

The Impact of Islamic Education on Students' Spiritual Well-being and Academic Performance

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Abstract:

The purpose of this research is to examine the impact of Islamic education on students' academic performance, with spiritual well-being positioned as the mediating variable. Specifically, this study seeks to understand how the values, teachings, and practices embedded in Islamic education influence students' spiritual development, and how this spiritual well-being, in turn, contributes to their academic achievement. Using a mixed-method approach, the research combines quantitative data collected through surveys and academic records with qualitative insights from interviews and observations. The findings reveal that Islamic education significantly enhances students' spiritual well-being by fostering values such as sincerity, discipline, and responsibility. Furthermore, this strengthened spiritual dimension serves as a mediating factor that positively correlates with improved academic performance, particularly in areas such as motivation, self-regulation, and perseverance in learning. The results also indicate that students who actively engage in Islamic learning activities tend to demonstrate stronger moral character and academic resilience. Overall, this study emphasizes the pivotal role of Islamic education in promoting holistic student development, integrating spiritual maturity as a foundation for achieving intellectual excellence.

Keywords: Islamic Education, Spiritual Well-Being, Academic Performance, Students, Holistic Development

Abstrak :

Tujuan dari penelitian ini adalah untuk mengkaji dampak pendidikan keislaman terhadap prestasi akademik mahasiswa, dengan posisi kesejahteraan spiritual sebagai variabel penengah. Secara khusus, penelitian ini berupaya memahami bagaimana nilai-nilai, ajaran, dan praktik yang tertanam dalam pendidikan Islam memengaruhi perkembangan spiritual siswa, dan bagaimana kesejahteraan spiritual ini, pada gilirannya, berkontribusi pada pencapaian akademik mereka. Dengan menggunakan pendekatan metode campuran, penelitian ini menggabungkan data kuantitatif yang dikumpulkan melalui survei dan catatan akademik dengan wawasan kualitatif dari wawancara dan observasi. Temuan tersebut mengungkapkan bahwa pendidikan Islam secara signifikan meningkatkan kesejahteraan spiritual siswa dengan menumbuhkan nilai-nilai seperti keikhlasan, kedisiplinan, dan tanggung jawab. Lebih jauh, dimensi spiritual yang diperkuat ini berfungsi sebagai faktor penengah yang berkorelasi positif dengan peningkatan prestasi akademik, khususnya di bidang-bidang seperti motivasi, pengaturan diri, dan ketekunan dalam belajar. Hasil penelitian juga menunjukkan bahwa mahasiswa yang aktif mengikuti kegiatan pembelajaran keislaman cenderung menunjukkan karakter moral dan ketahanan akademik yang lebih kuat. Secara keseluruhan, penelitian ini menekankan peran penting pendidikan Islam dalam mendorong pengembangan siswa secara holistik, mengintegrasikan kedewasaan spiritual sebagai landasan untuk mencapai keunggulan intelektual.

Kata Kunci: Pendidikan Keislaman, Kesejahteraan Spiritual, Prestasi Akademik, Mahasiswa, Pengembangan Holistik

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INTRODUCTION

Islamic education has long been regarded as an essential foundation in shaping the moral, spiritual, and intellectual development of students (M. Shalahuddin et al., 2024). Unlike general education that focuses primarily on cognitive and academic outcomes, Islamic education emphasizes the balance between spiritual well-being and intellectual achievement (Mumtaza Zamhariroh et al., 2024). This dual role highlights the importance of cultivating not only knowledgeable individuals but also individuals with strong faith, values, and character. The integration of Islamic principles into students' daily learning activities is expected to form a holistic personality capable of responding to both worldly and spiritual challenges (Akal & Fisik, 2024).

The concept of *kesejahteraan* spiritual (spiritual well-being) has gained significant attention in recent years as part of efforts to promote holistic education. *Kesejahteraan* spiritual merujuk pada perasaan damai batin, makna hidup, serta kedekatan dengan Tuhan, yang biasanya tumbuh melalui pendidikan dan praktik keagamaan. In the context of Islamic education, spiritual well-being encompasses devotion to Allah, practicing good morals (*akhlak*), and maintaining positive social interactions (Iqbal et al., 2024). These dimensions contribute to the development of students' self-control, ethical decision-making, and resilience in facing academic pressures (Jelita, 2025).

Furthermore, academic performance remains a critical indicator of educational success. Schools and educators often focus on students' academic achievements as a measure of progress, yet the role of spiritual development in shaping academic outcomes is often overlooked (Firdaus Umar et al., 2023). Islamic education, by instilling values such as discipline, perseverance, and responsibility, indirectly enhances students' motivation to study and achieve better academic results. This suggests that spiritual well-being and academic performance are interconnected dimensions of student development. In today's competitive and globalized era, students face increasing academic and social challenges that often affect their emotional and psychological health. Stress, peer pressure, and the demand for high achievement can create imbalances in their overall well-being. Islamic education, through its emphasis on spiritual practices such as prayer, reflection, and moral guidance, provides students with coping mechanisms to manage stress and maintain focus on their educational goals. Thus, it serves not only as a source of spiritual enrichment but also as a tool for improving academic resilience.

Several studies have shown that religious education contributes positively to students' self-esteem, emotional regulation, and sense of purpose. For Muslim students, Islamic education becomes a framework for understanding life, making ethical choices, and developing a disciplined lifestyle. These characteristics have a direct influence on academic engagement, where students with stronger spiritual foundations often exhibit greater persistence and responsibility in their studies. Therefore, the role of Islamic education in shaping student success extends beyond mere religious knowledge (Judrah et al., 2024). However, the relationship between Islamic education, spiritual well-being, and academic performance requires further exploration. While some researchers emphasize the spiritual benefits of Islamic education, others highlight its potential role in enhancing learning outcomes (Yana et al., 2024). There remains a need to understand how these two dimensions are connected and whether spiritual growth directly contributes to measurable academic success. Addressing this gap is essential for providing evidence-based insights that can guide educational institutions in designing effective curricula. The integration of Islamic education into formal schooling is not only about religious instruction but also about fostering holistic development. It helps students internalize values that prepare them to become responsible citizens, ethical professionals, and individuals who live meaningful lives. Therefore, examining its impact on both spiritual well-being and academic achievement is important for ensuring that education addresses both the cognitive and affective domains of student growth.

In addition, educational policymakers and practitioners need to recognize the strategic role of Islamic education in supporting both national and global educational goals (Muhammad Najmi Hayat et al., 2024). Islamic education is not merely about transferring religious knowledge but also about instilling values that shape students' attitudes, behaviors, and worldviews. By acknowledging its importance, policymakers can design curricula that integrate spiritual and academic dimensions in a balanced manner. Such an integration will ensure that the education system produces individuals who are not only knowledgeable but also morally responsible and spiritually grounded. By promoting balanced development, Islamic education can contribute to producing graduates who are intellectually competent, spiritually strong, and socially responsible. These three aspects are interdependent and cannot be separated in the pursuit of holistic education. Intellectual competence ensures that students can engage critically and productively with modern knowledge, while spiritual strength guides them in applying knowledge ethically. Meanwhile, social responsibility ensures that their contributions benefit society as a whole. Together, these outcomes reflect the broader mission of Islamic education in nurturing complete human beings.

Such an approach aligns with the universal aims of education that seek to cultivate well-rounded individuals capable of making positive contributions to society. Education should not only prepare students for academic success or professional careers but also for meaningful lives guided by values and ethical principles. In this regard, Islamic education provides a framework that equips students with the ability to balance worldly responsibilities with spiritual commitments. This balance is particularly crucial in an era where moral relativism and materialism often dominate young people's perspectives.

This research is also highly relevant in the context of contemporary challenges, where rapid technological changes and modern lifestyles often contribute to declining moral values and weakened spiritual awareness among students. The prevalence of digital distractions, consumerism, and global cultural shifts frequently diverts students from spiritual reflection and character building. Islamic education, with its emphasis on values, discipline, and moral responsibility, serves as an antidote to these issues. It provides students with a compass to navigate modern complexities while maintaining their faith and integrity. Therefore, this study seeks to investigate the impact of Islamic education on students' spiritual well-being and academic performance. It aims to provide empirical evidence of how Islamic educational practices influence students' holistic development in the cognitive, affective, and spiritual domains. By analyzing both spiritual and academic outcomes, this research offers a comprehensive perspective on the role of Islamic education in preparing students for future challenges. Ultimately, it highlights the importance of nurturing generations that are academically excellent while preserving their spiritual integrity.

METHOD

This study employs a mixed-method research design that combines both quantitative and qualitative approaches to provide a comprehensive understanding of the impact of Islamic education on students' spiritual well-being and academic performance. The mixed-method approach was chosen because it allows the researcher to capture numerical data that show measurable relationships while also gaining deeper insights into students' experiences, perceptions, and practices related to Islamic education. The integration of both methods strengthens the validity of the findings and ensures that the results reflect both statistical evidence and contextual realities.

The population of this research consists of students enrolled in Islamic educational institutions, including junior and senior high schools that integrate religious studies into their curriculum. A purposive sampling technique was applied to select participants, focusing on students who actively participate in Islamic learning activities such as Qur'an recitation, daily prayers, and religious discussions. The total sample included 120 students for the quantitative

survey and 15 students along with 5 teachers for the qualitative interviews. This selection ensured that the participants had sufficient exposure to Islamic education, making them suitable for assessing its impact on both spiritual and academic dimensions. Data collection was conducted through several instruments. For the quantitative part, a structured questionnaire was developed consisting of two main sections: one measuring spiritual well-being using indicators such as sense of purpose, inner peace, and connection with God, and another measuring academic performance based on self-reported study habits, grades, and motivation. The questionnaire items were adapted from established scales in previous studies and adjusted to fit the Islamic education context. For the qualitative part, semi-structured interviews and classroom observations were employed to explore how Islamic education influences students' character, attitudes, and learning engagement.

The data analysis process was carried out in two stages. Quantitative data obtained from questionnaires were analyzed using descriptive statistics and correlation tests to identify the relationship between spiritual well-being and academic performance. Inferential statistics, including regression analysis, were also employed to examine the predictive influence of Islamic education practices on academic outcomes. Meanwhile, qualitative data from interviews and observations were transcribed and analyzed using thematic analysis to identify recurring patterns, themes, and narratives that explain how students perceive the role of Islamic education in their daily lives. To ensure the reliability and validity of the findings, several strategies were implemented. The questionnaire was pilot-tested to refine items and confirm clarity. Triangulation was employed by comparing data from surveys, interviews, and observations to cross-validate results. Ethical considerations were also prioritized, with participants being informed about the purpose of the study, their rights to confidentiality, and the voluntary nature of participation. This methodological framework ensures that the research findings are both credible and representative of the actual impact of Islamic education on students' holistic development.

RESULT AND DISCUSSION

Strengthening Students' Spiritual Well-being through Islamic Education

The results of the study demonstrate that Islamic education significantly strengthens students' spiritual well-being (Tri Fitrianto, 2023). Through the practice of daily prayers, Qur'an recitation, and regular participation in religious learning activities, students reported feeling more spiritually grounded (Agustin & Hidayah, 2024). This sense of connection with God (*taqarrub*) not only increased their inner peace but also gave them a clearer sense of life purpose. Such practices provided a spiritual anchor that helped students face academic and personal challenges more effectively.

In addition, the role of teachers in embedding spiritual values during lessons played a critical part in shaping students' spiritual growth. Islamic education was not limited to religious subjects but also extended into the teaching of general subjects, where teachers integrated Islamic principles. For instance, mathematics and science teachers often reminded students about the greatness of Allah's creation, while language teachers emphasized the use of respectful and truthful communication. These approaches created a school culture where spirituality was nurtured across all areas of learning.

From a conceptual perspective, these findings can be explained through the framework of transformative Islamic pedagogy, which views learning as a process that unites intellectual understanding (*'aql*) and spiritual consciousness (*qalb*). The consistent engagement in religious practices internalizes core Islamic values, which gradually shape students' worldview and behavior. This alignment between belief, cognition, and action contributes to an enhanced state of *kesejahteraan* spiritual (spiritual well-being) characterized by a sense of meaning, tranquility, and moral integrity. In other words, the effectiveness of Islamic education lies not merely in the

transmission of knowledge, but in its capacity to transform students' inner disposition toward self-discipline, gratitude, and faith-based resilience.

Qualitative findings further revealed that students associated spiritual well-being with improved self-control. Many students explained that being engaged in Islamic education encouraged them to stay away from harmful behaviors such as dishonesty, disrespect, and academic laziness. Instead, they felt motivated to practice discipline, kindness, and responsibility. This suggests that Islamic education does not only provide knowledge but also shapes character, which is central to students' spiritual growth. The thematic analysis from interviews with students highlighted that spiritual well-being also helped them develop resilience. For example, some students mentioned that when facing academic difficulties, they turned to prayer or Qur'anic recitation for comfort and strength. This spiritual coping mechanism not only alleviated their stress but also restored their motivation to persevere in studies. Thus, Islamic education indirectly built emotional stability by fostering a reliance on faith as a support system that integrates cognitive endurance with spiritual maturity.

Teachers also observed positive behavioral changes in students who actively engaged with Islamic education. They noted that such students were generally more respectful, cooperative, and motivated in class. Their attitudes reflected the values taught in religious education, demonstrating the successful internalization of Islamic principles. This confirms the essential role of Islamic education as a foundation for shaping holistic individuals.

Interestingly, students often described their spiritual well-being as a source of joy and satisfaction rather than obligation (Herlena & Seftiani, 2018). They expressed that their involvement in religious practices made them feel calm and secure, as if they were part of something greater than themselves. This sense of belonging to the larger Islamic community (ummah) fostered stronger self-identity and pride in their religious values. Such internal satisfaction demonstrates the transformative power of Islamic education on spiritual health. Quantitative data further supports this finding, showing that students with higher scores in spiritual well-being indicators also displayed fewer behavioral problems in school. This highlights the preventive role of Islamic education, not only in promoting spirituality but also in reducing tendencies toward misconduct. The reinforcement of spiritual values directly translated into better classroom behavior and enhanced learning environments.

Overall, this section underscores that Islamic education serves as a key determinant of students' spiritual well-being. By providing both structured religious knowledge and lived moral values, it helps students cultivate a deeper sense of meaning, responsibility, and resilience. Spiritual well-being, in turn, becomes a foundation for other dimensions of personal development, including academic performance.

The Relationship between Spiritual Well-being and Academic Motivation

The results reveal a strong link between spiritual well-being and academic motivation. Students who expressed higher levels of spirituality also showed a greater desire to succeed in their studies. This relationship suggests that spiritual well-being provides an intrinsic drive, where students perceive learning not merely as an academic requirement but as part of their religious duty and personal growth. Many students indicated that studying diligently was a form of worship and a way to seek God's pleasure. Survey data indicated a significant correlation between measures of spiritual well-being and students' reported study habits. Those with strong spiritual foundations were more consistent in completing assignments, attending classes, and preparing for exams. This is because spiritual awareness encouraged self-discipline, which translated into better time management and study consistency. In this way, Islamic education indirectly promoted academic responsibility through the strengthening of faith.

Interviews with teachers highlighted that students with stronger spiritual engagement were often more motivated to overcome academic obstacles. They tended to approach challenges with

perseverance, seeing them as opportunities to develop patience and resilience. For example, a student who struggled in mathematics explained that he viewed his learning difficulties as a test from Allah, which inspired him to keep trying rather than giving up. This perspective exemplifies how spiritual beliefs enhance academic motivation. Moreover, the qualitative findings revealed that students linked their motivation with broader life goals inspired by Islamic teachings. They perceived education as a pathway to becoming better servants of God, responsible family members, and contributors to society. This broader sense of purpose gave their academic efforts greater meaning, preventing them from feeling discouraged by short-term setbacks. As a result, their intrinsic motivation was sustained over time.

Another aspect that emerged was the role of spiritual practices in maintaining focus and reducing distractions. Students explained that engaging in prayer before studying or reciting short Qur'anic verses provided them with mental clarity and concentration. Such practices reduced anxiety and improved their ability to engage deeply in learning tasks. This shows how spiritual well-being can be directly linked to academic engagement. The survey results also revealed that students with stronger spiritual awareness displayed higher levels of self-regulation in learning. They managed their study schedules better, avoided procrastination, and showed persistence in completing tasks. These self-regulatory behaviors are essential for academic success, and Islamic education served as a foundation for cultivating such habits.

Teachers further observed that spiritually motivated students often inspired their peers. Their commitment and positive attitudes created a classroom culture where academic motivation spread among classmates. In this sense, spiritual well-being not only benefited individual students but also contributed to collective learning dynamics. In conclusion, the evidence suggests that spiritual well-being, fostered through Islamic education, directly strengthens academic motivation. By connecting learning with religious meaning and providing coping strategies, Islamic education ensures that students remain engaged, disciplined, and resilient in their academic journey.

Islamic Education as a Foundation for Character Development

The findings show that Islamic education significantly contributes to character development among students. Character in this context refers to moral integrity, ethical decision-making, and social responsibility. Students exposed to Islamic teachings reported that they became more conscious of their actions, striving to align behavior with values such as honesty, discipline, and respect. These traits directly influence how they interact with peers, teachers, and the broader community. Islamic education, therefore, does not stop at delivering religious knowledge but actively shapes students' moral compass. Teachers observed that students who were consistently involved in Islamic learning activities exhibited more respectful attitudes toward authority. For instance, students were more likely to greet teachers politely, follow classroom rules, and show appreciation for guidance. This was contrasted with students who were less engaged, who often displayed lower levels of discipline and cooperation. The role of Islamic education in fostering respect for teachers highlights its broader influence on social ethics and character.

Another important aspect of character development is the cultivation of empathy and social responsibility. Islamic education encourages students to help others, share resources, and show kindness in daily interactions. Many students reported that religious lessons on *ukhuwah islamiyah* (Islamic brotherhood) motivated them to build stronger relationships with peers. They expressed that practicing compassion was not only a religious obligation but also a way to strengthen the sense of community in their school. Survey results further supported this, showing that students with higher levels of participation in Islamic education scored significantly higher in measures of prosocial behavior. They were more likely to engage in collaborative learning, help struggling classmates, and participate in community service. This demonstrates that Islamic

education enhances not just spiritual well-being but also practical social values that enrich the academic environment.

Qualitative interviews revealed that students internalized values of honesty and integrity through lessons about accountability before God. For example, several students explained that they avoided cheating during exams because they believed Allah is always watching their actions. This internal sense of accountability was more powerful than external enforcement from teachers, showing the effectiveness of Islamic education in developing intrinsic motivation for ethical behavior. The integration of character education through Islamic teaching also extended beyond the classroom. Many schools encouraged extracurricular activities such as Qur'an memorization, Islamic arts, and social charity programs. These activities provided practical platforms for students to apply values they learned in class, reinforcing their character development through lived experiences. The long-term benefits of such character formation are significant. Students who develop honesty, empathy, and discipline during school years are better prepared to become ethical leaders and responsible citizens in the future. Islamic education, therefore, functions as a transformative tool that prepares students not just for academic success but also for societal contributions.

In summary, Islamic education serves as a foundation for holistic character development. It nurtures ethical awareness, encourages moral behavior, and fosters a sense of social responsibility. These qualities not only enhance the learning atmosphere but also prepare students to live as individuals who embody both knowledge and virtue.

Academic Performance and the Role of Discipline in Islamic Education

The results suggest a clear link between Islamic education and improved academic performance, primarily through the cultivation of discipline. Discipline is a key value emphasized in Islamic teachings, where students are encouraged to manage time wisely, avoid laziness, and persevere in their duties. Survey data indicated that students who engaged more deeply in Islamic practices reported better study habits, including consistent revision, punctuality, and adherence to deadlines. Teachers noted that students who embraced Islamic education displayed higher levels of focus and organization in their studies. They observed that these students often arrived on time, completed assignments diligently, and showed greater consistency in academic engagement. This reflects the influence of Islamic values, which emphasize accountability and responsibility, on students' daily academic routines. Interviews revealed that students linked their discipline in studies with religious motivation. For instance, many explained that procrastination was avoided because they viewed wasting time as a form of neglecting God's blessing. Others reported that they considered learning as a responsibility entrusted by Allah, which motivated them to complete tasks responsibly. These insights highlight how Islamic perspectives directly shape academic behaviors.

Another important finding was the influence of prayer routines on time management. Daily prayers provided students with a structured rhythm that helped them organize their schedules (Muhammad Zainul Arifin & Ainur Rofiq Sofa, 2024). Students reported that aligning study times around prayer created a sense of balance and routine, ensuring that academic work was managed alongside religious duties. This structure indirectly improved academic consistency and reduced procrastination. Quantitative analysis also showed that students with stronger adherence to Islamic practices demonstrated higher average grades compared to their peers. This correlation suggests that discipline rooted in spirituality translated into tangible academic outcomes. While the study does not claim causation, the evidence strongly supports the idea that disciplined habits fostered by Islamic education enhance academic success.

The role of teachers in reinforcing discipline was also crucial. Teachers often reminded students that responsibility in studies was part of their religious duty. For example, missing assignments was framed not just as an academic weakness but also as a failure to uphold Islamic

values of accountability. This framing motivated students to take their learning obligations more seriously. The findings also indicated that discipline shaped by Islamic education helped students cope with external academic pressures such as examinations. Students who were spiritually disciplined tended to prepare earlier, manage stress better, and remain calm under pressure. Their ability to control emotions and maintain focus was attributed to spiritual practices that encouraged patience (*sabr*) and reliance on God. In conclusion, the evidence demonstrates that discipline cultivated through Islamic education has a significant impact on students' academic performance. By instilling time management, accountability, and perseverance, Islamic education creates habits that directly support success in formal learning. Academic performance, therefore, becomes not just a measure of intellectual ability but also a reflection of spiritual discipline.

The Role of Islamic Education in Building Emotional Resilience

The study found that Islamic education plays a significant role in developing students' emotional resilience, which refers to their ability to adapt positively to stress, challenges, and academic pressure. Students who actively engaged in religious practices such as daily prayers, Qur'an recitation, and reflection reported higher levels of calmness and emotional control. These practices served as coping mechanisms that helped them manage anxiety during exams and overcome frustrations in their academic journey.

One of the recurring themes from student interviews was the reliance on faith as a source of emotional strength. Many students expressed that when they encountered difficulties, such as failing a test or struggling with assignments, they sought comfort in prayer and spiritual reflection (Idris & Idris, 2019). This reliance on God (*tawakkul*) provided them with hope and the motivation to persevere. As a result, they were less likely to experience prolonged stress compared to students with lower levels of spiritual engagement. Teachers also highlighted the positive impact of Islamic education on students' emotional regulation. They observed that students who practiced Islamic teachings were generally more patient, cooperative, and optimistic in dealing with challenges. Rather than becoming discouraged easily, these students displayed perseverance and a positive mindset. Teachers attributed this to the values of *sabr* (patience) and *shukr* (gratitude) that are consistently emphasized in Islamic education.

Survey results supported this finding by showing a strong and statistically significant correlation ($r = 0.68, p < 0.01$) between measures of kesejahteraan spiritual (spiritual well-being) and emotional stability. Students with higher spiritual scores were less prone to stress, irritability, or loss of focus during academic tasks, indicating that spiritual balance plays a measurable role in regulating emotional responses. This suggests that spiritual practices, as taught in Islamic education, contribute to psychological equilibrium, which in turn supports more effective learning and concentration. Moreover, qualitative data revealed that students often interpreted academic difficulties as spiritual tests rather than failures. For example, several students explained that a low grade was seen as an opportunity to practice patience and improve effort, rather than as a discouraging setback. This reframing of challenges through a spiritual lens allowed students to maintain motivation and avoid negative emotional spirals.

Another important finding was that Islamic education fostered resilience through social and emotional support networks. Students reported that they often encouraged each other to stay positive, pray together, and share uplifting reminders from the Qur'an or Hadith. Quantitative analysis further indicated a moderate correlation between students' participation in peer religious activities and their resilience levels ($r = 0.54, p < 0.05$). This demonstrates that resilience was not only an individual trait but also a collective process strengthened through shared spiritual engagement, creating a supportive academic environment grounded in faith-based cooperation and empathy. The role of Islamic rituals in providing emotional balance was also emphasized. Acts such as reading the Qur'an before exams or engaging in dhikr (remembrance of God) were reported to reduce fear and increase confidence. These rituals became practical strategies that

students used to maintain emotional stability in demanding academic situations. In summary, Islamic education contributes significantly to building emotional resilience among students. By integrating spiritual practices with academic life, it provides students with tools to handle stress, maintain optimism, and persist through challenges. Emotional resilience, therefore, becomes both a byproduct of spiritual growth and a crucial factor in sustaining academic performance.

Integrating Spiritual and Academic Dimensions for Holistic Development

The findings of this study highlight that the true strength of Islamic education lies in its ability to integrate spiritual and academic dimensions for holistic development (Rohmasnyah, 2024). Students who engaged deeply in Islamic education did not view spirituality and academics as separate domains, but rather as interconnected aspects of personal growth. This holistic perspective allowed them to see academic achievement as a form of worship and spiritual fulfillment.

Survey results showed that students with higher levels of spiritual well-being also performed better academically, suggesting that the two domains reinforce each other. For instance, discipline and perseverance developed through Islamic education contributed to higher grades, while academic success strengthened students' sense of gratitude and purpose. This cyclical relationship illustrates how spiritual and academic growth are mutually supportive. Teachers emphasized that holistic development is the ultimate goal of Islamic education. They pointed out that while academic excellence is important, it should not be pursued in isolation from moral and spiritual values. A student who achieves high grades but lacks integrity or empathy is considered incomplete in the Islamic educational framework. This perspective underscores the need for balanced educational policies that prioritize both intellectual and spiritual growth.

Qualitative findings revealed that students themselves recognized the importance of balance. Many expressed that while they strived for academic success, they also aimed to maintain their religious commitments. They described moments when they prioritized prayer over leisure or balanced study schedules with Qur'an recitation. These examples show how students actively integrated their spiritual responsibilities with academic routines. The role of school culture was particularly important in supporting this integration. Schools that fostered an environment where Islamic practices were embedded in daily activities created a natural alignment between spiritual and academic dimensions. For example, starting classes with short prayers or integrating ethical discussions into general subjects reinforced the holistic approach. Such practices ensured that spirituality was not an isolated subject but a guiding principle across the curriculum.

Survey analysis further indicated that students who embraced this holistic approach displayed stronger overall well-being. They reported greater satisfaction with their educational experience, stronger motivation to study, and a clearer sense of life purpose. This suggests that integrating spiritual and academic development not only enhances measurable outcomes but also improves students' quality of life. Another key finding was that holistic development prepared students to face future challenges beyond school. Teachers explained that students with balanced growth were more likely to become ethical professionals, responsible citizens, and compassionate community members. This reflects the broader vision of Islamic education in preparing individuals who contribute positively to society while remaining grounded in spiritual principles.

In conclusion, the integration of spiritual and academic dimensions through Islamic education produces well-rounded students who embody both intellectual excellence and moral integrity. This holistic development ensures that education fulfills its ultimate purpose: to cultivate individuals who are capable of contributing to society, maintaining spiritual strength, and living meaningful lives.

CONCLUSION

This study highlights the significant role of Islamic education in fostering students' spiritual well-being and enhancing their academic performance. The findings demonstrate that Islamic education serves not only as a source of religious knowledge but also as a guiding framework that shapes students' values, discipline, and sense of responsibility. Through the integration of religious principles with modern educational practices, students are encouraged to achieve a balance between intellectual competence and spiritual integrity, which is essential in the current era of rapid social and technological transformation. Moreover, the research underscores that students who actively engage in Islamic educational practices such as prayer, Qur'an study, and moral instruction—exhibit stronger resilience in facing academic pressures, greater motivation in learning, and improved interpersonal relationships. These outcomes suggest that spiritual well-being and academic success are interlinked, with Islamic education providing the foundation for sustainable growth in both domains. The results also emphasize the need for schools and policymakers to recognize Islamic education as a strategic component of the broader educational system. By embedding values of discipline, honesty, and empathy within the learning process, Islamic education not only supports students' academic achievements but also contributes to their holistic development as responsible members of society. This dual contribution demonstrates that education is most effective when it nurtures both the mind and the heart.

Furthermore, the study calls attention to the importance of adapting Islamic education to contemporary challenges without losing its core principles. While technological advancement and globalization bring new opportunities and risks, Islamic education can function as a stabilizing force that equips students with moral guidance and critical thinking skills. In this sense, it provides a pathway for students to thrive academically while maintaining their spiritual awareness and ethical grounding. In conclusion, Islamic education plays a pivotal role in ensuring that education is not merely about acquiring knowledge but also about cultivating character, values, and spiritual resilience. By strengthening students' spiritual well-being, Islamic education positively influences their academic performance, creating a synergy that supports balanced personal and intellectual growth. Therefore, integrating Islamic education into mainstream curricula is essential for preparing future generations who are not only academically excellent but also morally upright and spiritually strong.

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