

## SPIRITUAL INTELLIGENCE THROUGH DUHA AND OBLIGATORY PRAYERS IN FOURTH-GRADE STUDENTS

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**ABSTRACT** This study aims to (1) describe spiritual intelligence through congregational Duha and obligatory prayers among fourth-grade students at SDIT Muhammadiyah Al-Kautsar, (2) identify obstacles to spiritual intelligence development through these prayer activities, and (3) propose solutions to overcome these obstacles. The research employs a qualitative phenomenological approach, using observation, interviews, and documentation as data collection methods. Data validity is ensured through source and technique triangulation, while data analysis is conducted interactively through data reduction, display, and conclusion drawing. The findings reveal that (1) fourth-grade students exhibit spiritual intelligence characterized by (a) sociability and active engagement, (b) high self-awareness, (c) problem-solving abilities, (d) a life quality rooted in positive values, (e) an aversion to harming others, and (f) frequent inquisitive questioning to teachers and parents. (2) Barriers to spiritual intelligence include (a) a lack of parental reinforcement at home despite teacher guidance at school and (b) some students not reciting prayers and hadith before performing Duha and obligatory prayers. (3) Solutions to these barriers include (a) organizing parent-teacher meetings to ensure parental involvement in reinforcing religious practices and (b) teachers encouraging students by participating in the recitation of prayers and hadith together with them

**Keywords:** *spiritual intelligence, congregational prayer, Duha prayer, obligatory prayer*

### INTRODUCTION

Spiritual intelligence is an essential component of holistic education, helping students develop moral integrity, emotional balance, and a deeper understanding of their purpose in life (Salimah et al., 2023; Fanani & Salahuddin, 2024; Mulyana, 2024; Sahroni et al., 2024). It integrates religious principles with daily practices, fostering a sense of responsibility and discipline among students (Haryanto et al., 2023; Rambe & Lubis, 2023; Nurhayati, 2023; Abadiyah & Hidayah, 2024; Raharjo, 2024; Muthi, 2025). According to Agustian (2007), spiritual intelligence is the ability to provide spiritual meaning to thoughts, behaviors, and activities while aligning intelligence quotient (IQ), emotional quotient (EQ), and spiritual quotient (SQ) cohesively.

At SDIT Muhammadiyah Al-Kautsar, students are encouraged to cultivate spiritual intelligence through daily congregational Duha and obligatory prayers. These practices are integrated into the school's curriculum to instill discipline, self-awareness, and a strong connection to religious teachings. Despite this structured program, there is still a gap in implementation outside the school environment, where students may not continue these practices at home or within their communities.

Observations indicate that SDIT Muhammadiyah Al-Kautsar implements a sharia-based curriculum aimed at nurturing spiritual intelligence. This approach not only emphasizes religious education but also integrates Islamic values into students' daily lives. The school's mission—"To prepare a generation excellent in faith and piety (IMTAK) and outstanding in science and technology (IPTEK) with Islamic character"—demonstrates its commitment to fostering well-rounded individuals.

This research investigates how spiritual intelligence is cultivated through prayer practices among fourth-grade students at SDIT Muhammadiyah Al-Kautsar, identifies challenges that hinder its development, and proposes effective solutions to address these challenges

## **METHOD**

This study employs a qualitative research approach with a phenomenological design (Nasir et al., 2023), focusing on the spiritual intelligence development of fourth-grade students through congregational Duha and obligatory prayers at SDIT Muhammadiyah Al-Kautsar. The research aims to explore students' experiences, behaviors, and perceptions related to these religious activities, as well as the challenges they face and potential solutions.

The research subjects consist of Islamic education teachers, homeroom teachers, parents, and fourth-grade students. These participants were selected through purposive sampling to ensure that the study captures relevant perspectives on spiritual intelligence development in an educational setting. Data were collected through three primary methods: observation, interviews, and documentation. Observations were conducted during prayer activities to examine students' engagement, discipline, and adherence to religious practices. Semi-structured interviews were carried out with teachers, parents, and students to gain deeper insights into their experiences, challenges, and attitudes toward congregational prayers. Additionally, documentation analysis was performed on student records, school reports, and other relevant materials to support the findings.

To ensure the validity and reliability of the data, the study employed source triangulation and technique triangulation. Source triangulation involved comparing information obtained from different participants, including teachers, parents, and students, to validate findings. Technique triangulation entailed cross-verifying data collected through multiple methods—observation, interviews, and documentation—to ensure consistency and credibility.

Data were analyzed using (Miles, Huberman's & Saldana (2014) interactive model, which includes three key stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, simplifying, and organizing the collected data to focus on relevant aspects of spiritual intelligence development. The reduced data were then systematically displayed to facilitate interpretation and pattern recognition. Finally, conclusions were drawn by identifying emerging themes, validating findings with participants, and refining interpretations based on triangulated data sources.

This iterative process ensured a comprehensive and accurate understanding of how congregational Duha and obligatory prayers contribute to students' spiritual intelligence

## **RESULTS AND DISCUSSION**

The results of this study indicate that fourth-grade students at SDIT Muhammadiyah Al-Kautsar exhibit strong spiritual intelligence through their participation in congregational Duha and obligatory prayers. This intelligence is manifested in several key behaviors:

First, students demonstrate sociability and active engagement. They exhibit positive social behavior by greeting teachers, maintaining respectful interactions, and actively participating in discussions. This aligns with the characteristics of spiritually intelligent individuals who engage with their community in meaningful ways (Hendrawan, 2009; Furqani, 2021; Sari, 2023; Jaenudin et al., 2024).

Second, high self-awareness is evident among students. They prioritize performing prayers upon hearing the adhan and often continue their religious engagement by reciting the Quran. This routine establishes a structured and disciplined approach to religious obligations, reinforcing their awareness of personal and spiritual responsibilities. This is in line with the results of research Rosad (2020), that students' spiritual intelligence can be achieved optimally when students participate in the implementation of dhuha prayers

Third, problem-solving abilities are evident in students' everyday interactions. They handle minor difficulties such as uniform misplacement independently and take initiative in addressing classroom challenges. Their ability to assess situations and seek resolutions demonstrates cognitive maturity that is deeply rooted in spiritual intelligence. The results of research by Yudabangsa (2020) also show that by familiarizing themselves with students in carrying out dhuha prayers will make optimal cognitive maturity.

Additionally, students maintain a quality of life that is firmly rooted in positive values. They demonstrate independence by preparing their prayer items without assistance, adhere to a disciplined schedule, and uphold obedience to school regulations. These attributes suggest that spiritual intelligence plays a significant role in fostering self-reliance and ethical decision-making.

Moreover, students exhibit an aversion to harming others, displaying empathy and kindness in their interactions. They avoid behaviors that may cause discomfort to peers, reinforcing their ethical foundation. Their inclination towards questioning and critical thinking further illustrates their spiritual intelligence, as they frequently inquire about religious matters and seek deeper understanding through discussions with teachers and parents. The results of research by Fallo et al. (2025) also showed that the habituation of religious activities can foster empathy and self-awareness.

Despite these promising indicators, several obstacles hinder the optimal development of spiritual intelligence. One primary challenge is the lack of parental reinforcement at home. Although students

receive structured guidance at school, the absence of similar reinforcement in their home environment affects their consistency in practicing prayers. Parental involvement plays a crucial role in sustaining students' religious habits outside of school.

Another notable barrier is the occasional disengagement of students in pre-prayer rituals. Some students do not actively participate in the recitation of prayers and hadith before performing Duha and obligatory prayers. Factors such as lack of concentration or external distractions contribute to this disengagement, affecting the intended purpose of these spiritual practices.

To mitigate these challenges, the study suggests strengthening parent-teacher collaboration. Schools should facilitate regular discussions with parents to emphasize the importance of reinforcing religious values at home. Encouraging parents to model prayer habits and engage in religious activities with their children can further enhance students' spiritual discipline.

Teachers also play a crucial role in addressing student disengagement by adopting interactive approaches. Actively involving students in pre-prayer recitations, providing contextual explanations of prayers and hadith, and employing engaging methods can foster a deeper understanding and appreciation for religious practices. These strategies collectively contribute to a more holistic spiritual intelligence development among students.

## CONCLUSION

The study concludes that fourth-grade students at SDIT Muhammadiyah Al-Kautsar demonstrate strong spiritual intelligence through their adaptability, self-awareness, problem-solving skills, commitment to positive values, empathy, and curiosity. However, challenges such as insufficient parental reinforcement and student disengagement in pre-prayer rituals persist.

To overcome these challenges, schools and families must work together in fostering consistent spiritual habits. Parent-teacher collaboration plays a pivotal role in ensuring that the spiritual guidance imparted at school continues at home. Teachers must also actively engage students in prayer rituals, making the experience more interactive and meaningful. Through these combined efforts, students can develop a well-rounded spiritual intelligence that influences their character and behavior beyond the school environment.

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