Implementation of Spiritual Values in Learning and Religious Activities at MAN Binjai

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Abstract

This study aims to identify and analyze the implementation of spiritual values in learning activities and religious practices at MAN Binjai. This research employed a qualitative method with a case study approach. Data were collected through participatory observation, in-depth interviews with teachers and students, and documentation of school activities related to learning and religious practices. The data were analyzed using the interactive model of Miles, Huberman, and Saldana to interpret the research findings. The results indicate that the spiritual values implemented include the development of moral character, discipline, social awareness, and a deeper understanding of religion. In the learning process, teachers integrate academic content with religious approaches, such as emphasizing honesty, cooperation, and responsibility. Religious activities, including congregational prayers, regular religious study sessions, and daily prayer practices, play a significant role in shaping students' spiritual character. These findings confirm that the integration of spiritual values into formal education at MAN Binjai not only enhances academic competence but also fosters moral awareness, empathy, and social responsibility among students, thereby supporting the development of a generation with noble character and strong religious values.

Keywords: *Implementation; Spiritual Values; Learning; Religious Activities.*

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Introduction

Education in Indonesia does not merely emphasize the mastery of knowledge and skills, but also the development of character and spiritual values. Religious-based senior high schools, such as MAN Binjai, bear the responsibility of instilling spiritual values that reflect Islamic teachings in their students. The implementation of these spiritual values is considered essential in shaping students who are not only intellectually competent, but also possess noble character and social awareness. Learning activities that integrate spiritual values are believed to foster empathy, discipline, and integrity among students.

Religious activities routinely conducted at school, such as religious study sessions, congregational prayers, and collective supplications, serve as effective means of strengthening students' spirituality. These activities do not only emphasize ritual aspects, but also cultivate moral awareness, responsibility, and concern for the social environment. The integration of academic learning and religious activities represents an effort to educate a holistic generation that maintains a balance between knowledge and spirituality (Kaswanti et al., 2022).

The implementation of spiritual values in schools continues to face several challenges. First, the gap between the formal curriculum and daily spiritual practices may result in spiritual values not being fully internalized by students. Second, the limited use of learning methods that integrate spiritual values often reduces the effectiveness of character education. Students who tend to focus solely on academic achievement may have an insufficient understanding of the importance of applying spiritual values in everyday life.

Differences in motivation and awareness among teachers and students also influence the quality of implementation. Some teachers may not fully utilize instructional methods that emphasize spiritual aspects, while students may experience academic pressure that reduces their attention to religious activities. This condition raises questions regarding the extent to which spiritual values are genuinely implemented and how they affect the character development of students (Sundari et al., 2023).

A number of previous studies have emphasized the importance of integrating character and spiritual education in schools. Research findings indicate that strengthening religious values in learning can improve students' discipline, empathy, and academic achievement (Susanto, 2020; Rahmawati, 2021). Other studies have highlighted the role of religious activities as a medium for character development and the internalization of moral values (Huda, 2019).

This study aims to analyze the implementation of spiritual values in learning and religious activities at MAN Binjai and to evaluate their impact on students' character development. This research is important as it provides an empirical overview of spiritual education practices in religious-based senior high schools. The findings are expected to serve as a basis for developing more effective learning strategies to instill spiritual values and shape students into individuals with noble character, responsibility, and strong religious values.

Literature Review

Spiritual values constitute an important dimension of education because they are related to the formation of human awareness of God, oneself, others, and the social environment. In the context of education, spiritual values are not merely understood as religious knowledge, but also as a process of value internalization that shapes students' attitudes, behavior, and perspectives. Education that is oriented solely toward cognitive abilities is insufficient to develop individuals as whole persons. Therefore, learning should be directed toward the balanced development of intellectual, emotional, social, moral, and spiritual aspects (Harahap et al., 2024).

Conceptually, spiritual values encompass faith, piety, sincerity, honesty, responsibility, patience, discipline, care, and the awareness of doing good. These values serve as a moral foundation for students in living their lives. In Islamic education, spirituality is inseparable from

morality, as the quality of a person's spirituality is reflected in their behavior and relationships with others (Rangkuti et al., 2024).

A. The Concept of Spiritual Values in Education

Spiritual values in education can be understood as a set of inner principles that guide students to develop religious and moral awareness in thinking, behaving, and acting. Spiritual values serve as the foundation for character formation because they function as guidelines for distinguishing between good and bad actions. In the educational process, spiritual values are not sufficient if conveyed merely through lectures or advice; rather, they need to be instilled through habituation, exemplary conduct, and direct experience.

Spiritual education is closely related to character education. Character education emphasizes the formation of moral values through the process of knowing the good, loving the good, and doing the good. Spiritual values strengthen character education because they provide a transcendental foundation, affirming that every human action contains a dimension of accountability before God. Therefore, students are not only taught to obey rules out of fear of punishment, but also because they possess an inner awareness that good behavior is part of moral and religious responsibility (Hamid et al., 2022).

From an Islamic perspective, spiritual education has a strong foundation. The Qur'an emphasizes the importance of character formation and moral awareness. One relevant verse is QS. Al-Mujadilah verse 11:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ هاللّٰ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ هاللّٰ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍۗ وَ هاللّٰ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

Means**:** O believers, when you are told, "Make room in assemblies," then make room, and Allah will make room for you. And when you are told, "Rise," then rise. Allah will elevate those among you who believe and those who have been granted knowledge by several degrees. Allah is All-Aware of what you do (Agama, 2019).

The verse above explains that Allah will elevate the status of those who possess faith and knowledge. This verse indicates that education is not only intended to enhance knowledge, but must also be accompanied by faith. Thus, knowledge and spirituality are two complementary aspects in shaping civilized human beings. Spiritual values in education can be manifested through several aspects, namely: 1) faith and piety as the foundation of students' behavior; 2) honesty as a principle in learning and social interaction; 3) responsibility in carrying out both academic and social duties; 4) discipline as a form of selfcontrol; 5) social concern as a manifestation of morality toward others; and 6) patience and sincerity in facing the learning process (Kaswanti et al., 2022).

B. Implementation of Spiritual Values in Learning

Learning serves as the primary space for the internalization of spiritual values. Teachers do not merely act as transmitters of knowledge, but also as moral guides and role models for students. The implementation of spiritual values in learning can be carried out by connecting subject matter with relevant religious and moral values. This implies that every subject provides an opportunity to instill spiritual values, either directly or indirectly.

In humanistic learning theory, students are viewed as individuals who possess the potential to develop holistically. Learning is not only directed toward academic achievement, but also toward the formation of life meaning, responsibility, and self-awareness. Therefore, learning that incorporates spiritual values needs to provide space for students to think critically, reflect, engage in discussion, and connect knowledge with real-life situations (Sundari et al., 2023).

The implementation of spiritual values in learning can be carried out through an integrative approach. This approach positions spiritual values as part of the learning process, rather than as a separate addition. For example, teachers may instill the value of honesty during

examinations, responsibility when completing assignments, cooperation during group discussions, and gratitude when studying God's creation. In this way, students understand that knowledge does not stand alone, but is closely related to values and moral responsibility (Lubis et al., 2023).

Teachers' exemplary conduct is an important factor in the implementation of spiritual values. Students tend to imitate real behavior more easily than merely listening to advice. Teachers who demonstrate discipline, honesty, patience, fairness, and respect for students can serve as concrete models in shaping spiritual character. Therefore, the success of spiritual education greatly depends on the consistency between educators' words and actions. The implementation of spiritual values in learning can be realized through several strategies (Rangkuti et al., 2024).

a) Opening and closing learning activities with prayer.
b) Connecting subject matter with moral and religious values.
c) Providing brief advice that is relevant to students' lives.
d) Encouraging honesty in assignments, examinations, and academic activities.
e) Habituating students to respect teachers and peers.
f) Using reflective discussions to foster self-awareness.
g) Demonstrating religious and morally upright behavior in learning interactions.

C. Spiritualitas Religious Activities as a Means of Spiritual Formation

Religious activities constitute an important medium for shaping students' spirituality because they provide direct experience in practicing religious values. If learning mostly takes place within the academic sphere, religious activities provide a concrete space for practice. Through religious activities, students do not only understand spiritual values theoretically, but also become accustomed to applying them in everyday life.

In habituation theory, behavior that is repeatedly performed will gradually shape character. Religious activities that are carried out consistently can instill discipline, responsibility, togetherness, and religious awareness. For instance, congregational prayer trains students in time discipline, orderliness, obedience, and togetherness. Reading the Qur'an cultivates calmness, patience, and closeness to religious teachings. Religious lectures or study sessions strengthen students' moral understanding of life (Imam Syafi'i, 2023).

Religious activities also serve a social function. Through activities such as charitable giving, social service, Islamic holiday commemorations, and collective religious programs, students learn about care, solidarity, and responsibility toward others. Spiritual values are not limited to the relationship between human beings and God, but are also manifested in relationships among human beings. Therefore, the better religious activities are managed, the greater the opportunity to develop students' religious and social character.

Ankabut A Qur'anic verse relevant to spiritual formation through religious activities is QS. Al-verse 45: **اتْلُ مَآ اوْحِيَ اِلَيْكَ مِنَ الْكِتٰبِ وَاَقِمِ الصَّلٰوةَ ۗاِنَّ الصَّلٰوةَ تَنْهٰى عَنِ الْفَحْشَاۤءِ وَالْمُنْكَرِ ۗوَلَذِكْرُ هاللّٰ اَكْبَرُ ۗوَ هاللّٰ يَعْلَمُ مَا تَصْنَعُوْنَ**

Meaning: ecite, O Prophet Muhammad, what has been revealed to you of the Book, and establish prayer. Indeed, prayer prevents indecency and wrongdoing. Surely, the remembrance of Allah through prayer is greater in virtue than other acts of worship. Allah knows what you do (Agama, 2019).

The verse above explains that prayer can prevent indecent and wrongful acts. This verse indicates that worship has a moral impact on human behavior. In other words, religious activities performed with awareness do not merely become routine practices, but also serve as a means of character formation. Religious activities may contribute to several aspects as follows (Harahap, 2025).

a. Developing discipline through regular worship.
b. Instilling responsibility through involvement in religious activities.

c. Fostering togetherness through worship and collective activities.
d. Enhancing moral awareness through religious lectures and study sessions.
e. Cultivating social concern through charitable and socio-religious activities.
f. Accustoming students to behave politely, respectfully, and with appreciation toward others.

Spiritual values in education cannot merely be taught as concepts; rather, they must be brought to life through continuous learning and religious activities. Both complement each other in shaping students who are faithful, knowledgeable, morally upright, and responsible.

Research Methodology

This study employs a qualitative approach using a case study method. This approach was selected because the research focuses on gaining an in-depth understanding of the process of implementing spiritual values in learning and religious activities at MAN Binjai, rather than statistically measuring relationships among variables. This type of research is descriptive-qualitative in nature, as it describes the reality of spiritual education as it occurs within the natural context of the madrasah. The data sources consist of primary and secondary data. Primary data were obtained from teachers, students, and madrasah personnel who were directly involved in learning activities and religious programs. Meanwhile, secondary data were obtained from madrasah documents, schedules of religious activities, learning records, activity photographs, and other supporting archives (Arif, 2002).

Data collection techniques included participatory observation, in-depth interviews, and documentation. Observation was used to examine the practice of integrating spiritual values into the learning process, interactions between teachers and students, and the implementation of religious activities. In-depth interviews were conducted to explore the understanding, experiences, and meanings constructed by teachers and students regarding spiritual values. Documentation was used to strengthen the data obtained from observation and interviews (Moeleong, 2006).

Data were analyzed using the Miles, Huberman, and Saldana model, which includes data condensation, data display, and conclusion drawing and verification. Data validity was maintained through source triangulation, technique triangulation, persistent observation, and member checking of the interpreted findings with the informants. Thus, the research findings are expected to possess academic credibility and correspond to the empirical conditions of the madrasah (Matthew B. Miles, A. Michael Huberman, 2014).

Results

The findings of this study are organized based on three main research problem focuses: first, the implementation of spiritual values in learning; second, the implementation of spiritual values through religious activities; and third, the impact of spiritual value implementation on students' character formation. These three focuses are interrelated because spiritual education at MAN Binjai does not take place separately, but is manifested through classroom learning, madrasah culture, teachers' exemplary conduct, and the habituation of religious activities. Thus, spiritual values are not only taught as normative material, but are also brought to life through students' learning experiences and daily practices.

1. Implementation of Spiritual Values in Learning

The research findings indicate that the implementation of spiritual values in learning at MAN Binjai is carried out through an integrative approach. Teachers do not merely deliver subject matter in accordance with the curriculum, but also relate it to the values of faith, piety, morality, responsibility, honesty, discipline, and social concern. In the learning process, spiritual values are not positioned as additional elements outside the subject matter, but are integrated

into the way teachers begin lessons, explain material, build interactions, assign tasks, and conduct evaluations.

At the initial stage of learning, teachers accustom students to praying, preparing themselves, and creating an orderly learning atmosphere. This practice is not merely intended as an opening routine, but as an effort to instill the awareness that learning is part of worship and moral responsibility. Students are guided to understand that knowledge does not only function to improve intelligence, but also to shape a better personality. This is in line with the theoretical foundation that spiritual education positions knowledge and faith as two complementary aspects in forming civilized human beings.

During the core learning activities, teachers connect academic material with students' everyday life experiences. For example, when discussing discipline, teachers do not only emphasize the importance of submitting assignments on time, but also relate it to the value of trustworthiness. When discussing group work, teachers emphasize the values of mutual respect, honesty in contribution, and responsibility for collective outcomes. Through this approach, learning does not stop at conceptual mastery, but develops into a process of value internalization (Rozana, 2024).

Another finding reveals that teachers' exemplary conduct serves as an important factor in the process of implementing spiritual values. Students tend to internalize spiritual values more easily when teachers demonstrate consistent behavior, such as arriving on time, speaking politely, treating students fairly, and providing advice without demeaning them. In this context, teachers function as moral educators as well as role models. Spiritual values become more meaningful because students observe concrete examples, rather than merely listening to verbal explanations.

Table 1. Patterns of Spiritual Value Implementation in Learning

Learning Aspect	Form of Implementation	Spiritual Meaning Developed
Opening of the lesson	Prayer, preparation for learning readiness, and strengthening of intention	Learning is understood as an act of worship and responsibility
Delivery of material	Connecting subject matter with moral and religious values	Knowledge is understood as having ethical and spiritual dimensions
Classroom interaction	Teachers establish polite communication and show respect for students	Respect, empathy, and proper learning etiquette are developed
Assignments and discussions	Emphasis on honesty, cooperation, and responsibility	Students learn trustworthiness and appreciation for others' contributions
Learning evaluation	Emphasis on process, honesty, and self-reflection	Achievement is not separated from moral integrity

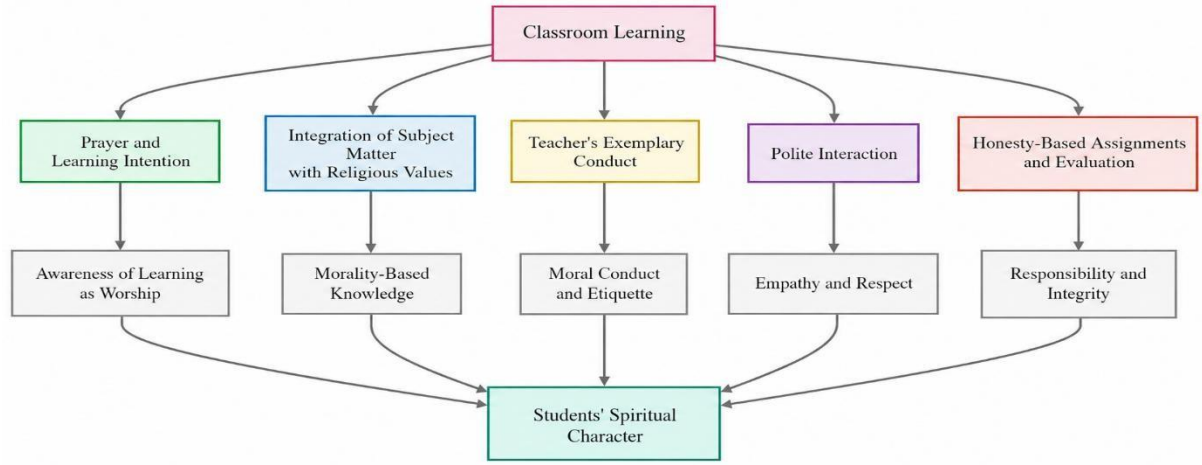


Figure 1. Diagram of the Implementation of Spiritual Values in Learning

The figure above indicates that the implementation of spiritual values in learning does not rely on a single specific activity, but operates through several mutually reinforcing pathways. Prayer and learning intention form the initial spiritual awareness; the integration of subject matter strengthens the moral meaning of knowledge; teachers' exemplary conduct provides concrete models of moral behavior; polite interaction reinforces social etiquette; while assignments and evaluation serve as spaces for habituating honesty. All of these processes ultimately lead to the formation of students' spiritual character.

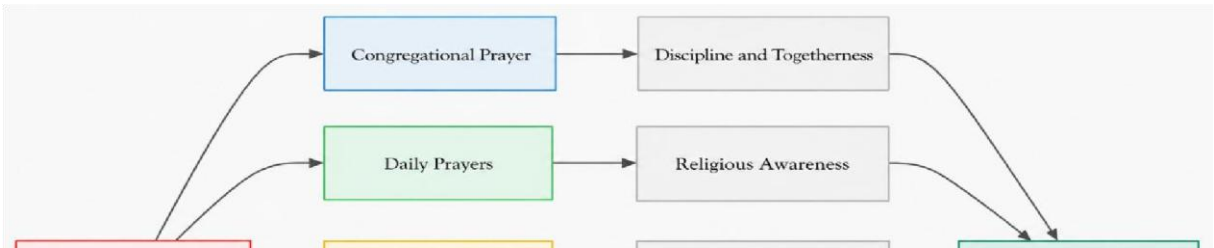
2. Implementation of Spiritual Values through Religious Activities

The second research problem concerns how religious activities serve as a medium for implementing spiritual values. Based on the review findings, religious activities at MAN Binjai play a strategic role because they provide students with direct practical experiences. While classroom learning primarily develops understanding and awareness, religious activities strengthen habituation and spiritual experience. Activities such as congregational prayer, collective supplication, Qur'an recitation, religious study sessions, Islamic holiday commemorations, and socio-religious activities have become part of the madrasah culture.

Congregational prayer is one of the most prominent activities in shaping spiritual discipline. Through congregational prayer, students are habituated to respecting time, maintaining order, following the imam, and building togetherness. The spiritual values embedded in prayer are not only reflected in its ritual aspects, but also in the formation of discipline, obedience, humility, and orderliness. This activity teaches that spirituality is not merely related to religious utterances, but also to the ability to regulate oneself and respect shared rules.

Qur'an recitation and daily prayers also serve as means of cultivating inner peace and strengthening students' closeness to religious teachings. Students are not only directed to read religious texts, but also to understand that such readings should influence their behavior. Thus, religious activities do not stop at formality, but are directed toward attitudinal transformation. This is consistent with the literature review, which emphasizes that religious activities function to develop discipline, responsibility, togetherness, social concern, and moral awareness (Ismaraidha et al., 2024).

Religious study sessions and religious lectures provide a reflective space for students. Through these activities, students receive explanations about morality, their relationship with God, their relationships with others, and their responsibilities as learners. Religious study



sessions bring together cognitive and affective aspects, as students not only acquire religious knowledge but are also encouraged to reflect on their daily behavior. Several values that appear strongly in these activities include patience, sincerity, respect for teachers, and concern for peers.

Socio-religious activities, such as charitable giving, social assistance, or participation in community-based activities, demonstrate that spiritual values at MAN Binjai are not only directed toward the vertical relationship between human beings and God, but also toward the horizontal relationship among human beings. Students learn that religiosity should generate social sensitivity. The values of care, solidarity, and social responsibility are developed through the experience of helping others. Thus, religious activities serve as a bridge between ritual piety and social piety.

Figure 2. Diagram of Religious Activities as a Medium for Spiritual Internalization

The figure illustrates that religious activities in the madrasah function as a system of habituation. Each activity makes a distinct contribution, yet all of them are directed toward the formation of practical spirituality. Practical spirituality is understood as religious values that are not only comprehended, but also manifested in everyday behavior. Thus, religious activities provide a concrete space in which students can experience, repeatedly practice, and internalize spiritual values.

3. The Impact of the Implementation of Spiritual Values on Students' Character

The third research problem concerns the impact of the implementation of spiritual values on students' character. The findings indicate that the integration of learning activities and religious practices contributes to the development of religious, disciplined, responsible, honest, courteous, and socially concerned character traits. These impacts do not emerge instantaneously; rather, they are formed through repeated processes of habituation, exemplary conduct, reinforcement through advice, and social experiences.

Religious character is reflected in students' increasing awareness of participating in religious activities as part of the madrasah's identity. Students do not merely take part in such activities because of school regulations, but gradually begin to understand that these activities

carry significance for their personal formation. This awareness is important because spiritual education will not be effective if it is merely instructive in nature. Spiritual values become more deeply rooted when students understand the moral and religious reasons underlying each activity.

Discipline is evident in students' habits of adhering to learning schedules and participating in religious activities. Through the habituation of prayer, congregational worship, and orderly classroom activities, students learn to manage their time, respect regulations, and take responsibility for their obligations. In this context, discipline is not merely administrative compliance, but also a form of self-control grounded in spiritual values. Students are guided to understand that discipline constitutes an integral part of moral conduct.

The characters of honesty and responsibility are developed through the learning process. Teachers instill the understanding that academic success must not be separated from integrity. In completing assignments, participating in discussions, and undertaking evaluations, students are encouraged not only to pursue results, but also to preserve the integrity of the process. This value is important because education that focuses solely on academic achievement risks neglecting moral formation. Through the integration of spiritual values, students learn that achievement must be built upon honesty and responsibility.

Courtesy and empathy are reflected in the patterns of students' interactions with teachers and peers. When teachers establish communication that respects students, students are provided with a model of how to interact in a civilized and ethical manner. Religious and social activities also reinforce the awareness that religiosity should give rise to concern for others. Students learn to respect differences, help their peers, maintain togetherness, and avoid individualistic attitudes.

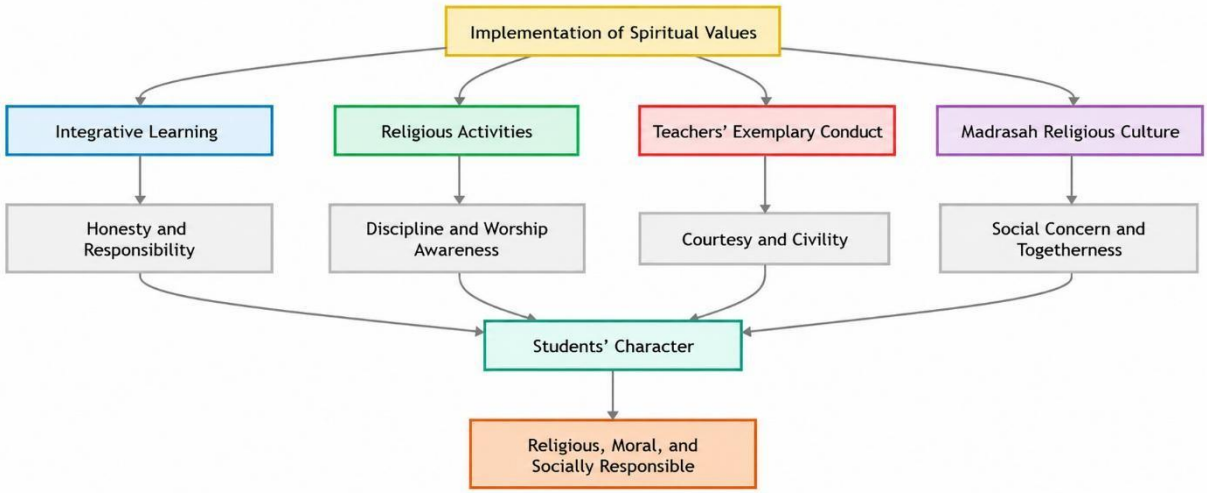


Figure 3. Diagram of the Impact of the Implementation of Spiritual Values on Character

The figure explains that the impact of implementing spiritual values does not originate from a single source, but rather from the combination of integrative learning, religious activities, teachers' exemplary conduct, and the madrasah's religious culture. These four elements gradually shape students' character. Integrative learning strengthens honesty and academic responsibility; religious activities reinforce discipline and worship awareness; teachers' exemplary conduct strengthens courteous and civilized behavior; while the madrasah's religious culture reinforces social concern and togetherness.

The findings of this study affirm that the implementation of spiritual values at MAN Binjai follows an integrated pattern that combines knowledge, habituation, exemplary conduct, and social experience. Spiritual education cannot be understood merely as the delivery of religious subject matter, but rather as a process of character formation through a consistent learning environment. Spiritual values become effective when students observe, experience, and practice them in madrasah life. Therefore, the success of spiritual value implementation is

strongly determined by the continuity between classroom learning, religious activities, teachers' roles, and madrasah culture.

These findings also indicate that MAN Binjai performs the function of Islamic education holistically. The madrasah does not merely serve as a place for the transfer of knowledge, but also as a space for the formation of morality and religious awareness. In the context of modern education, which often emphasizes academic achievement, the integration of spiritual values is important to ensure that students do not lose their moral orientation. Education that connects knowledge, faith, and morality is capable of shaping students who are not only intellectually competent, but also socially and spiritually responsible.

Conclusion

Based on the discussion of the research findings, it can be concluded that the implementation of spiritual values in learning and religious activities at MAN Binjai takes place through a planned, contextual, and continuous process. Spiritual education is not merely positioned as normative material, but is internalized through learning practices, worship habituation, teachers' exemplary conduct, and the madrasah's religious culture.

1) First, the implementation of spiritual values in learning is carried out through the integration of the values of faith, honesty, responsibility, discipline, and etiquette into the learning process. Teachers serve not only as academic facilitators, but also as moral role models for students.
2) Second, religious activities serve as a medium for spiritual habituation that strengthens discipline, worship awareness, togetherness, and social concern. Activities such as congregational prayer, daily prayers, Qur'an recitation, religious study sessions, and socio-religious activities provide students with concrete spiritual experiences.
3) Third, the implementation of spiritual values has an impact on the formation of students' character, making them religious, courteous, responsible, honest, disciplined, and concerned for others. Thus, spiritual education at MAN Binjai demonstrates that educational success is not only measured by academic achievement, but also by the formation of students' morality and moral awareness.

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