

Learning the Prophet Muhammad's Da'wah History to Improve Students' Spiritual Intelligence

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Abstract

The study's overarching goal is to shed light on how educators might help their pupils grow spiritually by studying Islamic cultural history and the teachings of the Prophet Muhammad. The goal of this qualitative research is to provide a narrative description and explanation of the actions taken. Information gathered from class X (tenth grade) students' firsthand accounts of classroom instruction and classroom activities at Madrasah Aliyah Negeri 1 in Tangerang Regency. According to the findings, educators can improve their own spiritual intelligence by studying Islamic cultural history through the teachings of the Prophet Muhammad. By using the example method of instruction, we can learn about the qualities that the Prophet Muhammad possessed and taught, such as diligence, perseverance, accountability, patience, and unwavering commitment to spreading Islam. The next step is to incorporate bartering questions into student discussions as a means of encouraging them to be more receptive to new ideas and perspectives. This is because students work in groups to generate and respond to questions, as well as to explain and critique one another's answers. As a result of their involvement with the religion that the Prophet Muhammad battled for, pupils develop spiritual indicator intelligence, a strong feeling of caring, a tendency to be generous, and an enduring desire to be of service to others.

Abstrak

Penelitian dilakukan untuk menjelaskan upaya pengembangan kecerdasan spiritual dan strategi yang dapat dilakukan guru terhadap peserta didik

melalui pembelajaran Sejarah Kebudayaan Islam tentang dakwah Nabi Muhammad. Jenis penelitian ini menggunakan metode kualitatif yaitu berusaha menjelaskan dan menjabarkan secara naratif kegiatan yang dilakukan. Data yang dikumpulkan melalui pengamatan (Observasi) secara langsung di kelas dalam kegiatan belajar mengajar di Madrasah Aliyah Negeri 1 Kabupaten Tangerang Siswa/i kelas X (sepuluh). Hasil penelitian yang didapatkan adalah bahwa guru dapat melakukan pengembangan kecerdasan spiritual melalui pembelajaran Sejarah Kebudayaan Islam pada materi Dakwah Nabi Muhammad. Dengan cara menerapkan metode keteladanan dalam penyampaian materi menjelaskan nilai-nilai keteladanan yang dicontohkan oleh Nabi Muhammad. seperti kepedulian, kegigihan, tanggung jawab, kesabaran dan ketabahan dalam perjuangan mendakwahkan Islam. Setelah itu menerapkan strategi barter soal dalam proses diskusi peserta didik dengan tujuan agar peserta didik semakin terbuka wawasannya karena dalam kegiatan barter soal peserta didik akan saling berkelompok untuk membuat dan menjawab pertanyaan serta saling berpendapat dan memberikan timbal balik. Output yang dihasilkan peserta didik adalah mereka akan memiliki kecerdasan spiritual indikator memiliki rasa peduli yang kuat dan cenderung pada kebaikan selalu ingin bermanfaat terhadap sesama sebagai bentuk peduli mereka generasi muda saat ini pada agama yang sudah diperjuangkan Nabi Muhammad.

Keywords

Spiritual intelligence, strategy, islamic cultural history, Prophet Muhammad's da'wah

Introduction

Every human being is born into this world already in the best state of creation, with all the advantages and disadvantages of humans having extraordinary potential according to their best version. Humans are equipped by Allah with perfect physical conditions from head to toe that can function according to their place. The rest of the human being is responsible for himself to be used for what the mandate that Allah gave him, if humans are likened to an empty glass then with what we will fill and decorate the glass so that it can release water that can be useful for himself and for the wider community.

In living life in this world, humans certainly do not want to be lost and undirected, therefore humans need the ability to control themselves in order to interpret how to go through this life. This can be obtained through the development of spiritual intelligence. Why through spiritual intelligence? because with spiritual intelligence a person will be intelligent in understanding the meanings, values and qualities of his life as according

to Danah Zohar and Ian Marshall in Abdul Wahab's book, spiritual intelligence (SQ) is intelligence used to assess whether one's actions or lifestyle make more sense than others (Zohar & Marshall, 1999).

The most perfect creatures created by God are humans, who are blessed with reason so that they can organize and move things. Intelligence is the greatest gift given by Allah as an advantage of humans over other creatures. Physically, humans have a perfect physique and are endowed with intellect that no other creature has. Various potentials and wisdom possessed by humans must be explored, developed, and directed properly because through intelligence humans can continue to maintain and improve the quality of life through the process of thinking and learning continuously (Astuti, 2018).

In making efforts to develop spiritual intelligence, of course we need a strategy or method that must be passed in the development process, in this case the way that can be done is through education. Education is a conscious and planned learning process that directs students to actively develop their potential and equip themselves with religious knowledge, self-control, personality, intelligence, noble character, and the qualities needed by themselves, society, nation and state (Law No 20 of 2003). Therefore, education will affect the changes and conditions of every human being. The changes that will occur are the development of the potential of students in terms of knowledge, skills, and attitudes towards life (Desi et al., 2022). Educators are experts who have an important role in learning, especially PAI teachers. In addition to intellectual education, PAI teachers also carry out the task of spiritual education. Islamic religious education is a form of teaching that seeks to guide students to be able to understand and practice the teachings of Islam (Syukri et al., 2019). The purpose of learning is not only to educate the nation, but also to improve the ability of students to become human beings who are faithful, devoted to God Almighty, and have religious spiritual strength. The success of achieving these goals in a context that is influenced by many factors, one of which is the teacher (Komariah et al., 2021).

So it can be concluded that through education we can strive to develop our potential, because education contains a learning process between teachers and students that can help students get information so that it can have a very big influence, one of which is in efforts to develop spiritual intelligence. In addition to the role of parents, teachers also play an important role at school in providing education to students who can shape students for the better.

Many of us encounter in this day and age students who actually have extraordinary potential, one of which is the mind that has various intelligences, especially spiritual intelligence, but due to the lack of attention or stimulus, especially from parents, then the influence of the surrounding

environment that shapes it so that it makes the spiritual intelligence not develop, The impact is that the child will become undirected and will feel empty in interpreting his life because there are no spiritual values known to him which should be the foundations based on religion, even though the introduction of religion must be introduced early as a provision for children to undergo their developmental period, especially during adolescence, a period that is high in curiosity and emotionally unstable, if there is no provision of religion in him it is feared that it is easy to get carried away with negative things. So that adolescents really need a companion or support figure who directs them in solving the problems experienced. The role of parents and the environment determines their development (Munthe, 2020).

Adolescence is a transitional period from childhood to adulthood, where adolescents are in the midst of the turmoil of life because they experience changes and must be able to adjust in finding their identity. John W. Santrock explains that adolescence is a transitional period between childhood and adulthood with the development of cognitive, social emotional and biological aspects (Fahrurrozi, 2022; Santrock, 2007). In situations like this, teenagers often act carelessly without considering the consequences of their actions. This can cause adolescents to get involved in juvenile delinquency. Many cases that are rampant among students, one of which is brawling, promiscuity and even murder cases. Reported from kompas.com that the number of brawls in central Jakarta increased from June to July 2023 and 90% of the perpetrators were teenagers (students). One of the causes of juvenile delinquency and deviant behavior is the inability to exercise *self-control* or the process of self-control. Self-control is a person's inner strength to be able to control emotions, actions, and thoughts (Rizal, 2018).

If it is like this, in addition to the role of parents, the role of a teacher through education is also needed by trying to develop spiritual intelligence, because with spiritual intelligence it is hoped that students will have provisions that can become a shield for themselves to be able to intelligently distinguish between good and bad. Therefore, based on this background, researchers focused on research on how the strategy of developing spiritual intelligence should be carried out by teachers in teaching and learning activities at school and arrived at the results of research that has been carried out at Madrasah Aliyah Negeri 1 Tangerang Regency, namely, teachers develop spiritual intelligence through learning Islamic Culture History about the preaching of the Prophet Muhammad.

What is the correlation between spiritual intelligence and Islamic cultural history learning and with what strategies or ways can be done in developing students' spiritual intelligence? Islamic Cultural History is a subject studied in Islamic schools. SKI has a role in developing student character through learning exemplary material for Islamic school teachers,

especially those that focus on the life and teachings of the Prophet Muhammad. The value of SKI character education material is based on the teachings of the Prophet Muhammad and other companions, which emphasize persistence, patience, and fortitude (Rusydi, 2021). So it is hoped that students can take lessons from SKI material regarding the da'wah of the Prophet Muhammad in this case, of course, every teacher needs to have a strategy in delivering material so that it can be understood and can make an impression not only on the mind but also to the heart so that it can practice it in everyday life, from practicing it is expected to be a process that will form spiritual intelligence and will continue to develop by continuously learning. One of the methods used in the SKI teaching and learning process is the exemplary method, the output for students is that they have a role model in their lives, namely the Prophet Muhammad so that they have the desire to become human beings who are beneficial to others such as the struggle of the Prophet Muhammad in preaching Islam.

Methods

This study employs qualitative research methods, which, as defined by Denzin & Lincoln (1994), involve investigating natural occurrences or circumstances in order to describe a phenomena and demonstrate its execution using diverse methodologies. Qualitative research focuses on identifying, describing, and narratively explaining the activities performed and the effects of the actions conducted on the subject of study (Adlini et al., 2022). The researcher gathered data by direct observation of the field scenario and actively participated in the evaluation conducted at Madrasah Aliyah Negeri 1 Tangerang Regency, specifically focusing on students in grade X. Researchers gather data not only by observing the situation in the field, but also by consulting diverse sources such as journals and books that are relevant to their research topic..

Results and Discussion

Conceptually, spiritual intelligence consists of two words: intelligence and spiritual. Intelligence comes from the word intelligent, which is the development of a perfect mind to think and understand. While spiritual comes from Latin, namely *spritus* which means breath. Spiritual intelligence is intelligence that is used during the thinking process in determining the decisions we will make and everything we will do by using meaning, value, purpose, and motivation.

According to Zohar and Marshall, spiritual intelligence is the intelligence to face and solve problems. They say intelligence can influence our behavior and life in the context of a broader meaning and from that intelligence can judge one's actions or way of life as more meaningful than others (Zohar and Marshall, 2007). Sukidi (in Murdiwiyono, 2004) states

that spiritual intelligence can lead to an honest, tolerant, open attitude full of love, and compassion for others. Meanwhile, according to Doe & Walch (2001) explained that spiritual intelligence is the basis for the growth of self-esteem, values, morality, and a sense of belonging (Zohar & Marshall, 2000).

From the various definitions of spiritual intelligence according to these experts, researchers can conclude that spiritual intelligence is the most basic intelligence because it is the center of guidance for other intelligences, which means that if spiritual intelligence is good, other intelligences can also potentially be good because through spiritual intelligence when we are faced with various issues of meaning and value we will be able to get through it and have the ability to act like what, and through spiritual intelligence we can also be directed to the spiritual peak, namely having an honest, respectful, open, and caring attitude towards others.

Spiritual intelligence can bring a person to know the creator. So that a person knows where he came from, what purpose he lives for and what is the end of the purpose of this life. In the concept of Islam teaches that humans were created to run their lives to Allah, therefore the Islamic education process hopes that the main intelligence that students must have is spiritual intelligence because spiritual intelligence will lead to the true meaning of life, namely the pleasure of Allah (Lubis, 2018). Spiritual intelligence is the ability to face and solve problems so that it can organize itself and see the various meanings contained therein. Children who have spiritual intelligence will grow into human beings who are noble, patient in facing and solving problems and able to assess meaning spiritually. Because they believe that God is always with them by continuing to be pious and earnest in prayer (Zohar & Marshall, 2008).

In developing spiritual intelligence, parents have an important role, but not all parents do it to their children so that when children grow up if they are not stimulated with spiritual values, children will not recognize what spiritual values are and children will behave as they please because they do not have spiritual provisions. Based on this, besides parents, teachers also have an important role in developing spiritual intelligence through education. If children do not get the attention of spiritual intelligence development education at home, then children have the right to get education at school in the learning process and the school environment that can shape them.

The following indicators of well-developed spiritual intelligence include adaptability, heightened consciousness, resilience in the face of challenges, a sense of purpose that provides guidance, a strong sense of responsibility, and prioritization of faith. (Uhar, 2013). Furthermore, Toto Tasmara identifies various markers of spiritual intelligence, including: a constant sense of divine surveillance; employing dhikr (remembrance of Allah) and prayer as remedies for difficulties; demonstrating patience in all

circumstances; consistently desiring to engage in virtuous acts and assist others; possessing a profound sense of compassion; harboring a clear life purpose; and endeavoring to deliver optimal performance. (Tasmara, 2001).

The various indicators mentioned are the results of output in children whose spiritual intelligence has been able to develop well, the researchers hope that through education in schools, namely the role of a teacher in carrying out learning activities in the classroom in order to strive to develop the spiritual intelligence of students, so that the teacher not only conveys and then finishes but more than that how can students take lessons or valuable lessons after returning from school and can continue to imprint in their hearts then easily students will apply and practice it in everyday life, so that even though it does not produce perfectly the expected output based on indicators of spiritual intelligence but at least there is one indicator that has been successfully achieved through teaching and learning activities.

Efforts to Develop Spiritual Intelligence through Learning Islamic Cultural History

Efforts to develop spiritual intelligence can be carried out through the educational process in the school environment, namely teachers and students in learning in the classroom. Learners in the classroom with the diversity of their different backgrounds certainly make the teacher must be able to know each student deeply, this will certainly be reflected in the character of each student, his attitude and behavior when in class. Every learner certainly does not all get spiritual education in their family environment, because not all parents realize this so that sometimes children who from childhood are not introduced to spiritual values then when children begin to enter adolescence will be trapped in activities that are not good because they do not have spiritual provisions on which to rely, therefore it is very important to have direction and guidance at school through the teacher.

In this case, every teacher must have the ability to determine and focus on what spiritual intelligence indicators want to be achieved on the spiritual intelligence of these students, because in this effort it must be done *step by step* in its development. Because if we have been able to achieve one of the indicators of spiritual intelligence or students have produced the expected output then in the next development it will be easier to achieve other indicators of spiritual intelligence.

In this study, teachers focused on achieving indicators of students' spiritual intelligence in the realm of having a strong caring attitude and always wanting to benefit others. Why focus on this domain? because according to the researcher's point of view, if students are embedded in themselves always wanting to do good, especially having strong care for others, students will make many very big changes, for example, students will

have the willingness to do many activities that are beneficial to the surrounding environment, sensitive and caring for the people around them. To be able to achieve this, of course, requires efforts in stimulating students. Then the researchers made efforts to develop the spiritual intelligence of students through Islamic Culture History lessons regarding the Da'wah of the Prophet Muhammad.

Islamic Culture History is an Islamic Religious Education subject. SKI is learning that prepares students to be able to recognize, understand, appreciate Islamic teachings, and become the basis for their outlook on *life* (*way of life*) by means of guidance, teaching, training, use of knowledge and habituation activities (Hasmar et al., 2020). The SKI content covers various aspects such as Faith, Practice, Habituation, Rationality, Spirituality, Functionality, and Exemplariness. SKI serves as an educational tool, a scientific tool, and a means of transforming one's spirit. The objectives of SKI for students encompass acquiring accurate data on Islamic history, extracting lessons and significance from historical events, endeavoring to embody and implement Islamic beliefs, and emulating historical people in forming one's character positively (Prasetiawan, 2020).

Through SKI learning, teachers can make efforts to develop spiritual intelligence towards students because in SKI material there are spiritual values that teachers can convey to students, especially in the sub-material about the Da'wah of the Prophet Muhammad which describes in great detail how the Prophet's struggle in preaching Islam, so in this case the teacher needs to provide understanding to students in learning activities not just delivering it but how to make students absorb information well so that it can make an impression on their minds and hearts, therefore teachers must have a strategy in the learning process that takes place. Because in the material about the Da'wah of the Prophet Muhammad there are many ibrahs that students can take, especially students will know that the Prophet Muhammad is the best role model in this life, he is a role model and the best human example through the exemplary examples inherent in the Prophet Muhammad. Therefore, the expected output of students through SKI learning is that students can have spiritual intelligence, especially in indicators of having strong empathy for others and tend to do good so that they always want to be useful for many people, it is also hoped that other indicators of spiritual intelligence can follow so that the resulting output is getting better for students.

Teacher's Strategy in Developing Students' Spiritual Intelligence in Islamic Cultural History Learning

As a teacher in teaching and learning activities, you definitely want learning that can be well received by students. The key to success in teaching is the learning method because in the learning method there is interaction

between educators and students in the learning process. (Astuti, 2022) The ability to use good methods and strategies in the teaching process is important in order to create a learning atmosphere that makes students follow learning well and not easily bored. Therefore, in using the method the teacher must adjust the material so that the method used can be effective. (Hasriadi, 2022) Learning methods are procedures used in delivering teaching materials so that learning objectives can be achieved. Meanwhile, the Learning Strategy according to Ramly Maha (1997: 1) is the ability to organize and organize steps so that the learning design that is prepared can be maximally useful, so as to achieve the goals of learning activities. (Hasmar et al., 2020) So it can be concluded that learning methods are ways or means used in delivering material while strategies are tactics or efforts to maximize activities by organizing learning designs.

In the previous discussion, the focus of the research conducted has been explained that researchers emphasize that teachers must be able to make efforts to develop spiritual intelligence in learning and arrive at research that spiritual intelligence can be developed through learning Islamic Culture History with the material of the Da'wah of the Prophet Muhammad but in this development the teacher needs a strategy in learning so that students can achieve spiritual intelligence. In addition to strategies, teachers must also determine suitable methods applied to SKI learning in accordance with the material to be delivered and then varied with learning strategies that make students eager to learn. Based on observations made at Madrasah Aliyah Negeri 1 Tangerang Regency on class X (ten) students, researchers in SKI learning regarding the Da'wah material of the Prophet Muhammad applied the exemplary method in delivering the material then continued with *barter questions* as a teacher strategy in an effort to develop spiritual intelligence.

1. Exemplary Method

Exemplary is good behavior that is reflected in the actions, words, attitudes and behavior of a person so that it can be followed or exemplified. The best example is Muhammad in Sirah Nabawiyyah there are exemplary education in the personality of Muhammad including his courage, persistence and steadfastness in fighting for Islam even though he had to get trials in the form of reviling even to be hurt but the fighting spirit of Muhammad was so very large in his preaching period. (Arsyad, n.d.)

Exemplary is a method of Islamic education that teachers can apply because it is very suitable to be developed in learning activities (Hidayat, 2015; Maya, 2017; Saripah, 2016). Teachers are role models in every action and behavior for students, therefore teachers need to learn to provide good examples so that students can emulate them such as in caring, persistence, perseverance, patience, discipline, courtesy, responsibility, civilized in speaking, dressing and so on. Overall, the exemplary values have been

exemplified by the Prophet Muhammad, so we as his people should make him a role model in life, therefore as a teacher who wants his students to be a good next generation, try to introduce the exemplary values that have been exemplified by the Prophet Muhammad by the way the teacher first gives an example based on the exemplary values exemplified by the Prophet Muhammad.

Based on the application of the exemplary method that has been carried out on tenth grade students of Tangerang Regency 1 State Aliyah Madrasah in learning Islamic Culture History with the Da'wah Material of the Prophet Muhammad, the teacher seeks to introduce exemplary values reflected in the Prophet Muhammad, especially in concern, The teacher tries to introduce the exemplary values reflected in the Prophet Muhammad, especially in concern, persistence and patience when fighting for Islam, starting from caring about the state of his ummah which at that time was trapped in the jahiliyah era so that there was a need for light that made them aware of the real truth then the persistence and patience of the Prophet Muhammad in preaching even though he was hit by an extraordinarily painful test but the Prophet continued to try and be patient for the religion he was fighting for. The resulting output for students is the emergence of a caring attitude and wants to be a useful human being towards others, this is based on them knowing the struggle of Muhammad which is very extraordinary in fighting for this religion, so for the current time they as a young generation want to try to keep what has been fought for by Muhammad as an example when the teacher questions what efforts you want to do as a young generation at this time as a form of caring for Islam? and their answers when asked about this were that they wanted to make positive activities in the mosque that attracted the attention of many young people, wanted to study diligently to be better, wanted to invite friends to join the study, wanted to make positive habits and wanted to be a useful human being. The answers obtained lead to one of the indicators of spiritual intelligence, namely having a sense of caring and always wanting to be useful, therefore if the Islamic cultural history teacher can do this, it can be one way to develop the spiritual intelligence of students.

2. Barter Problem

Barter questions is a strategy that can be done in learning Islamic Cultural History as an effort to develop spiritual intelligence because the activities in it are a learning process by means of groups where each group must have a question that is asked, then the questions will be collected and bartered with other groups. This activity will stimulate students to be active in learning because each will ask and answer each other and argue (Moore, 2021). The purpose of this question barter strategy is for them to discuss

with each other to make them moved in expressing their opinions so that if there are differences of opinion, they can find a way out together through this strategy students will be reciprocal and the discussion will be broader (Rosna, 2023).

Still based on the previous method, namely the exemplary method, after completing the delivery of material with this method, it is continued with a group discussion with barter questions. The teacher will determine the theme of the discussion that must be made questions by each group then the questions are collected back to the front to be shuffled after that each group comes forward again to take a random question and must answer it. When answering questions the teacher monitors the course of the discussion and students are allowed to argue with each other, discussions conducted in the tenth grade of Madrasah Aliyah Negeri 1 Tangerang Regency about the SKI learning material of the Da'wah of the Prophet Muhammad produce diverse questions and each group that answers can convey the answers properly and correctly then all discuss actively can argue and reciprocate each other, students are very enthusiastic because during the discussion they are provoked to continue to find out and try to explain the answers well, in this case it will make their minds more open and wider insight so that it is hoped that their spiritual intelligence will increase.

Conclusion

Based on the conducted research, the researcher concludes that teachers can enhance spiritual intelligence through educational methods focused on learning Islamic Cultural History, specifically the Da'wah of the Prophet Muhammad. This can be achieved by employing an exemplary approach in delivering the material, which involves introducing the exemplary values of the Prophet Muhammad, such as caring, persistence, patience, fortitude, and responsibility in preaching and advocating for Islam. Additionally, the researcher suggests incorporating group discussions with a question-and-answer format to encourage active student participation and the development of critical thinking skills. Consequently, students will endeavor to imitate spiritual principles for practical application in their daily lives.

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Conflict of Interest

There is no conflict of interest because we as authors agree in writing this manuscript.

Ethical Considerations

This research is based on observations made at Madrasah Aliyah Negeri 1 Tangerang Regency and is supported by references in the form of journal articles and books that do not have copyright infringement.

Disclaimer

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