

**CONTRIBUTION OF RELIGIOUS TEACHERS IN
DEVELOPMENT SPIRITUAL INTELLIGENCE IN
MUHAMMADIYAH 9 SAMBIREJO HIGH SCHOOL STUDENTS
ACADEMIC YEAR 2022/2023**



Prepared as one of the requirements for completing assignments for the
undergraduate study program in the International Islamic Religious Education
department

By :

**DHIAN RAHMAWATI
G000184105**

**INTERNATIONAL ISLAMIC RELIGIOUS EDUCATION STUDY
PROGRAM
FACULTY OF ISLAMIC RELIGION
MUHAMMADIYAH SURAKARTA UNIVERSITY
2023**

SUPERVISORY CONSENT

Name	Dhian Rahmawati
NIM	G000184105
Faculty	Faculty of Islamic Religious
Study program	Islamic education
Thesis title	CONTRIBUTION OF RELIGIOUS TEACHERS IN THE DEVELOPMENT OF SPIRITUAL INTELLIGENCE IN STUDENTS OF MUHAMMADIYAH 9 SAMBIREJO HIGH SCHOOL, ACADEMIC YEAR 2022/2023

Agree,
Surakarta, 15 November 2023
Mentor


Nurul Latifatul Inayati, S.Pd.I., M.Pd.I.
NIDN. 0613108801

ENDORSEMENT

Thesis Titled : CONTRIBUTION OF RELIGIOUS TEACHERS IN
THE DEVELOPMENT OF SPIRITUAL
INTELLIGENCE IN STUDENTS OF
MUHAMMADIYAH 9 SAMBIREJO HIGH
SCHOOL, ACADEMIC YEAR 2022/2023

Compiler : Dhian Rahmawati

NIM : G000184105

Faculty : Islam

Study program : Islamic Religious Education (PAI)

has been accepted as one of the requirements for obtaining a Bachelor's
degree in Islamic Education (S.Pd.)

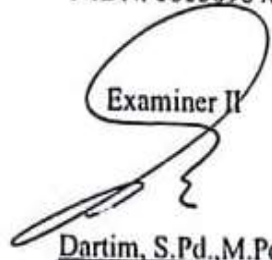
Surakarta, 09 Desember 2023
Dean


Dr. Syamsul Hidayat, M.Ag.
NIDN. 0605096402

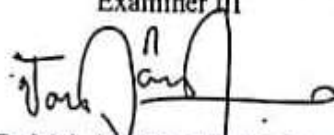
Examiner I


Nurul Latifatul Hidayati, S.Pd.I., M.Pd.I.
NIDN. 0613108801

Examiner II


Dartim, S.Pd., M.Pd.
NIDN. 0625119201

Examiner III


Dr. Muh. Nhr Rochim Maksum
NIDN. 0623049302

STATEMENT OF AUTHENTICITY

The undersigned below :

Name : Dhian Rahmawati

NIM : G000184105

Faculty : Islam

Study program : Islamic education

declares that this thesis manuscript as a whole is the result of his own research/work,
except for certain parts where the source has been referenced

Surakarta, 15 November 2023

I stated.



Dhian Rahmawati
NIM. G000184105

MOTTO

"Turn your brain to seek as much knowledge as possible to find the great secrets contained in this great thing called the world, but put a lamp in your heart, the lamp of the soul's life." - Al-Ghazali

DEDICATION

Praise be to the presence of Allah SWT, because of His abundance of favors, mercy, guidance and guidance, the thesis written by the author can be completed well and smoothly. I dedicate my thesis to complete my final assignment in order to complete my studies and be able to achieve the title of bachelor of international religious education and thank you for the support that has been given from :

1. My mother and brothers and sisters tirelessly provide endless moral and material support as well as the best prayers for their beloved daughter and sister.
2. My extended family is from Mbah Darno Samidi who has provided support and prayers while the writer was studying at Muhammadiyah University of Surakarta.
3. All the lecturers in the Islamic Religious Education Study Program at Muhammadiyah University of Surakarta who have guided, directed, educated and taught me many things while I was in college, from the beginning of the semester to the end of the semester and the preparation of this thesis.
4. The UKM Namlah extended family has provided a lot of competency development for me, especially in the realm of Arabic and has become a forum for maintaining the Arabic language that I have learned.
5. PAI Class of 2018 friends from class A to class I who have supported, helped and encouraged me to be able to write this good thesis, I hope it will be easier for all of you to write your final thesis assignment. Amen..

6. PAI UMS friends from all classes who have colored, supported and helped me to be able to process and progress in all my activities and events, as well as in the preparation of this thesis.

ARABIC-LATIN TRANSLITERATION GUIDELINES

Transliteration is meant as changing letters from one alphabet to another. Arabic-Latin transliteration here is the copying of Arabic letters with Latin letters and their devices.

A. Consonant

Arabic consonant phonemes are denoted by letters in the Arabic writing system. In this transliteration, some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs at the same time.

The following is a list of the Arabic letters in question and their transliteration with Latin words:

Arabic font	Name	Latin words
أ	Alif	A
ب	Ba	B
ت	Ta	T
ث	Ša	š
ج	Jim	J
ح	Ha	ḥ
خ	Kha	Kh
د	Dal	D
ذ	Žal	Ž
ر	Ra	R
ز	Zai	Z
س	Syn	S
ش	Syin	Sy
ص	Šad	š

ض	Ḍad	ḍ
ط	Ṭa	ṭ
ظ	Za	ẓ
ع	`ain	`
غ	Gains	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Meme	M
ن	Nun	N
و	Kite	W
هـ	Ha	H
ء	Hamza	a'
ي	Yes	Y

B. Vocals

Arabic vowels, like Indonesian vowels, consist of single vowels or monophthongs and double vowels or diphthongs.

1. Single Vowel

A single Arabic vowel whose symbol is a sign or harakat, the transliteration is as follows:

Arabic font	Name	Latin letters	Name
َ	Fatah	A	a

ـَ	Kasrah	I	i
ـُ	Dammah	U	u

2. Double Vowels

Arabic double vowels whose symbols are a combination of vowels and letters, the transliteration is in the form of a combination of letters as follows:

Arabic font	Name	Latin letters	Name
يَ...َ	Fathah and yes	Ai	a and i
وُ...َ	Fathah and wau	Au	a and u

Example:

- كَتَبَ kataba
- فَعَلَ fa`ala
- سُئِلَ Suila
- كَيْفَ Kaifa
- حَوْلَ haula

C. Madda

Madda or long vowels whose symbols are in the form of vowels and letters, the transliteration is in the form of letters and signs as follows:

Arabic font	Name	Latin letters
أ...َ ي...َ	Fathah and Alif or Ya	A
ي...ِ	Kasrah and Ya	Ī
و...ُ	Dammah and wau	Ū

Example:

- قَالَ qāla
- رَمَى ramā

- قِيلَ qīla
- يَقُولُ yaqūlu

D. Ta' Marbutah

There are two transliterations for ta' marbutah, namely:

1. Ta' marbutah lives

Ta' marbutah lives or which has the harakat fathah, kasrah, and dammah, the transliteration is "t".

2. Ta' Marbutah died

Ta' marbutah mati or the one with the harakat breadfruit, the transliteration is "h".

3. If the last word ta' marbutah is followed by a word that uses the article al and the two words are read separately, then ta' marbutah is transliterated with "h".

Example:

- رَوْضَةُ الْأَطْفَالِ raudah al-atfāl/raudahtul atfāl
- الْمَدِينَةُ الْمُنَوَّرَةُ al-madīnah al-munawwarah/
al-madīnatu munawwarah
- طَلْحَة talhah

E. Syaddah (Tasydid)

Syaddah or tasydid which in Arabic writing is symbolized by a sign, the syaddah sign or tasydid sign, is transliterated with letters, namely the same letters as the letters marked with the syaddah.

Example:

- نَزَّلَ nazzala
- الْبِرُّ al-birru

F. Articles

The article in the Arabic writing system is symbolized by the letter, namely ال, but in this transliteration the article is differentiated into:

1. Articles followed by the letters syamsiyah

Articles followed by the letter syamsiyah are transliterated according to their sound, namely the letter "l" is replaced with the letter that immediately follows the article.

2. An article followed by the letter qamariyah

Articles followed by qamariyah letters are transliterated according to the rules outlined at the front and according to their sound.

Whether followed by syamsiyah or qamariyah letters, the article is written separately from the word that follows and is connected without a sempang.

Example:

- الرَّجُلُ ar-rajulu
- الْقَلَمُ al-qalamu
- الشَّمْسُ asy-syamsu
- الْجَلالُ al-jalu

G. Hamza

Hamza is transliterated as an apostrophe. However, this only applies to hamzah which is located in the middle and at the end of the word. Meanwhile, the hamza at the beginning of the word is symbolized, because in Arabic writing it is an alif.

Example:

- تَأْخُذُ ta'khužu
- شَيْءٌ syai'un
- النَّوْءُ an-nau'u
- إِنَّ inna

H. Word Writing

Basically, every word, whether files, contents or letters, is written separately. Only certain words which are written in Arabic letters are commonly combined with other words because a letter or character has been omitted, so the writing of these words is also combined with other words that follow them.

Example:

- وَ إِنَّ اللَّهَ فَهُوَ خَيْرُ الرَّازِقِينَ / Wa innallāha lahuwa khair ar-rāziqīn/
Wa innallāha lahuwa khairurrāziqīn
- بِسْمِ اللَّهِ مَجْرَاهَا وَ مُرْسَاهَا / Bismillahi majreha wa mursahā

I. Capital letters

Although in the Arabic writing system capital letters are not recognized, in this transliteration they are used too. The use of capital letters is what applies in EYD, including: capital letters are used to write the initial letters of personal names and the beginning of sentences. If a proper name is preceded by an article, then the first letter of the proper name is written in capital letters, not the first letter of the article.

Example:

- الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ / Alhamdu lillāhi rabbi al-`ālamīn/
Alhamdu lillāhi rabbil `ālamīn
- الرَّحْمَنُ الرَّحِيمُ / Ar-rahmanir rahīm/Ar-rahman ar-rahīm

The use of capital letters for Allah only applies if the Arabic writing is complete and if the writing is combined with other words so that a letter or harakat is omitted, capital letters are not used.

Example:

- اللَّهُ غَفُورٌ رَحِيمٌ / Allaahu gafūrun rahīm
- لِلَّهِ الْأُمُورُ جَمِيعًا / Lillāhi al-amru jamī`an/Lillāhil-amru jamī`an

J. Tajweed

For those who want fluency in reading, this transliteration guide is an inseparable part of Tajwid Science. Therefore, the inauguration of these transliteration guidelines needs to be accompanied by tajwid guidelines.

ABSTRACT

SMAS Muhammadiyah 9 Sambirejo is an Islamic-based school. The aim of establishing SMAS Muhammadiyah 9 Sambirejo is to create an Entrepreneur-based Islamic Education Institution that will give birth to an independent, superior, successful, religious generation. To achieve this goal, the contribution of Islamic religious education teachers at SMAS Muhammadiyah 9 Sambirejo in developing students' spiritual intelligence is very much needed. The Islamic religious education teacher, assisted by all the teachers at SMAS Muhammadiyah 9 Sambirejo, has shown their work. This is proven by the many activities held, both formal and non-formal.

This research aims to describe the teacher's contribution Islamic religious education in developing the spiritual intelligence of SMAS Muhammadiyah 9 Sambirejo students for the 2022/2023 academic year. This research is a type of qualitative research with a descriptive inductive approach which describes theories based on field data. The data collection uses interview, observation and documentation methods.

The results obtained in this research consist of 2 points, namely the contribution of Islamic religious education teachers and the inhibiting and supporting factors for the contribution of Islamic religious education teachers in developing students' spiritual intelligence. The PAI teacher's contribution is Diwali with daily routine activities, namely Dhuha prayers and reading d'a before and after teaching and learning activities, weekly activities such as group study every Sunday morning, monthly activities namely volunteering to teach children from toddlers to underage to read the Koran. Giving compensation to underprivileged people, annual activities such as Islamic boarding school, giving zakat, giving alms by sharing takjil, and making qurban. The inhibiting factors are the lack of motivation from the family environment, from the friendship environment, the supporting factors are adequate school facilities and infrastructure, Islamic religious teachers and other teachers who are united and work together to build a comfortable and fun atmosphere for learning.

Keywords: Contribution, Islamic Religious Education Teacher, Spiritual Intelligence

ABSTRAK

SMAS Muhammadiyah 9 Sambirejo merupakan sekolah yang berbasis keislaman. Tujuan berdirinya SMAS Muhammadiyah 9 Sambirejo yaitu mewujudkan Lembaga Pendidikan Islam berbasis Enterpreneur yang melahirkan generasi Mandiri, Unggul, sukses, Agamis. Untuk mencapai tujuan tersebut, kontribusi guru pendidikan agama Islam di SMAS Muhammadiyah 9 sambirejo dalam mengembangkan kecerdasan spiritual siswa sangat dibutuhkan. Guru pendidikan agama Islam dibantu dengan seluruh guru di SMAS Muhammadiyah 9 Sambirejo telah menunjukkan kiprahnya. Hal tersebut terbukti dengan banyaknya kegiatan yang diselenggarakan, baik formal maupun nonformal.

Penelitian ini bertujuan untuk mendeskripsikan kontribusi guru pendidikan agama Islam dalam pengembangan kecerdasan spiritual siswa SMAS Muhammadiyah 9 Sambirejo Tahun Ajaran 2022/2023. Penelitian ini merupakan jenis penelitian kualitatif dengan pendekatan induktif secara deskriptif yang mana untuk mendeskripsikan teori berdasarkan pada data hasil lapangan. Adapun pengumpulan datanya menggunakan metode wawancara, observasi dan dokumentasi.

Hasil yang didapat dalam penelitian ini terdapat 2 poin, yaitu kontribusi guru pendidikan agama Islam dan faktor penghambat serta pendukung kontribusi guru pendidikan agama Islam dalam mengembangkan kecerdasan spiritual siswa. Kontribusi guru PAI yaitu diawali dengan kegiatan rutin harian yakni sholat Dhuha serta membaca d'a sebelum dan sesudah kegiatan belajar mengajar, kegiatan mingguan seperti kajian bersama setiap minggu pagi, kegiatan bulanan yakni menjadi relawan untuk mengajari anak-anak dari balita sampai usia dibawah umur membaca Al Quran, memberi santunan kepada masyarakat kurang mampu, kegiatan tahunan seperti pesantren kilat, berzakat, bersedekah dengan bagi bagi takjil, dan berqurban. Faktor Penghambat yaitu dari kurangnya motivasi dari lingkungan keluarga, dari lingkungan pertemanan, faktor pendukungnya yaitu sarana dan prasarana dari sekolah yang memadai, guru agama Islam dan guru lainnya yang kompak dan bekerjasama untuk membangun suasana yang nyaman dan asyik dalam belajar.

Kata Kunci : Kontribusi, Guru Pendidikan Agama Islam, Kecerdasan Spiritual

FOREWORD

إِنَّا الْحَمْدَ لِلَّهِ نَحْمَدُهُ وَنَسْتَغْفِرُهُ وَنَعُوذُ بِاللَّهِ مِنْ شُرُورِ
أَنْفُسِنَا وَسَيِّئَاتِ أَعْمَالِنَا مَنْ يَهْدِهِ اللَّهُ فَلَا مُضِلَّ لَهُ وَمَنْ يَضِلَّ فَلَا
هَادِيَ لَهُ

Alhamdulillah Praise be to the presence of Allah SWT who has given many pleasures, be it the pleasures of faith, the pleasures of ihsan, the pleasures of health and the pleasures of opportunity so that the author can complete this thesis with the title "Contribution of Islamic Religious Education Teachers in Developing the spiritual intelligence of Muhammadiyah 9 Sambirejo High School Students for the 2022 Academic Year /2023" as one of the requirements for obtaining a Bachelor of Islamic Education (S.Pd.I) degree in the Islamic Religious Education Study Program, Faculty of Islamic Religion, Muhammadiyah University of Surakarta. Don't forget that blessings and greetings are always poured out on the Great Prophet Muhammad SAW, his family, friends and all Muslims who follow his instructions until the last day.

In preparing this thesis, the author encountered many difficulties and obstacles, but thanks to the support, guidance and direction from various parties, *Alhamdulillah*, the author was able to complete this thesis. Therefore, the author expresses his deepest gratitude to the honorable:

1. Dr. Syamsul Hidayat, M.Ag., as Dean of the Faculty of Islamic Religion, Muhammadiyah University of Surakarta who have given approval to my final assignment in the form of a thesis and provided adequate facilities and infrastructure for the smooth and successful completion of my final post-graduate assignment.

2. Mohammad Zakki Azani, Ph.D., as Head of the Islamic Religious Education Study Program, Faculty of Islamic Religion, Muhammadiyah University of Surakarta and his staff ,which has made it easier for me to complete my post-graduate assignments and provided access to make it easier for me to complete my final assignments quickly..
3. Nurul Latifatul Inayati, S.Pd.I., M.Pd.I., as Secretary of the Islamic Religious Education Study Program, Faculty of Islamic Religion, Muhammadiyah University of Surakarta and as my thesis supervisor who has provided guidance and direction to the author during the process of writing thesis.
4. Dyah Ayu Puspawardani as Principal of SMA Muhammadiyah 9 Sambirejo, who has given permission to the author to carry out thesis research at SMA Muhammadiyah 9 Sambirejo.
5. Muhaimin, S.Pd.I. as a PAI teacher at SMA Muhammadiyah 9 Sambirejo who has helped the author a lot to carry out thesis research at SMA Muhammadiyah 9 Sambirejo, as well as being a resource person for this thesis research.
6. Students and students of class X, XI,
7. All my family who have supported and encouraged me endlessly so that this thesis could be completed.
8. To all my friends who have given a lot of support and given their time to help so that this thesis can be completed.

The author is aware of the shortcomings and imperfections of this thesis, therefore all criticism and suggestions are really needed by the author to make it better and more perfect for the future. And the author has great hopes that this thesis will be useful for all groups and future generations. May Allah SWT reward you with kindness and bestow various blessings and guidance on everyone. Amen.

Surakarta, 15 November 2023

Writer



Dhian Rahmawati
NIM. G000184105

LIST OF CONTENTS

TITLE PAGE	i
MENTOR CONSENT PAGE	ii
ENDORSEMENT PAGE.....	iii
AUTHENTICITY STATEMENT PAGE	iv
MOTTO PAGE	v
DEDICATION PAGE	vi
TRANSLITERATION PAGE	viii
ABSTRACT PAGE	xv
FOREWORD	xvi
LIST OF CONTENTS	xix
LIST OF TABLES	63
LIST OF SCHEMES.....	36
APPENDIX LIST.....	98
 CHAPTER I INTRODUCTION	 23
A. Background of the problem.....	23
B. Formulation of the problem.....	29
C. Benefits of research.....	30
D. Research methods.....	30
1. Types of research.....	30
2. Research Approach.....	31
3. Time and place of research.....	31
4. Data collection technique	31

5. Data Validity Techniques	33
6. Data analysis technique	35
CHAPTER II: LITERATURE REVIEW.....	38
A. Theoretical Framework	38
1. Understanding teacher contribution	38
2. Understanding and concepts of Islamic Religious Education Teachers.....	38
3. Understanding spiritual intelligence.....	44
4. Development of spiritual intelligence.....	47
B. Relevant research.....	53
CHAPTER III: DATA DESCRIPTION	61
A. School Profile, Description and Overview	61
1. School Description.....	61
2. School profile.....	61
3. Muhammadiyah High School Teacher Data 9	62
4. School Vision, Mission and Goals	63
B. Contribution of Islamic religious education teachers in developing students' spiritual intelligence at SMAS Muhammadiyah 9 Sambirejo, Sragen Regency.....	64
C. What factors support and hinder the school's contribution in developing students' spiritual intelligence.....	72
CHAPTER IV: DATA ANALYSIS	77
A. Research Discussion	77
CHAPTER V: CLOSING	84
A. Conclusion	84
B. Suggestion.....	84

BIBLIOGRAPHY	86
ATTACHMENTS	88
CURRICULUM VITAE	122

LIST OF SCHEMES

Figure 1.1	38
------------------	----

LIST OF TABLES

Table 3.1.....	71
----------------	----

APPENDIX LIST

Appendix 1	91
Appendix 2	94
Appendix 3.....	123
Appendix 4.....	124