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Reconstruction of Holistic Islamic Education: Synergy of Spiritual Intelligence and Wasathiyah Values in Madrasah

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Abstract:
Islamic education in madrasas is not only oriented towards the achievement of academic competence, but also has a responsibility in forming students who have spiritual depth, noble morals, and moderate and inclusive religious attitudes. However, strengthening the spiritual dimension and instilling wasathiyah values needs to be developed in an integrated manner so that it does not stop at the mastery of religious knowledge, but is internalized in daily attitudes and behaviors. This article aims to examine the reconstruction of holistic Islamic education through the synergy of spiritual intelligence and wasathiyah values in madrasas. The discussion is carried out through literature review and conceptual analysis of the role of spiritual intelligence, the principles of Islamic moderation, and its integration strategies in madrasah learning and culture. The results of the study show that holistic Islamic education needs to be built through the integration of worship habits, strengthening moral awareness and responsibility, teacher examples, inclusive learning development, and cultivating the values of tolerance, justice, peace, respect for differences, and rejection of extreme attitudes. The synergy of these two dimensions places madrassas not only as a space for religious knowledge transfer, but as an educational ecosystem that forms spiritual awareness as well as moderate social behavior. Therefore, the reconstruction of holistic Islamic education requires the integration of values in the curriculum, educator examples, religious activities, collaboration with the community, and continuous evaluation. This article offers a conceptual framework for the development of Islamic education in madrassas that is oriented towards the formation of students who are religious, have noble character, tolerant, and are able to live harmoniously in diversity.

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INTRODUCTION

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Madrasah Aliyah has a significant role in Islamic education in Indonesia, especially in shaping the character and moderate Islamic values of the younger generation. In an effort to answer the challenges of the changing times, it is necessary to optimize the strengthening of spiritual intelligence and the development of moderate Islamic values within Madrasah Aliyah. This is important considering the role of madrasas as an Islamic educational institution that is a milestone in the formation of Islamic and moral identity for students.

Spiritual intelligence is an important dimension in individual development that involves a deep understanding of spiritual and human values. In Madrasah Aliyah, spiritual intelligence is the main foundation in forming noble character and creating a conducive learning environment. In line with that, the development of moderate Islamic values is the main goal in educating students to understand and internalize Islamic principles that are tolerant, inclusive, and uphold peace. (Yuliani et al., 2024)

In recent years, discussions about moderate Islamic education have increased, especially in the midst of political and social turmoil that is often colored by interreligious tensions and religious-based violence. Therefore, it is important for Madrasah Aliyah to strengthen an educational approach that blends spiritual intelligence and moderate Islamic values as an integral part of the curriculum and extracurricular activities.

Previous research has shown that madrassas can be effective vehicles in promoting tolerance, harmony, and respect for diversity. However, there is still room for further development in terms of the implementation of strategies for strengthening spiritual intelligence and the development of moderate Islamic values in Madrasah Aliyah. In this context, more in-depth and comprehensive research is needed to further understand the challenges and potentials in achieving this goal. (Atmanto & Muzayanah , 2020)

Therefore, this article aims to fill the knowledge gap by investigating various optimal strategies in optimizing the strengthening of spiritual intelligence and the development of moderate Islamic values in Madrasah Aliyah. Through a careful literature review approach and in-depth conceptual analysis, this article will identify the factors that influence the implementation of these strategies, as well as explore their impact on the formation of students' religious character and understanding.

Thus, this article is expected to make a significant contribution to the development of moderate Islamic education in Madrasah Aliyah. The findings and recommendations of this study are expected to serve as a guide for education practitioners, researchers, and policymakers in their efforts to strengthen moderate Islamic education and build a young generation of noble character and character.

In the context of globalization and technological advances, Madrasah Aliyah is also faced with the demands of preparing students to be able to adapt to the rapid changes of the times. Therefore, in addition to strengthening aspects of spirituality and Islamic values, Madrasah Aliyah also needs to provide education that is relevant to the challenges and opportunities that exist in this digital era. In this case, strengthening spiritual intelligence is a strong foundation to form the attitude and character of

students who are resilient and adaptive to various changes. (Amar, 2018; Atmanto & Muzayanah , 2020)

The implementation of strategies to strengthen spiritual intelligence and the development of moderate Islamic values in Madrasah Aliyah is inseparable from the important role of all related parties, including the government, madrasah managers, teachers, students, and the community. Cooperation between all parties is needed to create an educational environment that is conducive and supportive for the spiritual and Islamic development of students. In addition, support and guidance from the education authorities as well as the implementation of supportive policies are also very necessary.

Along with that, continuous evaluation of the implementation of the strategy is also important. This evaluation will help to identify successes, challenges, and areas for improvement in strengthening spiritual intelligence and the development of moderate Islamic values in Madrasah Aliyah. Thus, madrassas can make the necessary improvements and adjustments to achieve the goals of moderate Islamic education effectively and sustainably.

Through this article, it is hoped that a better understanding of the importance of strengthening spiritual intelligence and the development of moderate Islamic values in Madrasah Aliyah will be achieved. The findings and recommendations of this study are expected to provide valuable guidance for all stakeholders in their efforts to advance moderate Islamic education in Madrasah Aliyah. Thus, madrassas can carry out their role as Islamic educational institutions that not only produce academically intelligent students, but also have high spiritual intelligence and moderate Islamic values.

RESEARCH METHOD

he methodology used in this research is based on a qualitative approach, namely research strategies and techniques used to understand society, problems or symptoms in society by collecting as many in-depth facts as possible, data is presented in verbal form, not in the form of numbers. The qualitative approach has natural characteristics as a source of direct, descriptive data, process is more important than results, analysis in qualitative research tends to be carried out by inductive analysis and meaning is essential.

Therefore, this research is a naturalistic research because it is based on the conditions that actually occur in the school environment naturally. The researcher will reveal the results of the research based on what is and will be carried out through the policy of the principal in order to foster and shape the character of the student through the development of the spiritual intelligence of its students.

This research is a case study method that is used intensively, in detail and in depth in describing the development of students' spiritual maturity through the subject of Islamic religious education in Madrasah Aliyah. The main source of words in this study is words and the rest of the actions are additional. The research instruments carried out include observation and online interviews. The data analysis technique used in this study refers to the concept of Milles & Huberman (1992: 20), which is an

interactive model that classifies data analysis in three steps, namely: 1) Data reduction, 2) Data presentation, and 3) Conclusion drawn.

RESULT AND DISCUSSION

1. Spiritual Question (SQ)
    a. Basic Concepts of Spiritual Intelligence

    Spiritual intelligence is an important dimension in the development of the individual that goes beyond the realm of intellectual intelligence. The basic concept of spiritual intelligence involves a deep understanding of the individual's relationship with himself, with others, as well as with something greater than himself, which can be the concept of God, the universe, or some other transcendent force. As stated by Zohar and Marshall (2000), spiritual intelligence is defined as the ability to find meaning and purpose in life, as well as to face challenges and crises with inner calm and moral steadfastness. (The Muflichat Matwaya & Zahro, 2020)

    The basic concept of spiritual intelligence emphasizes that human life is not limited to the physical and intellectual dimensions alone, but also includes spiritual dimensions that affect the way individuals interact with the world around them. In this understanding, spiritual intelligence encompasses the individual's ability to recognize and manage emotions, understand ethical and moral values, and establish meaningful relationships with others and with spiritual power.

    According to the Transpersonal Education Network, the basic concept of spiritual intelligence emphasizes that spiritual intelligence can be honed and developed through self-reflection, meditation, religious or spiritual experiences, as well as through learning from life experiences. Within this framework, the development of spiritual intelligence becomes an integral part of the lifelong learning process, which helps individuals to continue to grow and develop holistically. (Anan, 2018)

    Understanding the basic concepts of spiritual intelligence also involves recognizing the importance of self-awareness and sensitivity to the spiritual dimension in the individual. This includes the ability to recognize the values, beliefs, and motivations underlying individual behavior, as well as the ability to understand the deeper meaning behind life experiences.

    As Emmons points out, the basic concept of spiritual intelligence also includes acceptance of diversity in spiritual beliefs and practices. In a multicultural and multireligious society, it is important to respect and respect differences in the understanding of spirituality and religion, and to create an inclusive and supportive environment for the spiritual growth of individuals.

    By understanding this basic concept of spiritual intelligence, madrassas can design educational programs that combine aspects of spirituality with academic and moral aspects, thus being able to create a learning environment conducive to the holistic growth of students. In this context, madrassas can play the role of

educational institutions that not only produce intellectually intelligent students, but also have strong spiritual depth and the ability to face life's challenges with inner serenity.

b. Foundations of Spiritual Intelligence Development

The development of spiritual intelligence is not only based on specific religious principles or beliefs, but also has a broad juridical and philosophical basis. Juridical basis refers to the legal and regulatory foundations that govern the protection of human rights, freedom of religion, and freedom of thought. Meanwhile, philosophical basis refers to ontological and epistemological concepts of human existence, the meaning of life, and the relationship between individuals and the universe.

According to Aristotle, the ancient Greek philosopher, human beings have the potential to become more than just biological beings. In his work "Nicomachean Ethics", Aristotle highlighted the importance of spiritual wisdom in achieving man's highest goal, which is eudaimonia or true happiness. This view emphasizes that a meaningful life includes not only material success or worldly satisfaction, but also balance and harmony in the dimension of spirituality. (Sidiq & Saputra, 2023)

The medieval Sufi philosopher, Ibn Arabi, presented a similar view in the concept of al-insan al-kamil or the perfect human being. According to him, the attainment of spiritual intelligence allows man to achieve unity with the universe and God. Ibn Arabi emphasized the importance of developing the spiritual dimension on the way to a deeper understanding of the essence of human existence. (Febriana et al., 2022)

From a juridical point of view, the development of spiritual intelligence is supported by internationally recognized human rights principles. Article 18 of the United Nations Universal Declaration of Human Rights states that everyone has the right to choose a religious belief or belief and to worship in accordance with their own beliefs. This principle guarantees the freedom of individuals to explore and develop their spiritual dimensions without interference or oppression from others.

This juridical and philosophical foundation provides a strong framework for the development of spiritual intelligence in diverse societies. By understanding human rights and philosophical principles about human existence, we can appreciate the importance of developing the spiritual dimension in achieving individual and social well-being.

In the context of education, this juridical and philosophical foundation provides legitimacy for the integration of spiritual intelligence in the educational curriculum. Human rights principles emphasize the importance of an education that respects diversity of beliefs and recognizes spiritual values in students' personal development. Thus, education centered on the development of spiritual intelligence can help create an inclusive learning environment oriented towards the holistic growth of the individual.

c. Forms of Spiritual Intelligence

The forms and indicators of spiritual intelligence can vary depending on the perspective of each figure. The following is a description of the forms and indicators of spiritual intelligence according to some prominent figures:

1) Danah Zohar

Form: The Zohar views spiritual intelligence as the ability to seek meaning and purpose in life, as well as to gain wisdom from spiritual experiences. It includes awareness of the spiritual dimension in daily life, the ability to relate to those spiritual dimensions, and openness to transformative experiences.

Indicators: Indicators of spiritual intelligence according to the Zohar include the ability to face life's challenges with calm and inner peace, have an open attitude towards personal growth, as well as the ability to experience moments of enlightenment or profound spiritual experiences. (R. Saputra & Barikah, 2021)

2) Eckhart Tolle

Form: Tolle highlights the importance of spiritual intelligence in freeing oneself from mental and emotional suffering by being fully present in the present moment. The form includes the ability to let go of identification with thoughts and emotions, as well as the ability to experience deep inner peace through awareness of present existence.

Indicators: Indicators of spiritual intelligence according to Tolle are the ability to control thoughts and emotions, the experience of inner peace, and the ability to feel a deep connection with the life around them.

3) Howard Gardner:

Form: Howard Gardner, in his theory of compound intelligence, includes spiritual intelligence as one of several types of intelligence. For Gardner, spiritual intelligence involves a deep understanding of the essential aspects of life, such as miracles, gratitude, and connection to something greater than oneself. It includes the ability to seek deeper meaning and purpose in life, as well as spiritual experiences that enrich the life of the individual.

Indicators: Indicators of spiritual intelligence according to Gardner can include the ability to empathize with and understand the perspectives of others, awareness of the values and moral principles underlying actions, and the ability to reflect deeply on the meaning and purpose of life.

4) Stephen Covey:

Form: Stephen Covey, in his work on self-development such as The 7 Habits of Highly Effective People, emphasizes the importance of spiritual intelligence in achieving holistic balance and success. For Covey, spiritual intelligence encompasses principles such as values-based leadership, honesty, integrity, and social responsibility. It involves developing strong character and a commitment to high moral principles.

Indicators: Indicators of spiritual intelligence according to Covey can include the ability to overcome obstacles and obstacles with calm and inner peace, the ability to make decisions that align with trusted values, as well as a

commitment to contributing to the well-being of others and society as a whole. (Haryanto et al., 2023)

Overall, despite the variations and differences in their views, the forms and indicators of spiritual intelligence according to these figures include a deep understanding of the meaning of life, the moral values underlying action, and a connection to something greater than oneself, as well as a commitment to ethical principles in daily life.

d. Principles of Spiritual Character Development

Here is a complete description of the principles of spiritual intelligence development according to the Danah Zohar:

1) Deep Self-Awareness:

Deep self-awareness is the foundation in the development of spiritual intelligence according to the Danah Zohar. It involves an honest understanding of the self, including the values, beliefs, strengths, and weaknesses that the individual possesses. Deep self-awareness helps a person understand the motivations, goals, and meanings in his or her life, thus allowing for deeper development in connection with the spiritual dimension.

2) Reflection and Contemplation:

The practice of reflection and contemplation is an important step in the development of spiritual intelligence according to the Zohar. Through reflection, one can reflect on life experiences, understand the meaning and purpose of life, and question the beliefs and values underlying actions. Contemplation helps individuals to dive into the spiritual dimension within themselves and stimulate deep personal growth.

3) Spiritual Practice:

The Zohar encourages spiritual practices as a means of opening oneself to deep spiritual experiences. Practices such as meditation, prayer, yoga, or religious rituals can help a person to create space in daily life for connection with the spiritual dimension. These practices also help individuals to find inner peace and increase awareness of spiritual existence.

4) Connection with Something Bigger than Yourself:

The development of spiritual intelligence according to the Zohar involves a deep connection with something greater than oneself. This can be a connection with the transpersonal aspect of oneself, a connection with the universe, or a connection with a spiritual force or entity. Through spiritual experiences and deep practices, individuals can feel the depth of this connection and feel a greater presence than themselves.

5) Reception and Grants:

The principle of open-minded acceptance of all aspects of life, be it joy or suffering, is an important part of the development of spiritual intelligence according to the Zohar. Acceptance paves the way to deep inner peace and allows individuals to experience spiritual well-being. In addition, giving others with joy and generosity is also a way to enrich spiritual experiences and increase connection with the spiritual dimension.

6) Lifelong Learning:

The development of spiritual intelligence is a lifelong process that involves continuous learning. This includes reading spiritual literature, taking courses or seminars, participating in group discussions, and having new experiences that enrich understanding of the self and the spiritual world.

7) Involvement in a Supportive Community:

Zohar encourages engagement in communities that support spiritual growth as a way to deepen spiritual experiences and enhance connections with spiritual dimensions. Through sharing experiences, learning from others, and providing support, individuals can feel the support necessary to develop their spiritual intelligence. (Haryanto et al., 2023)

By practicing these principles consistently and with a firm commitment, one can develop deep spiritual intelligence and improve the quality of their spiritual life.

2. Islam Moderate

a. The Concept of Moderate Islam

As the last religion and universal, Islamic teachings are characterized by wasathiyah. In the book Strategy al-Wasathiyah issued by the Ministry of Waqf and Islamic Religious Affairs of Kuwait, al-wasathiyah is defined as a method of thinking, interaction and behavior based on the attitude of tawâzun (balanced). In responding to the two behavioral states, it is possible to analyze and compare so that an attitude can be found that is in accordance with the conditions and does not contradict the principles of religious teachings and community traditions. According to Muhammad Imarah, the term wasathiyah is one that is often misinterpreted. In his book Al-Mulk.

Islamic school of Islamic versus western terminology explains the term al-wasathiyah in the Islamic sense reflects the character and identity that Muslims must have in thinking and living in the view of its implementation and application. In this sense, a moderate attitude will protect a person from the tendency to fall into excessive attitudes. Prominent scholar Yusuf al-Qardhawi, explained, al-wasathiyah which can also be called tawâzun is an effort to maintain a balance between two opposite or opposite sides of the edge, so that one does not dominate and assert the other. For example, the two opposite sides of spiritualism and materialism, individualism and socialism, realism and idealism and others. Being balanced in responding to it is by giving a fair and proportionate portion to each side/party without exaggerating either because it is too much or too little. Moderation of Islamic teachings is reflected in the following, among others: (Kasdi , 2019)

1) Faith

Theologically, the Islamic monotheistic creed rejects the cult of the Prophet so that it is different from the previous ummah who even fulfilled the prophet, Islam also rejects the insult of the Prophet so that it is different from the previous ummah who even killed the prophet in the field of Islamic sharia determines halal and haram unlike the previous ummah who forbids anything

at will, Islam is also not like one of the previous ummah who legalized anything. The Islamic creed is in line with the nature of humanity, is in the middle between those who submit to superstition and believe in everything even without foundation, and those who deny everything that is metaphysical. In addition to teaching faith to the unseen, Islam teaches humans to prove their invitation rationally.

Say, "Oh my gosh, I'm not going to let you down."

Say: "Show proof of your righteousness if you are a righteous person." (Q. S. al-Baqarah/2: 111).

This is the principle that he always teaches in faith. Islam does not deify the bearers of the treatises from God because they are ordinary human beings who are given revelations, and do not underestimate them, even to the point of killing them, as the Jews do. The word fitrah itself literally means a holy state, and can also mean breaking the fast. Thus, when it is called Eid al-Fitr, it means returning to the holy state as when it was born on earth, and it also means returning to eat and drink during the day, after previously in the month of Ramadan refraining from eating and drinking during the day. In addition, there are also those who interpret that fitrah is the tendency or feeling to acknowledge the existence of a power that controls oneself and the universe, which is hereinafter called God. From this understanding, fitrah is often also interpreted as religious feelings

2) Worship and Islamic Teaching.

Islam obliges its adherents to perform worship in a very limited form and number, for example, praying five times a day, fasting a month a year, and Hajj once in a lifetime, so that there is always communication between humans and their God. In addition, Allah allows humans to work and work to seek Allah's sustenance on earth. The obligation to carry out worship is not many and difficult as well, it does not prevent a person from working to earn a living from Ibadah and Islamic Shiar.

The Messenger of Allaah (peace and blessings of Allaah be upon him) said: "The Messenger of Allaah (peace and blessings of Allaah be upon him) said: "The Messenger of Allaah (peace and blessings of Allaah be upon him) said:

So the Messenger of Allah (peace and blessings of Allaah be upon him) said, "O Messenger of Allaah (peace and blessings of Allaah be upon him)."

"O you who have believed, when you are called upon to perform the Friday prayer, then hasten to the remembrance of Allah and cease to trade. That is better for you if you know. When the prayer has been performed, then scatter yourselves over the earth; and seek Allah's bounty and remember Allah in abundance so that you may be successful" (Q. S. al-Jumu'ah/62:9-10).

If it is time for Friday prayers, leave all trading activities, and when the prayer is over, then continue trading activities with the aim of obtaining Allah's gifts and always remembering Allah so that you can get good luck in this world and the hereafter.

3) Morals

Human beings consist of two physical and spiritual elements. The physical comes from the earth or earth which symbolizes humility. The spiritual comes from God, and even it is the divine element (lahut) found in humans which symbolizes height.

The Prophet (peace and blessings of Allaah be upon him) said: "O Messenger of Allaah (peace and blessings of Allaah be upon him) and I am the Messenger of Allaah (peace and blessings of Allaah be upon him) and I am the Messenger of Allaah (peace and blessings of Allaah be upon him).

"When your Lord said to the angels: "I will indeed create man from the ground". So when I have perfected it and I have blown upon him My spirit; then you should prostrate yourself to Him" (Q.S. Shâd: 71-72).

Both elements have rights that must be fulfilled, therefore the Prophet strongly criticized his companions who he considered excessive in worship by ignoring the rights of his body, family and society. As for the aspect of moral ethics, the above verse emphasizes that Islam is not like one of the ummah who makes the hereafter the only ethical value of goodness to be pursued, nor is it like one of the ummah who makes worldly goodness as a goal. Islam is also moderate because the Qur'ân establishes the Prophet Muhammad as an example of *uswah hasanah* while other ummah do not have a divine transcendent affirmation like Islam in terms of ethics. He said what means; *"Fast and break up, wake up at night to pray and sleep, indeed your body has rights that must be fulfilled, your eyes have the right to be closed, your wife has rights that must be fulfilled"* The physical tends to things that are material, pragmatic, momentary, short-term goals, legalizing all means and then violating. As for the spiritual, it tends to things that are immaterial, spiritual, philosophical, eternal, long-term goals and always on the side of the truth. The earth element encourages humans to always enjoy the pleasure and beauty emitted by the earth, while the spirit element encourages them to respond to the heavenly directions. The physical element makes it suitable to accept the task of prospering the earth and become a caliph on earth. If only the dominant element such as the Angels, then humans will not be encouraged to do activities to explore the contents of the earth and work to prosper it. With the element of the spirit that it has, humans are ready to go to the realm of perfection and become perfect. In addition to calling humans to work and do activities on earth, the Qur'an also invites humans to prepare themselves and be equipped for the hereafter, namely by faith, worship and establishing a relationship with Allah SWT. The life of this world is not a prison where humans are tortured, but a blessing that must be thanked as a field to achieve a more eternal life in the hereafter, therefore the work of the world must not ignore the hereafter. (Yulianto, 2020)

b. The Value of Moderate Islamic Principles

Moderate Islam is a concept that emphasizes a balanced, tolerant, and inclusive understanding of Islam, which respects diversity and accepts differences in society. Here is a review of the basic concepts of moderate Islam:

1) Balance between Tradition and Modernity

Moderate Islam recognizes the importance of maintaining the fundamental values and principles of Islam, while also taking into account the context of the present day. This includes a contextual interpretation of Islamic teachings and the use of rational thinking to understand how Islamic principles can be applied in modern life.

2) Tolerance and Respect for Diversity

The basic concept of moderate Islam is tolerance for differences in beliefs, cultures, and political views. It involves respect for diversity in society and an inclusive attitude towards individuals from different backgrounds, be it in religion, ethnicity, or cultural backgrounds.

3) Justice, Humanity, and Peace

Moderate Islam emphasizes universal human values, including justice, compassion, and peace. Its basic concept is to promote harmonious relationships between individuals, groups, and nations, and to strive to create a just and prosperous social environment for all.

4) Education and Social Advancement

Moderate Islam views education as the key to understanding the teachings of Islam correctly and promoting a deep understanding of moderate Islamic values. The concept also emphasizes the importance of social, economic, and intellectual progress in society, as well as emphasizing the importance of women's role in the process.

5) Social Peace and Democratic Life

Moderate Islam supports the principles of democracy, freedom of speech, and inclusive political participation. It involves a commitment to the rule of law, freedom of religion, and human rights. This concept emphasizes the importance of building a peaceful, stable, and harmonious coexistence society.

6) Interfaith Dialogue and Intercultural Interaction

Moderate Islam encourages interreligious dialogue and intercultural interaction as a way to build mutual understanding and promote cooperation between religions. This includes respect for other religions, as well as cooperation in joint humanitarian and social development projects.

7) Rejection of Extremism and Violence

Moderate Islam strongly rejects extremism, radicalism, and violence in all its forms. This concept emphasizes the importance of combating intolerance, hatred, and extremism in peaceful ways and promoting peace and security for all individuals. (Hasan, 2021)

The basic concept of moderate Islam reflects the universal principles of Islamic teachings that emphasize justice, tolerance, peace, and diversity, and support social progress and democracy in the context of modern society.

3. Instilling Spiritual Intelligence and Moderate Islamic Values in Madrasah Aliyah

Spiritual intelligence is an aspect that is often overlooked in modern education, yet it has a significant impact on the overall development of students. Schools that prioritize the values of spiritual intelligence make a great

contribution to the formation of students' character, helping them find meaning in life, building meaningful relationships, and overcoming life's challenges with calm and confidence.

In an increasingly complex and uncertain world, it is important for schools, especially at the Madraah Aliyah (MA) level, to not only focus on the academic aspect, but also to pay serious attention to the development of students' spiritual intelligence. Thus, students can grow into broad-minded, responsible, and able to live a meaningful and purposeful life.

The importance of spiritual intelligence in the context of modern education cannot be ignored. In a fast-paced world that is often focused on material and academic achievement, spiritual intelligence offers a foundation that is essential for the overall development of students. By understanding that education is not just about knowledge gained from textbooks, but also about reinforcing values, meaning, and purpose in life, schools can create an environment that supports students' development in all dimensions of their lives.

One of the aspects that makes spiritual intelligence so important is its ability to shape students' character. When schools pay attention to and instill values such as integrity, empathy, and fortitude, they not only produce academically intelligent students, but also responsible individuals with high social awareness. This helps prepare students for real-world challenges, where interpersonal and moral skills are often just as important as technical knowledge.

In addition, spiritual intelligence also provides students with the tools to explore the meaning of life and gain a deeper understanding of themselves and their role in the world. In an educational environment that facilitates philosophical discussions, personal reflection, and spiritual experiences, students can develop a more thorough understanding of the values they hold fast to and how those values can guide them in dealing with various situations in life.

More so, the cultivation of spiritual intelligence at Madrasah Aliyah (MA) provides a foundation for students to develop meaningful relationships with others, nature, and the world around them. By understanding that they are part of something bigger than themselves, students can form deeper and supportive relationships with others, as well as have greater concern for their natural environment. This helps to create a more inclusive, caring, and sustainable society.

Overall, an education that pays attention to spiritual intelligence is not only about producing academically intelligent students, but also about forming individuals who are open-minded, empathetic, and resilient in the face of life's complexities. Schools that recognize and prioritize the values of spiritual intelligence play a crucial role in shaping a better future, where students not only succeed in their careers, but also live meaningful, meaningful, and personally fulfilling lives.

In addition, it is also important to instill moderate Islamic values in Madrasah Aliyah (MA). The cultivation of moderate Islamic values is not only relevant to the

context of religious education, but also has a far-reaching impact on the development of students and society as a whole. Madrasah Aliyah, as an Islamic educational institution, has a great responsibility to ensure that the Islamic values taught not only reflect the true teachings of the religion, but are also relevant to the evolving social and cultural context.

First of all, the cultivation of moderate Islamic values in Madrasah Aliyah helps produce students who have a better understanding of the principles of tolerance, harmony, and pluralism. In an increasingly multicultural society, it is important for students to understand that Islam teaches to respect differences and accept diversity in religious views and practices. Thus, madrassas can be places where students not only learn about the teachings of Islam, but also learn to appreciate and interact with culturally and religiously diverse societies.

In addition, the cultivation of moderate Islamic values in Madrasah Aliyah also helps to counter radicalism and extremism. By emphasizing the values of peace, equality, and justice in Islamic teachings, madrassas can form students who have a clear understanding of the dangers of extremism and how to deal with it. By providing a strong understanding of moderate Islam, madrassas can be at the forefront of preventing terrorist recruitment and providing a positive alternative to narrow religious understandings.

Furthermore, the cultivation of moderate Islamic values also helps to produce a generation that is ready to contribute positively to the development of society. By teaching values such as social responsibility, justice, and concern for others, madrassas can form students who have a high awareness of their role in creating a just and sustainable society. This is not only important in the context of students' personal lives, but also in preparing them to become responsible and visionary leaders in society.

Finally, the cultivation of moderate Islamic values in Madrasah Aliyah also plays an important role in strengthening students' Islamic identity. By understanding the core values of moderate Islam, students can feel more confident in their religious beliefs and practices. This helps to produce individuals who not only have academic skills, but also have a strong moral and spiritual foundation to face life's challenges.

Overall, the cultivation of moderate Islamic values in Madrasah Aliyah is a must to form a generation of Muslims who are open-minded, tolerant, and contribute positively in an increasingly complex and diverse society. By integrating moderate Islamic values into the curriculum and learning environment, madrassas can play a significant role in building a better future for Muslims and society at large.

a. The Role of Schools in Instilling the Value of Spiritual Intelligence and Moderate Islamic Values

The role of schools in instilling the values of spiritual intelligence and moderate Islamic values is an important responsibility in shaping the character of students and creating a harmonious and inclusive society. Schools, as educational institutions that have a great influence on the development of

students, have a unique opportunity to form a solid moral and spiritual foundation for future generations.

Here is the role of schools in instilling the value of spiritual intelligence:

1) Character and Moral Building

Schools have a major role in shaping students' character and morals. Through value education, curriculum, and extracurricular activities, schools can help students understand the values underlying spiritual intelligence, such as empathy, honesty, patience, and appreciation for life. By emphasizing the importance of these values, schools help students build a strong moral foundation that will guide them in making decisions and acting with integrity throughout their lives.

2) Self-Awareness Development

Spiritual intelligence involves the development of self-awareness, or the ability to understand and recognize oneself in depth. Schools can create an environment that supports students' growth of self-awareness through self-reflection, meditation, and philosophical discussions. By helping students recognize their underlying strengths, weaknesses, and values, schools help them develop a deeper understanding of who they are and how they relate to the world around them.

3) Improved Emotional Well-Being

Spiritual intelligence is also closely linked to emotional well-being. Schools can provide students with skills and strategies to manage stress, overcome fears, and improve emotional balance. Through programs such as counseling, sports activities, and creative arts, schools help students feel calmer, happier, and empowered in the face of everyday life challenges. (Tinggi et al., 2019)

4) Developing Meaningful Relationships

As a place where students spend most of their time, school is an ideal environment to develop meaningful relationships with fellow students, teachers, and school staff. Through teamwork, collaborative projects, and social activities, students learn the importance of appreciating and supporting each other. This helps them feel a sense of belonging and attachment to their school community, which is an important aspect of spiritual intelligence.

5) Learning Universal Values

Schools also have a responsibility to teach universal values that transcend the boundaries of a particular religion or belief. This includes values such as compassion, justice, peace, and respect for the natural environment. By integrating these values into the school's curriculum and culture, schools help students develop a broader perspective on the world and their role in it.

Through this holistic and profound role, schools have great power to shape character, enrich emotional lives, and prepare students to become meaningful and meaningful individuals in society. By paying attention to spiritual intelligence, schools not only help students succeed academically,

but also guide them toward a deeper understanding of life and a stronger connection with themselves, others, and the world around them.

In the aspect of instilling moderate Islamic values, schools have the following roles:

1) Balanced Understanding of Islamic Teachings

Schools have an important role in teaching students balanced and moderate Islamic teachings. It involves learning about Islamic values such as peace, tolerance, justice, and compassion, as well as an emphasis on the importance of respecting differences between individuals. By providing a strong understanding of moderate Islamic teachings, schools help prevent narrow or radical understandings of religion, which can lead to conflict or extremism. (M. N. A. Saputra et al., 2021)

2) Development of Tolerance and Harmony

Schools play a role in shaping students' attitudes towards diversity and pluralism in society. Through learning, discussions, and social activities, schools can help students understand that Islam teaches to appreciate and respect the diversity of cultures, religions, and views in society. By encouraging attitudes of tolerance and harmony, schools help create an inclusive and harmonious environment among students from diverse backgrounds.

3) Prevention of Radicalism and Extremism

The role of schools also involves prevention of radicalism and extremism by teaching moderate Islamic values. By providing a correct understanding of Islamic teachings that emphasize peace, equality, and justice, schools can be at the forefront of preventing students from being influenced by radical or extremist ideologies. This involves learning about the dangers of radicalism and extremism, as well as providing an attractive positive alternative for students to engage in constructive activities.

4) The Formation of a Strong Islamic Character

Schools have a responsibility in shaping the character of students that reflect moderate Islamic values. This involves setting an example by teachers and school staff, as well as building a school culture based on values such as integrity, honesty, and concern for others. By encouraging students to behave in accordance with moderate Islamic teachings in their daily lives, schools help them become responsible individuals and contribute positively to society.

5) Strengthening a Positive Islamic Identity

The school plays a role in positively strengthening students' Islamic identity by providing a correct understanding of religion and encouraging practices that are in accordance with the moderate teachings of Islam. By teaching values such as compassion, justice, and peace, the school helps students feel proud of their Islamic identity and motivates them to become agents of positive change in the Society. (Hadi Wardoyo, 2019)

Through this comprehensive role, schools can become powerful institutions in spreading moderate Islamic teachings and creating a generation of tolerance, harmony, and equality. By instilling moderate Islamic values, schools not only help students grow into morally sound individuals, but also play an important role in fostering peace and social progress in an increasingly complex and diverse society.

b. Benefits of Instilling Spiritual Intelligence Values and Moderate Islamic Values for Students

The cultivation of spiritual intelligence and moderate Islamic values in students is not only an integral part of a holistic education, but it also brings profound benefits to the personal development, character, and well-being of students in the context of an increasingly complex and diverse world.

Among the benefits of instilling the value of spiritual intelligence for students are the following:

1) Increased Students' Emotional Maturity

Instilling the value of spiritual intelligence helps increase students' emotional maturity. By understanding and developing their spirituality dimensions, students become better able to manage stress, anxiety, and stress in daily life. They learn to understand themselves better, recognize their feelings and needs, and find ways to achieve a healthy emotional balance.

2) Strong Character Building

The value of spiritual intelligence helps form a strong student character. By instilling values such as empathy, integrity, and respect for others, students learn to be responsible, empathetic, and ethical individuals. They understand the importance of behaving with integrity and kindness, even when faced with pressure or temptation to act otherwise.

3) Improved Interpersonal Relationships

Spiritual intelligence also helps improve students' interpersonal relationships. By developing a sense of empathy and self-awareness, students learn to better understand and appreciate the feelings and perspectives of others. They become better at communicating, cooperating, and building healthy and meaningful relationships with others around them, whether classmates, teachers, or family members. (Qoni'ah , 2019)

4) Resilience to Challenges and Difficulties

Students who have good spiritual intelligence tend to be more resilient in the face of life's challenges and difficulties. They have a deeper understanding of the meaning of life and their purpose, so they are able to live life with calm and confidence even in difficult situations. This ability helps them to remain optimistic and empowered in the face of obstacles, as well as to overcome failure with courage and perseverance.

5) The Search for Deeper Meaning

The value of spiritual intelligence assists students in the search for deeper meaning in their lives. They learn to reflect on the meaning of life, the values

that are important to them, and how they can make a difference in this world. It provides them with strong motivation and clear direction in planning and living their lives, as well as helping them feel fulfilled and fulfilled personally.

Through these benefits, the cultivation of the value of spiritual intelligence not only enriches students' lives personally, but also helps them become better, more empathetic, and more empowered individuals in society. By paying serious attention to the development of the spiritual dimension of students, schools help create a holistic and sustainable learning environment that brings long-term benefits to individuals and society as a whole. (Hermawan, 2020)

Meanwhile, the benefits of instilling moderate Islamic values for students are as follows:

1) Character Building Based on Islamic Values

The cultivation of moderate Islamic values helps shape students' character based on the balanced values of Islamic teachings. Students are taught to understand and practice values such as compassion, justice, tolerance, and cooperation. By understanding moderate Islamic teachings, students can develop integrity, honesty, and empathy, which are important foundations in building strong and responsible character.

2) Developing an Attitude of Tolerance and Respect for Differences

Instilling moderate Islamic values also helps students understand the importance of tolerance and respect differences in society. They are taught to respect the religious beliefs and practices of others and treat everyone fairly and equally. This helps to create an inclusive and harmonious school environment, where students can learn and thrive without fear or discrimination.

3) Prevention of Radicalism and Extremism

One of the main benefits of instilling moderate Islamic values is the prevention against radicalism and extremism. By providing a correct understanding of Islamic teachings that emphasize peace, equality, and justice, schools can help prevent students from being influenced by radical or extremist ideologies. This is important for creating a safe learning environment and keeping all students and school staff safe.

4) Strengthening a Positive Islamic Identity

The cultivation of moderate Islamic values helps to positively strengthen students' Islamic identity. By understanding Islamic values that are balanced and relevant to the modern context, students feel more confident in their religious beliefs and practices. This not only affects how they interact with fellow Muslims, but also how they contribute to building a more just and harmonious society overall.

5) Formation of Responsible and Characterful Leaders

The cultivation of moderate Islamic values helps shape students to become responsible and characterful leaders in society. By understanding moderate Islamic values, students can lead with integrity, justice, and

empathy. They become agents of positive change who are able to bring about sustainable change in their society, in accordance with Islamic principles that encourage improvement and goodness.

Overall, the cultivation of moderate Islamic values brings many benefits to students, both individually and in the context of the broader society. Through a holistic and in-depth education about the balanced teachings of Islam, schools can shape a generation of Muslims who are responsible, tolerant, and contribute positively to building a better future for humanity. (Anwar et al., 2021)

CONCLUSION

This research discusses efforts to optimize the strengthening of spiritual intelligence and the development of moderate Islamic values in Madrasah Aliyah. Madrasah Aliyah as an Islamic educational institution has an important role in shaping the character and personality of its students. In this context, the importance of strengthening spiritual intelligence and moderate Islamic values is the main focus in the development of curriculum and learning methods.

Strengthening spiritual intelligence is an approach that prioritizes aspects of spiritual life and religious values in the educational process. Madrasah Aliyah seeks to integrate Islamic teachings in every aspect of learning activities to strengthen students' spiritual awareness. This is done through habituation of worship, training of noble morals, and the development of awareness of obedience to religious teachings.

In addition, the development of moderate Islamic values is the main cornerstone in forming a harmonious and tolerant personality. Madrasah Aliyah aims to teach a balanced understanding of Islamic teachings, avoid extremism, and promote an inclusive attitude towards differences. This is done through an in-depth learning of Islamic principles that are peaceful and respect for plurality.

In the context of the development of moderate Islamic values, the role of teachers is very important. Teachers are not only the presenters of the material, but also role models in the practice of moderate Islamic values. Therefore, improving teachers' competence in understanding and implementing moderate Islamic values is a must in the context of the development of an inclusive and competitive Madrasah Aliyah.

Apart from the internal institution, collaboration with various parties is also needed in optimizing the development of spiritual intelligence and the development of moderate Islamic values. Cooperation with religious institutions, community organizations, and the government can expand the reach and support the implementation of programs that have been designed by Madrasah Aliyah.

In carrying out this optimization, continuous evaluation is also important. Madrasah Aliyah needs to systematically evaluate the effectiveness of programs that have been implemented in strengthening spiritual intelligence and developing moderate Islamic values. This evaluation can be the basis for improving programs and strategies in the future.

It is hoped that by optimizing the strengthening of spiritual intelligence and the development of moderate Islamic values, Madrasah Aliyah will be able to produce a generation that is not only academically intelligent, but also has high spiritual awareness and a moderate and tolerant attitude in living community life. This will make a positive contribution to the development of a just and harmonious society in accordance with Islamic teachings.

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