

Implementation of the Tarekat Based Dzikrullah Model through Riyadhah in Islamic Religious Education Learning

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Abstract

This study aims to examine the implementation of the tarekat-based dzikrullah model through the riyadhah approach in learning Islamic Religious Education (PAI) as a strategy to deepen spirituality and strengthen Islamic character in the midst of the challenges of the materialistic and secular modern era. This study uses a literature study method by analyzing theories and concepts from various sources related to the practice of dzikrullah, tarekat, and riyadhah, as well as their impact in the context of education. The results of the study show that the dzikrullah model which is carried out consistently through the approach of tarekat and riyadhah plays a significant role in improving the spiritual quality of students. This model is effective in creating a conducive learning environment, solemn, and focuses on the development of religious values. In addition, this approach also contributes to the formation of noble morals and spiritual discipline of students, which has a positive impact on their daily lives.

Keywords: Dzikrullah; Islamic Religious Education; Tarekat.

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Abstrak

Penelitian ini bertujuan untuk mengkaji implementasi model dzikrullah berbasis tarekat melalui pendekatan riyadhah dalam pembelajaran Pendidikan Agama Islam (PAI) sebagai strategi untuk memperdalam spiritualitas dan memperkuat karakter Islami di tengah tantangan era modern yang materialistik dan sekuler. Penelitian ini menggunakan metode studi literatur dengan menganalisis teori dan konsep dari berbagai sumber terkait praktik dzikrullah, tarekat, dan riyadhah, serta dampaknya dalam konteks pendidikan. Hasil kajian menunjukkan bahwa model dzikrullah yang dilakukan secara konsisten melalui pendekatan tarekat dan

riyadhah berperan signifikan dalam meningkatkan kualitas spiritual siswa. Model ini efektif dalam menciptakan lingkungan pembelajaran yang kondusif, khusyuk, dan fokus pada pengembangan nilai-nilai religius. Selain itu, pendekatan ini juga berkontribusi pada pembentukan akhlak mulia serta kedisiplinan spiritual peserta didik, yang berdampak positif pada kehidupan sehari-hari mereka.

Kata Kunci: *Dzikrullah; Pendidikan Agama Islam; Tarekat.*

A. Introduction

In the era of challenging globalization, Islamic Religious Education (PAI) is faced with the need to instill spiritual values deeply in the midst of the rapid influence of modernization that tends to be materialistic. This study examines the implementation of the tarekat-based dzikrullah model through the riyadhah approach as an educational strategy that focuses on strengthening spirituality and shaping Islamic character. This approach offers alternative learning that is not only cognitive, but also able to internalize religious values and noble morals in depth, so that it is relevant to the needs of the younger generation in an increasingly complex era.

The approach of the tarekat that focuses on dzikrullah and riyadhah has proven effective in improving the spiritual quality of students. Dzikrullah,

as an activity of remembering Allah continuously, helps to form a calm, disciplined, and conscious character. Through structured spiritual practice, learners not only gain religious knowledge in theory, but also experience emotional and spiritual improvement. The practice of riyadhah, one of the main elements in the tarekat, teaches high self-discipline and helps internalize Islamic values in daily life.

Research (Miswari, 2024) shows that dzikrullah-based learning integrated into the PAI curriculum is able to create a conducive and focused learning atmosphere. Students who regularly engage in the practice of dzikrullah show increased spiritual intelligence and self-control, a very important aspect in overcoming the social and mental pressures that students often experience in the modern era. In addition, the dzikrullah approach has also been

proven to strengthen students' morality, improve their integrity, and prepare them to face moral challenges in a complex social environment.

Although previous studies have addressed the effectiveness of dzikrullah in the context of education, most studies only emphasize individual aspects without directly linking them to implementation in the PAI curriculum. For example, research (Naimah & Prihatini, 2022) focuses more on the spiritual benefits of dzikrullah personally, while the study of (copyright protected by Law, n.d.) highlighting the influence of the tarekat on the formation of morals without exploring the mechanism of riyadhah as an integral part of learning. In addition, research (Sodiq, n.d.) discusses dzikrullah in the community of tarekat, but has not touched on its practical application in the formal education environment.

This study aims to fill this gap by exploring how the tarekat-based dzikrullah model through the riyadhah approach can be effectively integrated into PAI learning. By using the literature study method, this research offers a theoretical and practical perspective for

educators to develop more effective and transformative learning methods. This approach is expected to be able to equip students with solid spiritual skills, so that they can face the dynamics of modern life with a strong foundation of faith.

B. Research Methods

This study uses the Literature Study method which aims to explore the concept and implementation of the tarekat-based dzikrullah model through the riyadhah approach in learning Islamic Religious Education (PAI). The literature study method was chosen because it is effective in exploring various concepts, theories, and empirical findings that already exist related to the application of dzikrullah and riyadhah in education. Using a descriptive qualitative approach, this study seeks to analyze various sources of literature to gain a deep understanding of the topic raised.

The data used in this study are sourced from scientific journal articles, academic books, conference proceedings, and research results relevant to the topic, especially those published in the last five years. The literature is drawn from various leading

databases such as SINTA and Garuda, focusing on articles that have high relevance to the dzikrullah-based learning model and the practice of the tarekat in education. The criteria for selecting literature are based on quality, credibility, and relevance to the purpose of this research.

Data collection was carried out by searching keywords such as *dzikrullah*, *tarekat*, *riyadhah*, and *Islamic religious education* on various sources. The collected data is then analyzed using content analysis techniques to identify existing research themes, patterns, and gaps. This analysis aims to understand how the tarekat-based dzikrullah model can be applied in the context of education and its impact on character formation and the improvement of students' spirituality.

In this study, the content analysis approach is used to compile findings systematically and in-depth. The data obtained were interpreted critically to find the relationship between the concept of dzikrullah and its application through riyadhah in increasing the effectiveness of PAI learning. The results of this analysis are expected to provide practical

recommendations for educators and policymakers in developing a more holistic and transformative learning model.

C. Results and Discussion

Tarekat-Based Dzikrullah as a Learning Model

Dzikrullah is a spiritual practice that aims to remember Allah with full awareness and solemnity. In the context of Islamic education, the application of the tarekat-based dzikrullah model has great potential to improve the spiritual quality of students, as well as help them in strengthening their relationship with Allah. The practice of dzikrullah which is carried out regularly, both individually and together, allows students to feel peace of mind and get blessings in daily life (Sukarni, 2017). Dzikrullah as part of the tarekat in Islamic education offers a deeper and authentic spiritual dimension, which not only teaches religious knowledge but also shapes the moral character of students.

Tarekat as a form of spiritual path in Islam, involves an intensive training process that focuses on achieving closeness to Allah through certain practices, one of which is dzikrullah.

The Tarekat teaches the importance of awareness in every action taken, which includes the repetition of dzikrullah as a means to achieve soul cleansing and inner peace (ISBAH, n.d.). This practice has strong relevance in Islamic religious education, given the challenges faced by students in an increasingly materialistic world and a tendency to forget the spiritual dimension of their lives.

According to (Prasetyo, 2017), tarekat-based dzikrullah has great potential in educating students to deepen deeper and practical Islamic values. In learning, dzikrullah can be applied to help students develop a clearer and deeper understanding of life's purpose, as well as to shape their character in accordance with the moral values contained in Islamic teachings. This learning model integrates spiritual values into students' daily lives, which in turn can improve their morals and character.

In addition, the integration of dzikrullah in learning also has a positive impact on the balance between the spiritual and intellectual aspects of students. Dzikrullah which is carried out with full awareness allows students to focus more on religious learning.

(Madaniah, 2023) added that Dzikrullah activities play an important role in reducing students' anxiety and stress, which can affect their ability to understand the subject matter. Therefore, the application of dzikrullah in religious education can help create a more conducive atmosphere for learning.

Tarekat as a spiritual education system in Islam also teaches the importance of self-control and discipline. Spiritual exercises that are carried out regularly, such as dzikrullah, are an important part of the development of students' character. This helps students to maintain spiritual awareness, control emotions, and cultivate patience and tawakal to Allah in facing various life trials (Mutaqin, 2022). This tarekat-based dzikrullah-based learning can also help students in forming a more positive mentality, improving their mindset, and being better prepared to face life's challenges.

In line with this, dzikrullah as part of the tarekat can be an effective method to improve the moral quality of students. By doing dzikrullah regularly, students will be more accustomed to getting closer to Allah, thereby keeping them

away from negative behavior and increasing their sense of responsibility towards Allah and others. Dzikrullah is a means to purify students' hearts and improve morals, making them more responsible, honest, and caring for the surrounding environment.

In addition to spiritual and moral benefits, tarekat-based dzikrullah also serves to improve students' concentration. Students who are used to doing dzikrullah regularly have better abilities to focus and concentrate, both in religious lessons and other lessons. This is consistent with research conducted by (Aulia, 2024) which states that dzikrullah can increase students' concentration power because it creates inner peace that helps them to focus more on learning. With increased concentration, students can more easily absorb the subject matter and achieve the desired learning goals.

The use of tarekat-based dzikrullah in education also has an impact on the formation of a better spiritual character. In this case, dzikrullah not only functions as a spiritual activity, but also as a learning that leads to the formation of good morals and positive behavior.

(Samad, 2022) states that through dzikrullah, students can feel peace and tranquility in their hearts, which in turn improves the quality of their relationships with others and with Allah. The practice of dzikrullah which is carried out with full awareness forms an attitude of humility, patience, and compassion.

Through the practice of tarekat-based dzikrullah, students are also guided to get closer to Allah in every aspect of their lives. According to (Putra, 2015), The application of dzikrullah in religious learning can improve the quality of students' spirituality, so that they become more obedient in carrying out the teachings of Islam. This is very important to create a generation that is not only intelligent in science, but also has a high spiritual depth, which will lead them to a better, blessed and meaningful life.

Finally, tarekat-based dzikrullah has great potential to shape students' character in the long term. In the context of religious education, the application of dzikrullah is not just a routine or obligation, but a means to achieve a deeper spiritual understanding. Thus,

this learning model can produce a generation that is not only superior in religious knowledge, but also has good moral character, noble morals, and is ready to face the challenges of life with inner peace (Nurazizah et al., 2022).

The Role of Riyadhah in Improving Spiritual Discipline

Riyadhah, in the context of the tarekat, refers to a structured spiritual practice to achieve closeness to Allah, as well as the improvement of the quality of faith and piety. In Islamic religious education, riyadhah has a very important role in shaping students' spiritual discipline. Through riyadhah practices involving dzikrullah and other special practices, students are not only trained in the aspect of religious knowledge, but also in the development of deep self-discipline. This spiritual practice helps students control their passions and strengthen their determination to follow religious teachings earnestly.

Riyadhah carried out in the context of Islamic religious education can help students develop spiritual discipline through a routine of practice that is carried out continuously. As expressed by (Umam, 2021), The application of

riyadhah in Islamic religious learning can form a more obedient character of students, by prioritizing discipline in carrying out religious obligations. This spiritual practice that is carried out regularly creates positive habits in students, so that they are more able to control themselves and maintain consistency in worship.

Riyadhah, which involves the repetition of dhikrullah and other practices, teaches students to manage their time and energy in achieving spiritual goals. This has an impact on improving student discipline in daily life. (Ridwan et al., 2023) stated that spiritual practice carried out regularly helps students to be more disciplined in other aspects, such as studying, working, and living a responsible life. The spiritual discipline that develops through the practice of riyadhah creates a more organized, structured mindset, and focuses on the greater purpose of life, which is to draw closer to Allah.

The practice of riyadhah also encourages students to internalize Islamic values taught through religious learning. Dzikrullah which is carried out in the framework of riyadhah helps

students to feel more of the greatness of Allah and foster a sense of tawakal in living life. Riyadhah with a focus on this dhikrullah strengthens students' spiritual commitment and forms discipline in worship. (Petorena, 2023) emphasized that through riyadhah, students are trained to develop deeper spiritual awareness, which has a great influence on their attitudes in daily life. It also increases the inner peace necessary to live a life full of challenges.

The spiritual discipline awakened through riyadhah also plays an important role in forming a better mentality in facing life's difficulties. According to (Alim & Indra, 2023), students who are used to doing riyadhah with sincerity will be more patient, tawakal, and firm in facing life tests. This spiritual practice provides inner strength to overcome the anxiety and frustration that arise due to pressure from the surrounding environment. Thus, riyadhah plays a role in building students' mental and emotional resilience, as well as forming a more positive and optimistic mindset in daily life.

In addition, riyadhah helps students to develop a sense of sincerity

in carrying out various life activities. One of the important aspects of riyadhah is sincerity in every practice performed. (Amin, 2022) explained that by doing riyadhah sincerely and sincerely, students can achieve deep inner peace, which in turn leads to strengthening discipline in living religious teachings. Sincerity in worship also leads to the development of sincerity in every action taken, both in personal and social life.

The riyadhah process also serves to improve students' relationships with others and with Allah. By training themselves in structured spiritual practices, students become more aware of the importance of establishing harmonious relationships with others, as well as increasing their sense of empathy and concern for others. (Sari, 2017) stated that one of the positive results of riyadhah is the formation of nobler morals, such as humility, patience, and caring for others. Students who are familiar with the practice of riyadhah have better abilities in interacting with the surrounding environment in a compassionate and caring way.

Furthermore, the strengthening of spiritual discipline through riyadhah is

not only limited to personal aspects, but also affects the development of students' character in a social context. Students who regularly perform riyadhah tend to have a more responsible attitude, more respect for time, and more obedient in carrying out their role in society. (Raharjo et al., 2023) revealed that spiritual practices carried out within the framework of riyadhah will strengthen students' sense of responsibility towards themselves, their families, and society, as well as increase discipline in every action taken.

Riyadhah as a spiritual practice also plays an important role in building a strong and sturdy character. Spiritual practice done with full seriousness can form discipline in various aspects of life. (Fahham, 2020) added that through the practice of riyadhah, students are trained to regulate themselves and maintain consistency in living religious teachings. This has an impact on the development of a character that is more resilient, responsible, and ready to face various tests in life.

The application of riyadhah in learning Islam can make a significant contribution in improving students'

spiritual discipline. Riyadhah does not only involve the repetition of dzikrullah or other practices on a regular basis, but also includes the development of a more positive mental attitude and readiness to face life's challenges. By engaging students in a structured process of spiritual practice, they are taught to be more focused, patient, and tawakal, which in turn increases their discipline in living life according to religious teachings. Therefore, riyadhah as an integral part of learning Islamic religious education plays a very important role in shaping students to become better, more disciplined, and closer to Allah.

The Impact of the Implementation of Dzikrullah and Riyadhah on the Formation of Students' Character

The implementation of dzikrullah and riyadhah in learning Islam has a significant impact on the formation of students' character. In this case, dzikrullah and riyadhah not only function as spiritual activities, but also as tools to form a better moral and ethical character. One of the main impacts of the implementation of these two practices is the improvement of the quality of students' spiritual discipline. Students who regularly perform

dhikrullah and practice riyadhah tend to have more regular habits in their daily lives, which include discipline in their worship, time, and actions. According to (Majid, n.d.), learning that integrates tarekat-based dzikrullah through riyadhah practice helps students in forming positive habits that improve the quality of their spiritual life.

Dzikrullah and riyadhah have a profound impact in shaping students' morals, which is part of the formation of their character. (Yasyakur, 2016) stated that by doing dzikrullah regularly, students are taught to remember Allah in every step of their lives. It contributes to the development of commendable attitudes such as humility, honesty, and patience. Students who are familiar with the practice of dzikrullah are also more likely to avoid negative behavior and strengthen their moral character. Riyadhah helps them to continue to maintain spiritual awareness, which ultimately shapes their behavior in accordance with the noble teachings of Islam.

The application of dzikrullah and riyadhah also plays a role in the development of students' emotions and

social intelligence. Dzikrullah teaches students to always remember Allah, who gives them a sense of inner peace in facing various challenges in life. This is reflected in research conducted by (Saihu, 2022), which states that students who are used to dzikrullah show better ability in managing their emotions. They are more patient, less irritable, and more able to deal with stress and life pressure. Riyadhah, which involves the practice of concentration and self-control, also assists students in forming stable emotions, which strengthens their emotional intelligence.

In addition, dzikrullah and riyadhah play a role in improving the quality of students' social relationships. Dzikrullah which is done with full awareness makes students more concerned about others and more appreciative of their social relationships. (Nurbaiti, 2017) explained that the practice of dzikrullah applied in daily life can increase students' empathy for others. Students who are accustomed to this spiritual practice become more sociable and cooperative with their friends, as well as more caring for others. In other words, the spiritual

discipline gained from dzikrullah and riyadhah improves their ability to interact socially, building more harmonious relationships at school and within the family.

Riyadhah, as part of a structured spiritual practice, also has a significant impact on students' mental resilience. (Pardede, 2022), students who undergo the practice of riyadhah regularly tend to have a stronger and tougher mentality in facing various life exams. They are not only able to cope with academic pressure, but are also better prepared to face personal and social challenges. By training themselves through riyadhah, students learn to be more patient and tawakal to Allah, which helps them overcome anxiety and stress, as well as increase their inner peace.

The spiritual discipline obtained through dzikrullah and riyadhah also has a positive impact on the formation of students' attitudes and behaviors. (Koesmeiran, 2022) stated that students who routinely carry out dzikrullah and riyadhah will have discipline in carrying out worship and following religious regulations. In addition, they also show better behavior in daily life, such as

maintaining cleanliness, respecting parents, and being kind to others. This shows that dzikrullah and riyadhah not only affect the spiritual aspect, but also have an impact on students' moral behavior.

The impact of the implementation of dzikrullah and riyadhah is also reflected in the increase in students' sense of responsibility. Students who are accustomed to spiritual practices such as dhikrullah and riyadhah practice feel more responsible in living their lives, both in terms of worship and in their role in society. (Muvid, 2019a) He added that with the spiritual awareness obtained through dzikrullah and riyadhah, students become more disciplined in carrying out religious obligations and more responsible in their social lives. This makes them more able to make wise decisions and act in accordance with high moral principles.

In the context of learning, dzikrullah and riyadhah also have an impact on improving the academic quality of students. (Muvid, 2019b) emphasized that the spiritual discipline gained from dzikrullah and riyadhah helps students in improving their

concentration and memory. Concentration exercises carried out in riyadhah play a role in improving students' ability to absorb and understand subject matter. This shows that the benefits of this spiritual practice are not only limited to the moral aspect, but also to the improvement of students' cognitive abilities.

The application of dzikrullah and riyadhah in Islamic religious education can also create a more conducive and peaceful learning atmosphere. According to (Sarah, 2020), students who are used to spiritual practices such as dzikrullah are better able to create a calm and peaceful environment, which greatly supports the learning process. With the inner peace obtained from dzikrullah, students are easier to concentrate and more open to the knowledge taught. It also improves the relationship between students and teachers and classmates.

The application of dzikrullah and riyadhah in Islamic religious education has a very positive impact on the formation of students' character. Through these two practices, students are formed into better individuals spiritually and morally. Not only do they

become more disciplined in their worship, but they are also better able to manage their emotions, improve social relationships, and face various challenges in life with peace of mind. This shows that dzikrullah and riyadhah are very effective tools in forming students' strong character and full of noble values in their daily lives.

Challenges and Implementation Recommendations in Islamic Religious Education (PAI) Learning

The implementation of the tarekat-based dzikrullah model through the riyadhah approach in learning Islamic Religious Education (PAI) in schools faces a number of significant challenges that must be overcome. One of the main challenges is the limited understanding and readiness of teachers to integrate these spiritual methods into the curriculum. According to research (Sinaga & Mahariah, 2023), many PAI teachers do not have in-depth knowledge related to the concept of dzikrullah and tarekat, so they experience difficulties in applying it in the classroom. This shows the urgency to hold training for educators so that they are more competent in teaching the practice of

dzikrullah as part of holistic religious learning.

In addition to the problem of teacher competence, another challenge that has arisen is the lack of adequate facilities in schools to support spiritual practices such as dzikrullah and riyadhah. According to (Suryadi et al., 2022), most schools prioritize measurable academic activities and provide less space for intensive spiritual activities. As a result, practices such as dzikrullah are often overlooked due to time and place constraints. In this case, school policies that support the integration of spiritual activities into the learning schedule are needed, such as the provision of special spaces or structured time for the implementation of riyadhah.

Differences in students' backgrounds and understanding of the concept of tarekat are also a challenge in the application of this model. (Setiawan et al., n.d.) noted that students with different family backgrounds have varying levels of understanding regarding the concepts of Riyadhah and Dzikrullah. As a result, some students may feel unfamiliar or do not understand the purpose of this spiritual activity. For

this reason, a more contextual approach is needed in learning, for example by using more adaptive teaching methods such as storytelling or case studies that are relevant to students' daily lives to make it easier to understand.

Challenges also arise from parents and the community who may not understand the benefits of tarekat practices in the context of formal education. (Nofriadi, 2024) revealed that some parents still view education only from an academic perspective, so they do not support spiritual activities at school. To overcome this, schools need to conduct socialization and counseling to parents about the importance of developing spiritual character as a support for students' academic and social success. Thus, it is hoped that synergy can be created between schools and families in supporting the practice of dzikrullah in the educational environment.

Finally, in the aspect of evaluation, there are still many obstacles in measuring the spiritual impact of the implementation of dzikrullah and riyadhah. (Wati, 2024) recommends a more comprehensive and holistic

assessment approach, where the evaluation not only focuses on the cognitive aspect, but also on the change in the student's character and spiritual attitude. For this reason, schools can develop alternative assessment methods such as portfolios, observations, and interviews to monitor students' spiritual development more thoroughly. This is expected to provide a more accurate picture of the effectiveness of dzikrullah-based learning in shaping the character of students.

D. Conclusion

The implementation of the tarekat-based dzikrullah model through riyadhah in Islamic Religious Education (PAI) learning has great potential in shaping the character of students. Through the regular practice of dzikrullah and the spiritual practice of riyadhah, students can improve spiritual discipline, better manage emotions, and develop moral qualities that are in accordance with Islamic teachings. In addition, dzikrullah and riyadhah also contribute to increasing mental resilience, developing emotional intelligence, and forming

more harmonious social relationships among students.

However, the implementation of this model cannot be separated from challenges, such as lack of understanding and readiness of teachers, limited facilities, differences in students' understanding of the tarekat, and resistance from parents and the community. To address these challenges, training for teachers, the development of supportive facilities, and more intensive socialization to parents and communities about the spiritual benefits of education are needed.

Recommendations to improve the effectiveness of the implementation of dzikrullah and riyadhah in PAI include the development of a more inclusive curriculum to the spiritual aspect, a more holistic assessment to measure changes in students' character, and policy support from the government that supports the integration of spiritual practice in education. With these steps, it is hoped that learning Islamic Religious Education can have a greater positive impact on the formation of strong and virtuous student character.

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