

Integration of intellectual, emotional and spiritual intelligence in the Islamic education curriculum: a holistic approach

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ARTICLE INFO

Article history

Received April 5, 2025

Revised April 22, 2025

Accepted April 23, 2025

Keywords: Intellectual Intelligence, emotional intelligence, spiritual intelligence, integration

ABSTRACT

This aim research highlights the importance of these three intelligences in the Islamic education curriculum. Intellectual intelligence helps students think critically and understand complex concepts, emotional intelligence allows them to manage emotions and social interactions effectively, while spiritual intelligence provides deep meaning and purpose in life. The research method used is a literature study, by reviewing literature and related journals. The results of the study show that the integration of the three intelligences in the Islamic curriculum can improve the overall quality of education, create an inclusive learning environment, and support the development of students' character. The novelty of this research lies in a holistic approach that combines intellectual, emotional, and spiritual aspects in one integrated curriculum, which has not been widely applied in the context of Islamic education before. This integration not only prepares students for academic success, but also to become thoughtful, empathetic individuals, and have a strong spiritual life, which further contributes positively to society.

1. INTRODUCTION

Learning activities are an important part of the education process. because learning is an important element in the aspect of education (Loeng, 2020). Learning activities themselves are all activities to gain knowledge, there are many different ways of learning that can be applied in daily life (Kamil et al., 2020). Learning can be done anywhere and anytime, not just in the classroom. However, learning can be done outside the classroom though. From the learning process that is often noticed by the general public is the achievement of a student (Mora et al., 2020). According to Bloom, academic achievement is an expression of a person's success in learning. Learning achievement can be interpreted as the learning outcome of a student whose results are obtained from a series of tests to show student learning achievement. Student learning achievement is a form of assessment of students' efforts in terms of learning and as an educator, teachers must also determine whether the efforts made by these students achieve success or not (Firman et al., 2020). Learning achievement is also not uncommon to be used as a general benchmark for whether students can do something, or fail and succeed a person based on their intelligence (García y García, 2021).

There are various factors that affect student achievement, but broadly speaking, there are two main factors, the first is an internal factor, namely physiological and psychological (Arribathi et

al., 2021; Xiang et al., 2022). In addition to internal factors, external factors are also certainly included in matters that affect a student's achievement (Acoci et al., 2022). An example of external factors themselves, one of the factors is the environment. The surrounding environment certainly plays a very important role in a student's achievements because unconsciously the environment has a very inherent effect on one's self and soul. External factors are divided into 2 social and non-social factors, the social factor is the closest environment to a person, both in the environment where they live and the environment where they study and work.

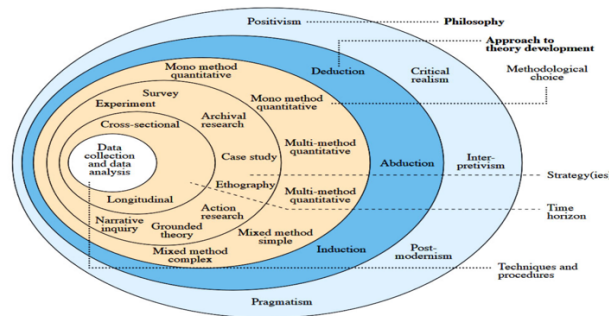
If the internal factor, namely a person's physiology, is a person's health, namely physical health which includes hands, feet, and the five senses, while psychological ability is the ability of talent to display talent, willingness and also intelligence that the child has.

Intelligence or intelligence possessed by a person is something that is believed by the community as one of the factors of academic achievement achieved by students (Lozano-Blasco et al., 2022; Tam et al., 2021). Intelligence comes from within, that is, from a person's psychology. Over the years, there have been many different definitions of intelligence given by experts. The ability of students to adapt to situations very well or effectively in a short period of time is known as intelligence intelligence (Järvelä et al., 2023). From time to time, various definitions of intelligence have been developed by experts. This has led to many definitions undergoing changes in terms or meanings, but still emphasizing the cognitive aspects of students. Intelligence according to Muhibbin (Syah, 2005).

Taking a test is one way to find out a person's level of integrity. This test translates the results of intelligence tests into numbers that can be used as a reference or as a clue to a student's high or low level of intelligence, which is compared to a predetermined relative score. The Quotient Intellectual Test, or IQ, is a test used to determine the level of intelligence of the individual. As one of the components, intelligence has an effect on a person's achievement level. Students with high IQ scores can demonstrate this. In the research he conducted, Luqman Gumadi where acknowledged this fact and found that a person's achievement was proportional to their IQ Test score (Putra & Sucitra, 2017). Student talent, in addition to intelligence, greatly affects the learning aspect of students. Talent is something that has as many talents that can be achieved as many as people who do individual activities or deeds. The definition of talent is evolving with modern developments. Talent is defined as something that a person can do or their ability to achieve future success. Over time, it is then defined as the ability to perform a particular job without much help from education and practice. Trusted talent is defined as an ability or potential that is not influenced by experience or anything that is still related to the ability to master certain aspects of life.

2. METHODS

In this study, the researcher used the library research method. This method involves collecting data and information from various written sources, such as scientific journals, conference proceedings, books, and other relevant documents. The researcher analyzes and interprets different theories, findings, and expert perspectives to build a strong conceptual foundation for the study.



All results and discussions in this research are derived from an in-depth review of the collected literature. Through this method, the researcher can compare various perspectives, identify research gaps, and formulate conclusions based on reliable secondary data. This approach also helps the researcher avoid subjectivity and ensures that the analysis is grounded in strong academic foundations. The problem identification in this research is focused on the need to analyze learning based on each student's intelligence. Meanwhile, the literature study and observations in this research serve to strengthen the analysis of intelligence-based learning studies. The formulation of the research problem is based on learning needs. Data collection, on the other hand, will lead to the process of drawing conclusions in this research.

3. RESULTS AND DISCUSSION

3.1. Results

In a general sense, intelligence is interpreted as a general ability that distinguishes the quality of one person from another, intellectual intelligence is often called intelligence (Dwi et al., 2022). In an article, it was revealed that intelligence is the value of every human being in developing their mindset so that they are able to develop and think clearly to weigh, decide and deal with things by centering on the brain in each individual (Manizar, n.d.).

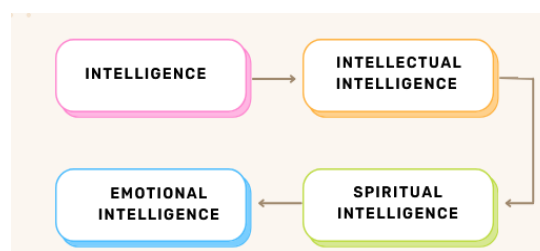


Figure 1. Discussion of holistic education

Broadly speaking, intelligence can be said to be the complex ability that individuals have to think, learn, adapt, and solve problems in various contexts. The concept of intelligence continues to evolve along with the latest research in the fields of psychology, neuroscience, and cognitive science. Recent research by Kovacs and Conway (2019) in the journal "Psychological Bulletin" highlights the importance of executive factors in intelligence. They argue that intelligence involves the ability to control attention, manage information in working memory, and switch between different tasks (Endress, 2019).

Intellectual intelligence or Intellectual Quotient (IQ) is a mental ability that includes various cognitive aspects such as understanding, reasoning, problem-solving, and adaptation to new situations. According to Howard Gardner in his theory of multiple intelligences, intellectual intelligence is one of the many forms of intelligence that humans have, which is usually measured through IQ tests. Intellectual intelligence is considered the ability to learn from experience, use logic, and adapt to changes in the surrounding environment (Davis et al., n.d.). In this study, Howard Gardner emphasized that intellectual intelligence is not the only form of intelligence, but it often gets more attention in the formal education system. In the context of education, intellectual intelligence is often identified through students' academic achievement and analytical abilities. This includes the ability to understand complex concepts, think critically, and apply knowledge in a variety of situations. According to Sternberg (1997), intellectual intelligence involves three main aspects: analytical ability, creative ability, and practical ability (Sternberg, 2002).

The above research shows that intellectual intelligence has a strong correlation with academic and professional success. In addition to the results of the two studies above, there is one study that reveals that intellectual intelligence is a significant predictor of work performance, which shows that individuals with high intellectual intelligence tend to be more successful in various professions. (Schmidt & John, 2004). There needs to be other factors that support success at work such as motivation, interpersonal skills, and emotional intelligence also play an important role in individual achievement.

Although intellectual intelligence is often measured by standardized tests such as IQ, critics of this approach note that IQ tests may not fully reflect a person's intellectual abilities. Sternberg (2003) argues that IQ tests tend not to always reflect a person's practical and creative abilities in daily life (Sternberg, 2002). Therefore, a more holistic and diverse approach to measuring intellectual intelligence is needed to provide a more complete picture of a person's abilities. In Islamic education, intellectual intelligence has a close relationship with Islamic education, as both emphasize the importance of science and the development of the intellect as an integral part of the educational process. In Islamic education materials, intellectual intelligence is not only measured through academic ability, but also through the ability to understand and practice the teachings of Islam wisely.

This is in line with the concept of *wisdom* in Islam, which emphasizes the importance of deep understanding and the use of reason in religion. As explained by Al-Ghazali in his work *Ihya' Ulum al-Din*, intellectuality must be directed to seek the truth and get closer to Allah SWT(Karim, n.d.). This research shows that the integration of intellectual intelligence with spiritual and moral values in Islamic education can produce individuals who are not only academically intelligent, but also have a strong character and are able to make a positive contribution to society (Abdullah & Sharif, 2019a).

Emotional intelligence is the ability of individuals to recognize, understand, and manage their own emotions and recognize, understand, and influence the emotions of others. Daniel Goleman, a well-known psychologist, defined emotional intelligence as the ability to control the feelings and emotions of oneself and others, to differentiate between different emotions and to use this emotional information to guide one's thoughts and actions Goleman (1995). Goleman identifies five key components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Emotional intelligence plays an important role in daily life, and its impact also affects various aspects of personal life. A person with high emotional intelligence is better able to manage stress, communicate effectively, and build healthy and productive relationships (Salovey & Mayer, 1990). They are also better able to adapt to change and face challenges more calmly and confidently. Not only that, there is a study that shows that a person who is able to control his emotional intelligence, can improve the quality of a person's work performance (Mayer et al., 2008) In the context of education, emotional intelligence is very important because it can affect the learning process and social interaction in school. Teachers and students who have good emotional intelligence tend to create a more positive and supportive learning environment. According to(Jennings & Greenberg, 2009), Emotional intelligence helps students develop social skills, improve their ability to work together, and reduce conflict in the classroom. Additionally, students with high emotional intelligence typically have higher motivation to learn and are better able to cope with academic pressure.

At the age of children's growth and development, developing emotional intelligence can be done by parents or teachers, through various strategies, emotional intelligence in students can be formed. Educational programs that focus on developing emotional intelligence usually involve learning about self-awareness, stress management, effective communication, and conflict resolution. Techniques such as meditation, mindfulness, and empathy training have also been shown to be effective in increasing emotional intelligence. Other research suggests that interventions designed to improve emotional intelligence can have a significant positive impact on an individual's emotional and social well-being (Durlak et al., 2011).

Emotional intelligence has significant relevance in Islamic education, which emphasizes the development of character and noble character. In Islam, the management of emotions is an important

part of *karimah morals*, which includes patience, sincerity, and respect for others. According to Al-Ghazali, emotions must be controlled to achieve inner balance and tranquility, which is an important part of a Muslim's spiritual journey (Dwi et al., 2022). Effective Islamic education focuses not only on intellectual development but also on the emotional and spiritual development of students. It helps students to become balanced individuals, able to manage their emotions wisely and interact with others with respect and empathy. Thus, emotional intelligence plays an important role in shaping students' character in accordance with Islamic values. In Islamic education, emotional intelligence can also be trained by fasting, by fasting students are trained to control their appetites, not only eating and drinking, but feelings of anger, spitefulness, and lust are also trained to be restrained. In this case There is quite a well-known study on emotional intelligence. This study involved children aged 4-6 years.

They are not easily discouraged or depressed when faced with confusion and so on. They are looking for and ready to face the challenges that exist in life. When facing challenges they tend to be more confident and confident in their abilities, trustworthy and reliable. More than ten years later they can still delay the fulfillment of their desires in pursuit of goals. This condition is certainly different from children who immediately grab chocolate when the researcher finishes speaking. When in adolescence they tend to fill social relationships with, stubborn, promising, easily disappointed, consider themselves useless, backward and easily stressed, more easily envious, spiteful, jealous and so on (Suyadi, 2022). From the results of the above research, of course, as an educator, you must be able to develop emotional intelligence to the next generation and prove that the importance of emotional intelligence is applied in a better way.

After two discussions about emotional and intellectual intelligence, there is one intelligence that is no less important, namely spiritual intelligence. Spiritual intelligence is the ability to understand the meaning and purpose of life, as well as apply spiritual values in daily life. The definition of spiritual intelligence is intelligence that is used to face and solve existential problems, allowing a person to develop personal and collective meaning, and improve the quality of life. Spiritual intelligence involves moral and ethical dimensions, allowing individuals to live in harmony with their values and beliefs, as well as to find peace and harmony in a variety of situations.

Spiritual intelligence consists of several key components, including deep self-awareness, a sense of connection with something greater than oneself, the capacity to show compassion and empathy, and the ability to see life from a broader and meaningful perspective. Deep self-awareness includes an understanding of spiritual identity and life purpose, while a sense of connection includes an experience of connectedness with God, the universe, or a spiritual community. Compassion and empathy include the ability to feel and appreciate the feelings and experiences of others.

Spiritual intelligence plays a crucial role in helping individuals cope with stress, find meaning in suffering, and face life's challenges more wisely and calmly. Research shows that individuals with high spiritual intelligence tend to have better mental health, lower stress levels, and higher life satisfaction. They are also better able to maintain emotional balance and make ethical and wise decisions in difficult situations.

In the context of education, spiritual intelligence can help create a more inclusive and supportive learning environment. Students who have developed spiritual intelligence tend to show respect and appreciation for differences, as well as have the capacity to work together with others in harmony (Tirri, 2011). They are also more likely to pursue academic and personal goals diligently and meaningfully. The development of spiritual intelligence in education can help students become balanced individuals, capable of integrating spiritual values in all aspects of their lives.

3.2. Discussion

A holistic approach to Islamic education emphasizes the simultaneous and balanced development of all aspects of the individual emotional, intellectual, and spiritual. This approach aims to create individuals who are not only academically intelligent, but also have a strong character and a deep spiritual life. According to Al-Attas, holistic Islamic education seeks to create harmony between intellect, soul, and action, which is a reflection of Islam's understanding of human beings as whole and complex beings (Muhammad & Al-Attas, n.d.).

Intellectual intelligence in Islamic education involves the ability to think critically, understand complex concepts, and apply knowledge in a variety of situations. Islamic education emphasizes the importance of seeking knowledge and developing intellectual abilities as part of worship to Allah. According to research by (Abdullah & Sharif, 2019b) A curriculum that integrates scientific and religious studies can help students develop their intellectual intelligence while still maintaining Islamic values. For example, teaching mathematics or science by associating these concepts with Qur'anic verses can strengthen students' understanding of science and religion at the same time (Abdullah & Sharif, 2019b).

Emotional intelligence in Islamic education involves the ability to recognize, understand, and manage the emotions of oneself and others. This is crucial in creating a harmonious and supportive learning environment. According to Goleman (2013), emotional intelligence is the key to effective social interaction and good character development. In Islamic education, emotional intelligence can be developed through the teaching of moral and ethical values taught in the Quran and Hadith. For example, the concepts of *patience* (patience) and *sincerity* (sincerity) are integral parts of Islamic education that help students manage their emotions wisely.

Spiritual intelligence in Islamic education emphasizes the importance of understanding the meaning and purpose of life, as well as applying spiritual values in daily life. Islamic education

teaches that the main purpose of life is to worship Allah and live a life in accordance with Islamic values. According to research by (King & DeCicco, 2009), Spiritual intelligence helps individuals find meaning in their lives and face challenges more calmly and confidently. In the context of education, spiritual intelligence can be developed through activities such as prayer, reflection, and participation in religious activities (King & DeCicco, 2009).

A holistic approach in Islamic education integrates intellectual, emotional, and spiritual intelligence to create individuals of balanced and noble character. According to Tirri, a holistic education allows students to develop their potential holistically and create a balance between different aspects of their lives. For example, a curriculum that includes academic subjects, character education, and religious activities can help students develop all aspects of their intelligence simultaneously. This integration also allows students to understand the relationship between knowledge, emotions, and spirituality, which ultimately helps them become better individuals and benefit Society (Tirri, 2011).

The implementation of a holistic approach in Islamic schools requires an integrated and comprehensive strategy. First, the curriculum must be designed to cover intellectual, emotional, and spiritual aspects in a balanced manner. For example, religious and moral subjects can be combined with science and math lessons to create a well-rounded understanding. Second, teacher training is essential to ensure that they have the ability to teach and integrate all three aspects of intelligence. Teachers who are trained in emotional and spiritual intelligence are better able to create a supportive and inclusive learning environment. Third, schools can organize extracurricular activities that promote the development of emotional and spiritual intelligence, such as character development programs, religious retreats, and community service. Fourth, continuous evaluation and feedback from students, teachers, and parents can help ensure that this holistic approach is successful and continues to be improved according to the needs of students.

4. CONCLUSION

Intellectual, emotional, and spiritual intelligence each plays an important role in Islamic education. Intellectual intelligence involves the ability to think critically and understand complex concepts, which are important in the search for knowledge and the development of reason as part of worship to Allah SWT. Then emotional intelligence allows individuals to recognize, understand, and manage their own emotions as well as those of others, which is essential in creating a harmonious learning environment and supporting good character development. Meanwhile, spiritual intelligence helps individuals find meaning and purpose in life, as well as apply spiritual values in daily life, which is important in living life in accordance with Islamic values and achieving eternal happiness. The integration of these three intelligences in Islamic education creates a holistic approach that develops the whole individual including intellectual, emotional, and spiritual aspects so that students

can become balanced, wise, and noble individuals. From the discussion above, it shows that the integration of the three intelligences above with the Islamic curriculum can improve the quality of education as a whole, create an inclusive learning environment, and support the development of students' character.

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