslim Elementary School (BIAM); with the intention that they can interpret and remain in gratitude for all the gifts they get, so that later they are stronger in facing problems that can come at any time.

f. Involve Learners In Religious and Social Activities

Including students in activities, especially in religious activities, is a positive value for students. One of the students said that, in every activity in this madrasah, the overall participation of all students is involved, both in terms of the committee and the participants. The teacher acts only as a guide and director in preparing event equipment. Through the process of social interaction a child will gain knowledge, values, attitudes and important behaviors needed in his participation in society in the future 576 Most human learning efforts occur through *imitation* and presentation of behavioral examples (*modeling*). In this case students can develop social attitudes/skills through witnessing how a person or group of people react or respond to a certain stimulus. Students can learn responses by observing the modeled behavior of others, such as teachers and parents.

g. Invite students to *Tadabbur* Alam

One of the approaches used by Islamic religious education teachers to foster the value of goodness and spiritual intelligence of students is that they are invited to see the beauty of nature, with the hope that they can understand the creation of nature and everything in

it, with this natural *tadabbur* they should be expected to always be grateful for the favors and gifts entrusted to them. According to Mrs. Murti (Akidah Akhlak teacher), they will be given a broader picture of the signs of God's power, with this it is hoped that they will realize and understand their function and role as caliphs on this earth, they should be grateful for everything, and be enthusiastic in carrying out all His commands. Mawarni S.Pd.I (Kepebimbing Keputrian) 578 said that, besides they learn in the classroom, every now and then they are invited to enjoy the beauty of nature, in order to gain additional knowledge, and can feel the beauty of all of Allah SWT's creations in the form of mountain stands with green trees, vast expanses of rice fields and others. Mawarni, S.Pd.I also stated that this activity is one of the supervisor's strategies so that students are more interested in participating in these activities. Besides they learn in an open space, so that it makes them not easily bored in participating in these activities. The principal also supports this extracurricular activity, according to him, something like this is a good and creative way. This activity is also a program carried out by Islamic education teachers in teaching their students outside of school hours, this activity will make them enthusiastic in participating in this activity.

Basically, any learning model is expected to facilitate teachers and students in achieving Islamic learning objectives, especially at the elementary school level. Syafe'i argues that the learning objectives of Islamic Religious Education have a distinctive feature, namely the integration between the life of the world and the hereafter, so that in formulating Islamic Religious Education learning planning should not be the same as other subjects. In the learning process of Islamic Religious Education, teachers must be skillful, creative and innovative in developing materials, methods, and learning models.

h. Form a Madrasah Qasidah Burdah Team

Muhammad Hanan explained that students will better accept and understand advice about all of Allah SWT's creations, adab to parents and teachers, love for each other, and so on through sya'ir burdah or Islamic songs. From these songs, teachers or parents can explain the meaning contained in the songs they hear. The principal also revealed that, the formation of the Qasidah burdah team was initially to develop the artistic talents of the students and to fill religious activities at Bina Muslim Elementary School (BIAM), with the passage of time the school's qasidah burdah team was then widely used by slowly being able to be displayed by the village and hamlet governments to enliven the activities of Islamic holidays and compensation for orphans, so from the school began planning for the continuity of qasidah burdah madrassa must continue to be fostered, guided, and the responsibility will be charged to the supervising teacher, and religious chairman.

E. Conclusion

The Islamic Education (PAI) learning management at SDIT BIAM Singkawang integrates five main character values, namely religious, nationalist, independent, mutual cooperation, and integrity. Religious values are the main foundation with the habituation of

worship, such as congregational prayer, reading the Koran, and praying, which shapes students' spiritual awareness. Nationalist values are instilled through respect for state symbols and the cultural diversity of Indonesia, so that students have national awareness without abandoning their Islamic identity. The value of independence is taught through the practice of worship independently and responsibility for religious duties. The value of mutual cooperation is practiced through community service, almsgiving, social action, and religious activities that strengthen social awareness and togetherness. The value of integrity is emphasized through honesty in exams, discipline in worship, and consistency in applying religious teachings. The strategy of integrating these values is implemented through three stages of learning, namely planning (analysis of teaching materials, preparation of syllabus and lesson plans, and modification of materials), implementation (class management, advice, exemplary behavior, thematic learning methods), and evaluation (points book, attitude journal, parental monitoring, and learning outcomes report). In addition, teachers implement additional strategies to strengthen students' spiritual values, including practicing greetings, discipline, love of knowledge, obeying rules, being friendly, living a healthy life, good manners, caring for the environment, responsibility, and confidence.

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