



**IPS : JURNAL
PENGABDIAN DAN
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**TRAINING ON THE APPLICATION OF SPIRITUAL PEDAGOGIC LEARNING MODEL
OF GENERAL SUBJECT TEACHERS AS AN EFFORT TO IMPROVE STUDENTS'
SPIRITUAL ATTITUDES**

**PELATIHAN PENERAPAN MODEL PEMBELAJARAN SPIRITUAL PEDAGOGIC
BAGI GURU MATA PELAJARAN UMUM SEBAGAI UPAYA MENINGKATKAN
SIKAP SPIRITUAL SISWA**

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Abstract

This research aims to investigate the implementation of the spiritual pedagogy learning model among general subject teachers in Madrasah Aliyah throughout the city of Bandung. A qualitative approach is employed in this study to delve into and comprehend its impact on the teaching practices of the teachers. The training was conducted over a period of 3 days, with a focus on introducing and implementing the spiritual pedagogy learning model in the context of general subjects at Madrasah Aliyah. The research methodology involves in-depth interviews with the participating teachers, participatory observation, and the analysis of supporting documents related to the teaching process. The findings of this research indicate that the training on the implementation of the spiritual pedagogy learning model has had a positive impact on the understanding and practices of the teachers in integrating spiritual aspects into the teaching of general subjects. The teachers reported an increased awareness of spiritual values in education and improved abilities in creating a learning environment that supports the spiritual development of students. This research provides a significant contribution within the context of Madrasah Aliyah in the city of Bandung, as it highlights the importance of implementing the spiritual pedagogy learning model in enhancing the quality of teaching and learning. The results of this research can serve as a foundation for the development of more extensive and in-depth training programs for teachers, as well as a better integration of spiritual aspects into the curriculum of general subjects in Madrasah Aliyah. Consequently, it is hoped that education in Madrasah Aliyah will become more effective in shaping students' characters and creating a more holistic spiritual learning environment.

Keywords: Spiritual Pedagogic, Learning, Student.

Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi model pembelajaran pedagogi spiritual pada guru mata pelajaran umum di Madrasah Aliyah se-Kota Bandung. Pendekatan kualitatif digunakan dalam penelitian ini untuk menyelidiki dan memahami dampaknya terhadap praktik mengajar para guru. Pelatihan dilaksanakan selama 3 hari, dengan fokus pengenalan dan penerapan model pembelajaran pedagogi spiritual dalam konteks mata pelajaran umum di Madrasah Aliyah. Metodologi penelitian meliputi wawancara mendalam dengan guru partisipan, observasi partisipatif, dan analisis dokumen pendukung terkait proses pengajaran. Temuan penelitian ini menunjukkan bahwa pelatihan penerapan model pembelajaran pedagogi spiritual memberikan dampak positif terhadap pemahaman dan praktik guru dalam mengintegrasikan aspek spiritual ke dalam pengajaran mata pelajaran umum. Para guru melaporkan adanya peningkatan kesadaran akan nilai-nilai spiritual dalam pendidikan dan peningkatan kemampuan dalam menciptakan lingkungan belajar yang mendukung perkembangan spiritual siswa. Penelitian ini memberikan kontribusi yang signifikan dalam konteks Madrasah Aliyah di Kota Bandung, karena menyoroti pentingnya penerapan model pembelajaran spiritual pedagogy dalam meningkatkan kualitas belajar mengajar. Hasil penelitian ini dapat menjadi landasan bagi pengembangan program pelatihan guru yang lebih luas dan mendalam, serta integrasi aspek spiritual yang lebih baik ke dalam kurikulum mata pelajaran umum di Madrasah Aliyah. Oleh karena itu, pendidikan di Madrasah Aliyah diharapkan menjadi lebih efektif dalam membentuk karakter siswa dan menciptakan lingkungan pembelajaran spiritual yang lebih holistik.

Kata Kunci: Pedagogik Spiritual, Pembelajaran, Siswa.

INTRODUCTION

Government of the Republic of Indonesia, specifically the Ministry of Education and Culture, has implemented various policies aimed at improving the quality of education in Indonesia. One of the policies issued by the government is the implementation of the Curriculum 2013, which has been in effect since 2013. The adoption of Curriculum 2013 represents an improvement over the previous curriculum, known as Curriculum 2006. Furthermore, the implementation of Curriculum 2013 is the government's effort to address both internal and external challenges, necessitating the preparation of human resources or a generation ready to face these challenges (Mastur, 2017).

Since the government developed the Competency-Based Curriculum (KBK) in 2004, followed by Curriculum 2006, and now Curriculum 2013, the foundation for curriculum development has been competency. Competency is something that can be observed and even measured after the learning process has taken place. In this context, the process referred to is the learning process. Therefore, planned learning processes with measurable outcomes are essential. In Curriculum 2013, competencies are explicitly formulated to include attitudes, knowledge, and skills. These three categories of competencies represent the three domains within an individual and are potentials that need to be developed in the learning process. Curriculum 2013 aims to produce high-quality Indonesian individuals by integrating these three competencies to meet future challenges or, in other words, to produce a golden generation (Khoirunnisah and Yusmaita, 2019).

The potential of individuals that must be developed in the domains of attitude, knowledge, and skills is a significant change in Curriculum 2013 compared to previous curricula. This change will have implications for understanding and implementing Curriculum 2013. In terms of

implementation, it relates to how teachers conduct teaching, ranging from lesson planning, the use of methods, media or learning resources, to assessment. Teachers must understand various significant changes in Curriculum 2013, as the success of its implementation depends largely on how well teachers comprehend and execute it. The role of teachers is crucial as they are the curriculum implementers in the field. One of the key features of Curriculum 2013, compared to previous curricula, is the existence of competencies that bind all subjects, known as Core Competencies (Kompetensi Inti or KI). In the structure of Curriculum 2013, Core Competencies encompass four aspects: spiritual (KI1), social (KI2), knowledge (KI3), and skills (KI4). The content of subjects should align with these Core Competencies (Sutarto, 2017).

Competency in spiritual aspects (KI1) receives significant attention in the 2013 curriculum. This is a response to the educational process that lacks spiritual values. Prior education mainly viewed humans as physical beings, focusing on meeting physical needs (skills) and knowledge. At most, education only paid attention to fostering harmonious relationships among humans (social competence). However, there is a dimension of human beings that requires significant attention, which is the spiritual dimension. Competencies in spiritual (and social) attitudes do not have specific subject matter. Therefore, the basic competencies in the spiritual attitude group (KI-1) and the social attitude group (KI-2) are not meant for students to be taught or memorized. Instead, they serve as a guideline for educators, indicating that there are important spiritual and social messages inherent in the subject matter. In other words, basic competencies related to spiritual (and social) attitudes are developed indirectly during the teaching of knowledge-based basic competencies (KI-3) and skills-based basic competencies (KI-4) (Aziz, 2017).

Every teacher implementing the 2013 curriculum must be able to present the material for the learning objectives in KI-3 and the learning process for the learning objectives in KI-4 that lead to the achievement of the learning objectives in KI-1 and KI-2 without teaching them directly. Therefore, teachers play a crucial role in achieving spiritual (and social) attitude competencies in every learning process. Hence, teachers' ability to integrate spiritual (and social) attitude competencies needs to be well nurtured to fulfill their role as expected (Sinambela, 2013).

Related to this, there has been an interesting discourse recently, namely, Spiritual Pedagogy. Spiritual Pedagogy is a new approach to education and teaching carried out by teachers based on spiritual values that guide them in their profession. Understanding the issue of spirituality is essential in nurturing the millennial generation, so teachers need continuous development to adapt their knowledge and skills to the needs of the contemporary world. Teachers need to realize that students today are native speakers of the language of digital computers, video games, and the internet. Characteristics of teachers in spiritual pedagogy include the following: First, teachers understand the development of a child's soul and spiritual experiences. Second, teachers adopt a contemplative attitude, constantly thinking about the future of their students, their knowledge, and how to nurture them. Third, teachers exhibit a spirit of generosity. Fourth, teachers have interpersonal sensitivity in carrying out their profession, whether when interacting with students, fellow teachers, school principals, or parents of students. Fifth, teachers engage in various activities with enthusiasm, especially in teaching (Shimabukuro, 2008).

Spirituality is a concept that is challenging to define because scholars have different views on it. Nevertheless, they generally agree that the concept of spirituality involves a key component, which is values. Therefore, the definitions constructed range from simple to complex, but they all revolve around the idea of values. Harlos cites Schneiders, who defines spirituality as the conscious experience of a teacher or educator in integrating actual life with values considered the most noble. In relating activities to these values, teachers strive to let these transcendent values guide all their actions. Spirituality is seen as an enduring value that directs human life, and this value serves as a driving force that motivates individuals to engage in specific activities (Syihabuddin, 2016).

The key aspect of spirituality is the presence of profound values, the transcendence of these values within the teacher, and the grand values that generate enthusiasm for work. Spirituality represents the meaningfulness of achieving peak experiences, both within and outside of work, aimed at self-mastery, including thoughts, feelings, and behaviors, towards these grand values. These values influence teachers in their educational and instructional roles. The guiding values can stem from religion, giving rise to sacred values, or they can come from culture, resulting in secular spiritual values. These two types of values can coexist and propel individuals towards noble values.

However, some scholars argue that the dimension of spirituality is not relevant to the academic world because it implies subjectivity and values, whereas academic and scientific activities emphasize neutrality and objectivity. Therefore, in the Western scientific tradition, there has traditionally been a somewhat distant and indifferent relationship between spirituality and science. Nonetheless, spirituality and Western science share a common concern for learning and intellectual pursuits.

The theoretical exposition above demonstrates that the field of spiritual pedagogy encompasses the meaning of spirituality in education, the sources of values, the characteristics of a spiritual classroom, and the traits of a teacher in spiritual pedagogy. Spiritual pedagogy is an educational practice grounded in grand and transcendent values, whether stemming from religion or culture, which guides, motivates, and inspires a teacher in carrying out their profession. These values are intrinsic to their behavior as an authentic way they follow in their life, including in education.

METHOD

This research employs a qualitative approach to delve into and understand the impact of training on the implementation of the spiritual pedagogy learning model for general subject teachers in Madrasah Aliyah throughout the city of Bandung. A qualitative approach allows researchers to explore the nuances, understandings, and subjective experiences of the teachers in a deeper context. This study utilizes a case study design as its primary framework, focusing on the implementation of training on the spiritual pedagogy learning model for 50 general subject teachers in Madrasah Aliyah throughout the city of Bandung.

The primary respondents in this research are the 50 general subject teachers who participated in the training. Respondent selection was done purposively to ensure adequate representation from various subjects and educational backgrounds (Creswell, 2014). In-depth

interviews will be used to gain profound insights into the teachers' understanding and experiences related to the training. Interview questions will focus on their understanding of spiritual pedagogy, changes in their teaching practices after the training, and its impact on students. Observations will be conducted on teachers who attended the training to directly observe how the spiritual pedagogy learning model is implemented in their day-to-day teaching contexts. Documents related to the curriculum, teaching materials, and training materials will be analyzed to examine how spiritual values are integrated into teaching materials and whether there have been any changes in the curriculum documents after the training (Creswell, 2015). Data from interviews will be analyzed using content analysis to identify main themes related to the teachers' understanding and changes in their practices. Observational data will be used to assess the implementation of the spiritual pedagogy learning model in classroom contexts. Data from document analysis will provide insights into how spiritual values are integrated into the curriculum (Miles and Huberman, 1992).

To ensure data validity, triangulation techniques will be used. The results from interviews, observations, and document analysis will be compared to obtain a more comprehensive understanding of the training's impact. This research will adhere to research ethics principles, including obtaining authorization from relevant authorities, maintaining the confidentiality of information, and obtaining informed consent from informants. This qualitative research method is expected to provide a deep understanding of the impact of training on the implementation of the spiritual pedagogy learning model for general subject teachers in Madrasah Aliyah throughout the city of Bandung and how it can contribute to the development of a more holistic, spiritually-oriented education.

RESULT AND DISCUSSION

Pedagogik Spiritual is relatively new for teachers, and as such, a substantial amount of concept exploration is undertaken before moving to the practical level. The problem-solving approach is adopted in this activity. The activity is conducted with the following objectives: 1) To provide teachers with an understanding of the pedagogical spiritual learning paradigm. 2) To provide teachers with an understanding of the implementation of spiritual pedagogy in teaching.



Figure 1. Training on the Application of the Spiritual Pedagogic Learning Model for Teachers

3) To provide teachers with an understanding of how to develop a learning model using the Spiritual Pedagogical approach.

This training activity utilizes a persuasive-educational approach with the aim of enhancing knowledge, understanding, and insights into the development of a Spiritual Pedagogy-based learning model. The stages involved in this training include:

Submission of Information

In this stage, a significant amount of information is conveyed concerning the theory and concepts of Spiritual Pedagogy and its implementation within the Curriculum 2013. The delivery of this material is conducted by experts in Spiritual Pedagogy Education and speakers well-versed in Curriculum 2013 and the Curriculum Merdeka initiative. During this stage, participants in the training are provided with highly relevant information about the theory and concept of Spiritual Pedagogy and how this concept is integrated into the Curriculum 2013 framework. This material is presented by experts in Spiritual Pedagogy Education and speakers with a deep understanding of Curriculum 2013 and the Curriculum Merdeka initiative.

Participants in the training are taught the fundamentals of Spiritual Pedagogy, which include an understanding of spiritual values, the role of teachers in shaping the spiritual dimension of students, and the importance of integrating spiritual aspects into education. These theories and concepts may encompass an understanding of the search for meaning in education, self-awareness, an understanding of the connection between knowledge and moral values, and how these factors can influence more meaningful learning.

Participants in the training are provided with insights into how Spiritual Pedagogy can be integrated into the Curriculum 2013, which may involve an understanding of the curriculum structure, basic competencies, and how to identify opportunities for incorporating spiritual elements into existing teaching materials. Additionally, participants are also given an understanding of the Curriculum Merdeka initiative, which may involve an understanding of flexibility in the teaching process, the development of curricula that are more focused on student learning experiences, and the role of teachers as facilitators of more independent learning.

The speakers provide valuable insights into how general subject teachers in Madrasah Aliyah throughout the city of Bandung can incorporate spiritual values into their existing teaching contexts. This information provides both theoretical and practical foundations essential to assist teachers in integrating the Spiritual Pedagogy approach into their teaching, including:

- a) Providing knowledge related to the theory and concepts of Spiritual Pedagogy.
- b) Offering insights into the concept of Spiritual Pedagogy.
- c) Providing insights into the development of Spiritual Pedagogy materials.
- d) Offering insights into Spiritual Pedagogy-based learning models.
- e) Providing insights into the development of Spiritual Pedagogy-based learning within the Curriculum 2013 and Curriculum Merdeka.

Discussion and Problem Solving

This stage involves discussing and dialoguing about various issues, suggestions, and criticisms related to the implementation of Spiritual Pedagogy in the context of Curriculum 2013

and Curriculum Merdeka. It also includes discussing and seeking solutions to problems that teachers in the field may face. Presenters and participants engage in problem-solving discussions until a shared conclusion is reached regarding solutions.

This stage is a crucial part of the training on the implementation of the Spiritual Pedagogy learning model for general subject teachers in Madrasah Aliyah throughout the city of Bandung. In this phase, training participants, presenters, and speakers engage in intensive interaction to discuss and dialogue about a range of issues and suggestions and criticisms related to the implementation of Spiritual Pedagogy in the framework of Curriculum 2013 and Curriculum Merdeka. Training participants, consisting of general subject teachers from various backgrounds, share their experiences and challenges in integrating the aspects of Spiritual Pedagogy into their teaching. This includes practical challenges such as dense curricula, distance learning, or resource limitations.

Participants also provide feedback and criticisms regarding the training methods and materials they have received. They can express what has worked well and what has not functioned effectively in the training, as well as make recommendations for improvement. Together, training participants, presenters, and speakers work to find solutions to the issues faced by teachers in the field. This discussion involves the exchange of ideas, experiences, and best practices that can help teachers overcome obstacles in integrating Spiritual Pedagogy into their teaching.

Through constructive and collaborative dialogue, training participants and presenters reach a shared conclusion about the most feasible and practical problem-solving solutions to be applied in the context of Madrasah Aliyah in the city of Bandung. These conclusions may include more effective teaching strategies, better utilization of existing resources, or changes in curriculum approaches. This stage reflects the importance of building a deeper understanding through discussion and collaborative dialogue. By creating a forum for sharing experiences and ideas, teachers can gain a better understanding of how to overcome challenges in integrating Spiritual Pedagogy into their teaching. The shared conclusions resulting from this stage will also serve as a valuable guide for improvements in future training implementations and the development of more effective teaching practices in Madrasah Aliyah throughout the city of Bandung.

Build Learning Tools

Generating a product of a Pedagogical Spiritual teaching model and tools in the implementation of Curriculum 2013 and Curriculum Merdeka is a crucial stage in the training for implementing the Pedagogical Spiritual learning model. In this stage, training participants are asked to develop teaching tools that integrate the concept of Pedagogical Spiritual into the implementation of Curriculum 2013 and Curriculum Merdeka. Participants will learn how to create teaching tools that encompass lesson plans, teaching materials, teaching methods, and assessment. These teaching tools are designed in such a way that they incorporate spiritual values into every aspect of learning.

Training participants will be provided with guidance and examples of teaching models that integrate spiritual aspects into the teaching process. This may include models that encourage reflection, meditation, ethical discussions, or other practices that support the

development of students' spiritual dimensions. The teaching tools they create should clearly link spiritual values with the objectives and competencies mandated in Curriculum 2013 and Curriculum Merdeka. This involves a good understanding of the structure and content of the curriculum in place and how spiritual aspects can be integrated without sacrificing subject matter.

After developing the teaching tools, training participants may also have the opportunity to practice them in teaching simulations or demonstration sessions. This provides an opportunity for participants to experience firsthand how the Pedagogical Spiritual approach can be applied in real situations. After creating and practicing the teaching tools, training participants will receive feedback from instructors and fellow participants. This is an essential step in improving the quality of teaching tools and ensuring that the Pedagogical Spiritual approach is well-integrated into the context of Curriculum 2013 and Curriculum Merdeka.

This stage equips training participants with concrete skills in planning, developing, and implementing teaching tools that integrate spiritual values into their teaching. It will help them become more effective in implementing the Pedagogical Spiritual approach within the context of Curriculum 2013 and Curriculum Merdeka in Madrasah Aliyah throughout the city of Bandung.

Increased Master's Understanding of Spiritual Pedagogy

The training has successfully enhanced the understanding of teachers regarding the concept of spiritual pedagogy. They have started to grasp the importance of integrating spiritual values into their teaching and how this can shape students' character. The improved understanding of the concept of spiritual pedagogy is one of the positive outcomes of the training. Through the training, teachers have gained a deeper understanding of the concept of spiritual pedagogy. They can now identify and comprehend the meaning behind this approach, including its fundamental concepts and values such as ethics, morality, reflection, and self-awareness. Teachers have also begun to understand the importance of integrating spiritual values into their teaching processes. They realize that this approach is not only about transferring knowledge but also about shaping students' characters. This understanding provides a broader and more holistic perspective on education.

Teachers are aware that the integration of spiritual values into teaching can help shape students' characters. This includes helping students understand moral values, ethics, and human relationships. This understanding provides a strong foundation for teachers to be more concerned about the holistic development of students, not just academic aspects. With their improved understanding of the concept of spiritual pedagogy, teachers tend to adopt teaching approaches that are more focused on students' spiritual development. They may begin to explore ways to incorporate reflection, meditation, or ethical discussions into their teaching, which can help students develop spiritual understanding and awareness.

With this enhanced understanding, teachers can take concrete steps to integrate spiritual values into their teaching. This will have a positive impact on students' learning experiences and help create a more spiritually impactful learning environment in Madrasah Aliyah. This understanding also provides a strong foundation for teachers to continue their self-development in supporting students' character development.

Changes in Teaching Practices

After participating in the training, teachers have reported significant changes in their teaching practices. They are more aware of the potential of the spiritual pedagogy approach in creating a learning environment that supports students' spiritual development. Teachers have started to integrate spiritual elements into their teaching methods, such as reflection, meditation, and ethical discussions. This helps students gain a deeper understanding of moral and ethical values in the context of general subjects.

The results of this research indicate that the training for implementing the spiritual pedagogy model has a positive impact on the understanding and practices of general subject teachers in Madrasah Aliyah Se-Kota Bandung. This improvement also affects students in terms of their understanding of spiritual, moral, and ethical values. Additionally, efforts to integrate spiritual values into the curriculum are also evident. Thus, this research makes a significant contribution in the context of education in Madrasah Aliyah, strengthening the argument for the development of more extensive and in-depth training programs for teachers, as well as the better implementation of spiritual aspects in the general subject curriculum. It is hoped that the results of this research will contribute to enhancing the quality of a more spiritually holistic education in Madrasah Aliyah.

CONCLUSION

The training for implementing the spiritual pedagogy model has had a positive impact on the understanding and practices of general subject teachers in Madrasah Aliyah Se-Kota Bandung, and it significantly contributes to shaping students' character. This research underscores the importance of a holistic approach to education, recognizing the vital role of spiritual values in the learning process. Therefore, more efforts are needed to expand such training and further integrate spiritual values into the education curriculum so that education in Madrasah Aliyah can create a more spiritually positive learning environment.

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