The Impact of Parental Involvement on the Development of Students' Spiritual Intelligence

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ABSTRACT

This study aims to determine the progressiveness of students' spiritual intelligence development through parental involvement in the learning process at school. Parental involvement is a strategic step for teachers in maximising the educational process and spiritual guidance of students. The research method used is qualitative, involving a field research approach. Participatory observation, in-depth interviews, and document analysis were used to collect data, and data analysis was conducted using the stages of analysis developed by Miles & Huberman. The results indicate that teachers at SD Negeri Nganti Gemolong consistently strive to provide a quality and impactful educational process through learning patterns that emphasise the development of students' spiritual intelligence, such intensive Islamic boarding schools and Jumanji (Jumaat mengaji). Furthermore, the active role of parents through their involvement in every activity at school has a significant impact on the development of children's spiritual intelligence. The implications for children are that they are able to understand and implement spiritual intelligence

content, such as being obedient in worship, tolerance, honouring parents, honesty, and behaving in a manner t
reflects good character.
Keywords: Parental involvement; Spritual Intelligence; Student development

ABSTRAK
Penelitian ini ingin mengetahui progresifitas perkembangan kecerdasan spiritual siswa melalui keterlibatan peran orang tua pada proses pembelajaran di sekolah. Keterlibatan orang tua siswa menjadi langkah strategis guru dalam memaksimalkan proses pendidikan dan pembinaan spiritual siswa. Metode penelitian menggunakan kualitatif dengan melibatkan pendekatan lapangan *(field research)*. Kemudian observasi partisipatif, wawancara mendalam serta analisis dokumen digunakan untuk mengumpulkan data dan analisis data menggunakan tahapan analisis yang di kembangkan oleh Miles & Huberman. Hasilnya bahwa guru di SD Negeri Nganti Gemolong senantiasa berupaya memberikan proses pendidikan yang baik dan berdampak melalui pola pembelajaran yang menekan pada perkembangan kecerdasan spritual siswa seperti pesantren kilat, Jumanji (Jumaat mengaji). Kemudian peran aktif orang tua siswa melalui keterlibatan di setiap kegiatan anak disekolah memberikan dampak signifikan pada perkembangan kecerdasan spiritual anak. Implikasinya pada anak adalah mereka mampu memahami serta mengimplementasikan muatan kecerdasan spiritual seperti, taat beribadah, toleransi, memuliakan orang tua, jujur dan berperilaku mencerminkan akhlakul karimah.
Kata Kunci: Keterlibatan orang tua; Kecerdasan Spritual; Perkembangan siswa

INTRODUCTION

The development of spiritual intelligence is currently an issue that requires more attention in the world of education and child care (Badri & Zahra, 2017; Prenger & Schildkamp, 2018). This is because children today exhibit signs of moral decline, reflected in their speech and behaviour, such as a lack of respect, a tendency to cause damage, and a lack of empathy towards others. This indicates that the implementation of education focused on spiritual development has not been fully realised (Rohana, 2019).

Spiritual education plays an important role in shaping children's character and personality from an early age. Spiritual education is not limited to introducing religious values, but also includes the formation of morals, ethics, and a deep sense of faith (Annisa et al., 2023; Shateri et al., 2019). Spiritual intelligence itself encompasses a child's ability to understand the meaning of life, have empathy for their social environment, and approach every life issue positively. In other words, spiritual intelligence is an integral part of a child's personality development (Agustina et al., 2024; Mulawarman et al., 2024).

In promoting the development of students' spiritual intelligence, teachers play a strategic role in the learning process, from identifying problems, planning actions, to implementing optimal learning (Ahmad et al., 2024). The role of teachers is not only to convey academic knowledge but also to provide guidance to students so that they can develop a deep awareness of spiritual values. Through proper guidance and direction, teachers can help students understand the meaning of life, the purpose of learning, and the importance of spiritual values in daily life (Grasmane & Pipere, 2020; Riyanti et al., 2024; Zhou et al., 2024).

In addition, teachers are required to be the main drivers in creating a learning environment that is rich in spiritual values. Aside from being role models in their attitudes, words, and daily actions, teachers are expected to be able to integrate spiritual and moral

values into every aspect of learning. The goal is to provide meaningful learning that touches the inner side of students.

When children receive formal education from teachers, parental involvement is certainly needed in order to maximise the results of the educational process provided to children. The presence of parents determines the success of the education provided to children. The role of parents is central, as they are the primary caregivers and the first figures known to the child. Therefore, parents are responsible for providing an educational family environment as a means of fostering the development of the child's spiritual intelligence (Andrei, 2023).

In addition, consistent role modelling and teaching within the family environment are essential for sustained development. Parents can serve as motivational models for children to internalise spiritual values in their daily lives, such as discipline, respect for others, and compassion. Furthermore, the role of parents also includes providing facilities and a family environment that support children's spiritual development, such as a harmonious home atmosphere, good interaction, and reinforcing values of faith in social interactions (mohammadyari, 2012).

However, reality shows that not all parents are able to perform their roles optimally. Many factors influence the success of parents in nurturing their children's spiritual intelligence, such as education level, religious knowledge, parenting patterns, social environment, and economic conditions. Some parents do not understand the importance of spiritual education, so the parenting patterns they provide are less than optimal. On the other hand, external factors such as the influence of social circles and the media can also pose challenges in the process of nurturing children's spiritual development (Rahmawati et al., 2019).

Limited understanding and attention from parents have a negative impact on children's development. Many parents focus more on academic education and cognitive abilities, resulting in spiritual aspects receiving less attention (Jerito Pereira et al., 2022; Nugroho et al., 2022; Suhifatullah et al., 2021). Additionally, an unsupportive social and peer environment also acts as a barrier. Children are often exposed to negative influences from the media, free-wheeling social circles, and cultures that do not align with their values and teachings.

Research on spiritual intelligence has been conducted by several previous researchers, such as (Khobir et al., 2023), who found that education in the family environment is very important for the development of children's spiritual intelligence. Then (Lita et al., 2023) found that prayer movements have an impact on children's spiritual intelligence and gross motor skills. Furthermore, (Lita et al., 2023) emphasised the importance of selecting student-centred learning strategies, such as the feedback method. Subsequently, (Hamdi Rahman et al., 2012) stressed the importance of spiritual intelligence for children to lead better lives. Finally, (Khasanah & Mulyani, 2019) highlighted that teachers play a crucial role in fostering the development of children's spiritual intelligence.

Previous findings have highlighted the urgency and significance of the role of teachers and the importance of education within the family environment. Therefore, the researcher intends to conduct a similar study on the development of students' spiritual intelligence. However, what is new in this study is the emphasis on the involvement of parents in the learning process at school, with the hope that this will have a positive impact on the development of students' spiritual intelligence. The objective is not only to understand the

implications for the development of children's spiritual intelligence but also to provide practical experience to parents involved in the learning process.

METHODS

Type and Design

The method used in this study is a qualitative method involving a field research approach (Alaslan, 2021; Nursapia Harahap, 2020; Sugiyono, 2014). The aim is for researchers to describe natural phenomena that occur in terms of the development of students' spiritual intelligence, the role of teachers in the learning process, and supporting activities involving parents. The use of a field approach also aims to enable researchers to obtain valid and comprehensive data so that the quality of the research can be maintained. This study involved 2 teachers, 1 school principal, and 3 parents as research subjects. The research was conducted at the State Elementary School (SDN) Nganti Gemolong in Sragen Regency, Central Java, in April 2025.

Data and Data Sources

During the data collection stage, researchers used participatory observation techniques, semi-structured interviews, and document analysis. Participatory observation involves the researcher directly participating in the education and learning process and observing the involvement of parents in an activity. Semi-structured interviews were then conducted to enable the researcher to obtain in-depth information regarding the development of children's spiritual intelligence. The informants in this study were the school principal, one teacher, and three parents of students. Finally, document analysis involves reviewing the results of the processes that have been carried out. This documentation technique is used to make it easier for researchers to draw conclusions from the study.

Table 1. Interview instruments for teachers at school

No	Interview Indicators
1.	Development of spiritual intelligence in primary school students
2.	Strategies used by teachers to encourage student intelligence development
3.	Types of activities carried out as a means of supporting student spiritual intelligence
4.	Challenges faced by teachers in developing student spiritual intelligence

Table 2. Interview instruments for students parents

No	Interview Indicator
1.	Forms of parenting given by parents to children
2.	Forms of habits that are applied as a support for students' spiritual intelligence
3.	Challenges faced by parents in developing students' spiritual intelligence in the family environment

The interview indicators above have undergone an assessment and validation process by experts in the field of child development. The validation process involved assessing the suitability of the questions with the research objectives, clarity, relevance, and appropriateness of the questions.

Data analysis

Then, data analysis was conducted using techniques developed by Miles and Huberman, with analysis stages consisting of data collection, data reduction, data presentation, and conclusion drawing (Miles, Matthew B & Huberman, 2014).

Figure 1. Miles & Huberman analysis stages
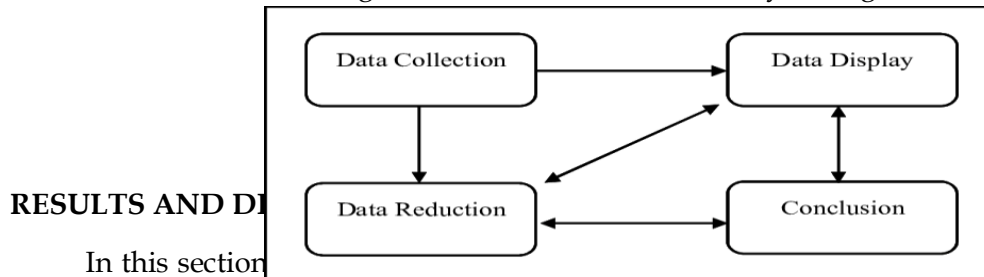
RESULTS AND D[ISCUSSION]

In this section[...]ted to the impact of parental involvement on the development of Islamic spiritual intelligence in students at Nganti Gemolong State Elementary School, including: 1) Analysis of the role of teachers in developing students' spiritual intelligence. 2) The involvement of parents in their children's learning process at school. 3) Challenges in developing students' spiritual intelligence. These are explainedas follows:

The Role of Teachers in Developing Students' Spiritual Intelligence

In striving for the development of students' spiritual intelligence, teachers are the main actors in encouraging the achievement of such intelligence. Moreover, teachers are required to continuously improve their scientific capacity, performance and skills so that they can have a significant influence on children's development. In addition, they are also required to have good spiritual intelligence so that they can become role models for their students.

Through in-depth interviews with the principal and teachers, the researcher obtained information about child development. The interviews conducted by the researcher referred to instruments created previously, so the interview flow was based on the output of the instruments provided and had undergone a reduction stage. The following are excerpts from the interviews; "The development of students' spiritual intelligence tends to be unstable. The potential causes of this instability include lack of motivation, environmental influences, and the students' own personalities" (principal interview).

In the context of developing students' spiritual intelligence, teachers' strategies in their role include selecting appropriate learning methods such as demonstrations and contextual learning, and using a humanistic approach to establish an emotional connection between teachers and students. Quoting the results of interviews with teachers, they said; "It is important for us to recognise each student's potential and interests through daily observation and interaction, so we try to apply a humanistic approach by encouraging students to actively discuss, share stories, and reflect on the moral values they learn" (Teacher Interview).

Furthermore, several activities designed to encourage students' spiritual development were presented by the principal. The following is an excerpt from the interview: "Activities such as Imtaq, short Islamic boarding schools, and Jumanji are activities that focus on developing students" spiritual intelligence, and often involve parents in supporting these activities" (Teacher Interview).

Then there are several challenges that teachers need to reflect on in order to continuously improve their teaching skills so that their teaching methods are tailored to the needs of their students. The following interview excerpt illustrates this point; "The challenge for teachers is to identify the learning needs of their students, so that mistakes made by teachers in their teaching methods do not reduce their students' motivation to learn" (Teacher Interview).

Based on the interview results, it can be understood that teachers always strive to provide meaningful learning experiences to encourage the development of students' spiritual intelligence, through the identification of problems, careful planning and implementation. This

commitment by teachers to guide students comprehensively shows that value- and meaning-centred education is an important part of shaping well-rounded individuals. In the study (Faizun Najah & Rahman, 2023), the role of teachers in learning is highly significant. Teachers with competent skills in designing appropriate planning, actions, and evaluations will have a significant impact on the development of students' spiritual intelligence.

In addition to the process being carried out according to plan, there are several challenges and obstacles that require teachers to reflect on each learning process provided. Some challenges stemming from the students themselves include a lack of motivation to learn, low awareness of the importance of spiritual values, and the influence of external environments that are not aligned with the values taught at school. Apathy, consumerist behaviour, and the tendency to imitate negative behaviour from social media present additional obstacles in fostering a strong spiritual character.

In addition to internal challenges faced by students, teachers also face external challenges such as inconsistent support from families in instilling similar values at home. According to (Kamali & Sugiyanto, 2024), teachers must continuously improve the quality of their teaching, communicate intensively with parents, and regularly review the learning process. Reflecting on each learning process is an important step for teachers to adjust the strategies they use.

Parental Involvement in the Learning Process at School

Before discussing parental involvement at school further, it is important to understand the development of children's spiritual intelligence within their family environment. The family environment plays a significant role in developing children's spiritual intelligence through religious education. Parents are obligated to provide education within the family environment because it is believed that the home is the first school for a child and parents are their first teachers (Sholehuddin et al., 2023). Below are some excerpts from interviews with parents of students:

"We know that education within the family is important, but time constraints and the distance between us and our children mean that, as parents, we need to learn more about appropriate methods and patterns of parenting in order to educate and nurture our children (Interview with parents of students (SP)).

Furthermore, various efforts and habits practised by parents within the family environment encourage child development. The following is an excerpt from an interview. "Some forms of education practised at home include discipline in worship, respect for elders, not causing damage, and being obedient and respectful towards parents and family" (Interview with student's parents (AD)).

However, there are challenges faced by parents in the coaching process, quoting the results of interviews with parents of students as follows. "The influence of the environment and mobile phones cause children to lack motivation and sometimes waste a lot of time with digital entertainment" (Interview with parents of students (DP)).

Through the results of the interviews above, it can be understood that many parents do not yet have full awareness of the importance of their role in encouraging their children's development, especially in spiritual aspects. Research results (Syahrial Ayub et al., 2024) show that parents often pay little attention to the values taught at school and do not continue to reinforce this learning at home. As a result, teachers' efforts to instil moral and spiritual values do not receive balanced support from families, thereby hindering and limiting the process of internalising these values in children.

In addition, some parents strive to create an educational family environment, such as religious discipline and other polite behaviours. However, there are challenges that prevent the nurturing process from being optimal, such as gadget addiction and an environment that distracts children from the nurturing provided. As a result, children tend to imitate what they see and experience daily. If the dominant influences are uncontrolled digital content and negative environmental factors, this will shape their character in ways far from what is hoped for.

Formal education for children at school inherently requires the role and involvement of parents in every activity (Khopipatu Salisah et al., 2024). Schools are undoubtedly the primary place where children acquire basic knowledge and skills, but the success of the educational process is optimised when supported by active parental involvement. Parental presence in school activities, such as parent-teacher meetings, home study support, and participation in religious or character development programmes, has a positive impact on children's development, particularly in spiritual aspects.

Parental involvement is an integral part of a child's education. Parents need to realise that education is not only the responsibility of the school, but also the responsibility of the family as the first environment known to the child. Parental support in building good habits at home on an ongoing basis, such as religious discipline and polite behaviour, will reinforce the learning outcomes received by children at school.

Parents play an important role in accompanying their children's learning process, especially in supporting the development of spiritual intelligence. As companions, parents are encouraged to be actively involved in their children's learning process at home. This involvement includes providing guidance, nurturing character, and encouraging children to participate in activities that instil moral and spiritual values. Activities such as reading books about kindness, discussing daily experiences, and guiding children to reflect on the values of life can gradually strengthen children's spiritual understanding.

Strategies and Implementation of Student Spiritual Intelligence Development Programmes

Nganti Gemolong State Elementary School continuously provides education and guidance both during the learning process and outside of formal learning. Maximising the implementation of this programme requires the role and collaboration of teachers and parents so that it can be implemented optimally. This is done to stimulate the spiritual development of students. Therefore, the school prioritises the continuous improvement of students' spiritual quality, leading to the creation of various programmes besides Imtaq, such as short-term boarding schools and Jumanji (Jumaat mengaji).

Sustainable activities involving parents, such as intensive Islamic boarding schools, which are educational concepts focused on students' spiritual intelligence, are held every semester. These activities include emotional and spiritual intelligence training and Islamic character education. Students are equipped with an understanding of Islamic values in both worship and muamalah (social interaction). Additionally, 'Jumanji' (Jumaat Mengaji) is a sustainable programme designed to stimulate students weekly. This activity includes improving Quran reading skills, deepening understanding of the Quran's meaning, and sharing inspirational stories with students. In this context, some indicators of the programme's content can be presented in Table 3 as follows:

Table 3. Indicators of students' spiritual intelligence

No	Indicator	Description	Implementation

1.	Awareness of the existence of Allah SWT	Students are able to have a sense and realise the existence of God in everyday life	Pray before and after doing activities, remembering God regularly
2.	Obedience in worshi	Students diligently perform compulsory and sunnah worship without coercion	Performing prayers on time, dhikr, reciting the Qur'an
3.	Have a high attitude of tolerance	Students are able to accept, appreciate every difference in their lives	interact well without being limited by beliefs and cultures and respect the opinions of others
4.	Behave honestly and trustworthy	Students show honesty and responsibility in words and actions	Returning items that do not belong to them, speaking honestly to teachers and friends
5.	Respecting parents, teachers, and others	Students respect and honour parents, teachers, and friends and behave politely	Saying greetings, listening respectfully, helping others
6.	Having empathy and a helping attitude	Students care about the difficulties of others and actively help	Helping friends in trouble, participating in social activities
7.	Practising noble moral values	Students internalise and practice Islamic moral values in daily life	Good manners, humility, patience, and respect for differences

Activity description:

a. Intensive Islamic Boarding School

The implementation of the intensive Islamic boarding school begins with systematic planning of activities, including worship training, character building, and strengthening social values. Activities begin each morning with a group Dhuha prayer as an opening and to instil the habit of performing optional prayers, followed by Islamic studies tailored to their age and level of understanding, such as lessons on virtuous character, basic fiqh and the stories of the prophets and companions as a source of inspirational examples.

In the afternoon, students engage in practical worship activities such as congregational prayer, post-prayer supplications, and collective recitation of memorised verses through repetition. Throughout the activities, students are trained to always arrive on time, maintain neatness in their attire, keep the premises clean, and adhere to the rules set by the committee as part of fostering discipline and responsibility. To instil social interaction values, students are encouraged to collaborate in small groups during Quran recitation, assist one another in memorisation, and participate in educational games that teach cooperation, empathy, and tolerance.

b. Jumanji (Jumaat mengaji)

The Jumanji (Jumaat mengaji) activity is held regularly every Friday with the aim of improving Quran reading skills, deepening understanding of the meaning of the holy verses, and instilling inspirational values through exemplary stories. The activity

begins with a group prayer and congregational Dhuha prayer, followed by a Qur'an recitation and memorisation session led by a teacher in a classroom setting to improve students' recitation and memorisation skills.

Following this, students are guided to understand the meaning of selected verses related to daily life. Parents are involved from the outset through program information sharing, as well as tasks such as accompanying their children in reviewing memorisation and reading verses studied at home. Additionally, parents are asked to assist their children in preparing prayer essentials and discussing the inspirational stories shared at school, as a form of reinforcing learning at home.

Through guidance and motivation to actively participate in the intensive Islamic boarding school programme, parents help their children deepen their understanding of religion and develop a strong Islamic character. Additionally, parents' presence in Friday Quran study activities not only sets an example for performing worship and learning to read the Quran but also strengthens the spiritual bond and communication between children and their families. The forms of parental involvement include accompanying children in worship, motivating them, and consistently reminding them to always learn and behave positively, whether at home or during accompaniment.

With parental encouragement and supervision, children are more motivated to apply religious values in their daily lives, thereby optimally and sustainably developing their spiritual intelligence. In (Apriliyanti et al., 2021), it is emphasised that parental involvement in children's activities is a key factor in shaping children's personalities to be morally upright and have strong faith. The results of this involvement show that students' enthusiasm for learning increases and their motivation to perform religious duties becomes stronger, thereby yielding tangible benefits.

Challenges in Developing Students' Spiritual Intelligence

Behavioural changes in children are inevitable. The developmental period is a highly dynamic phase, during which children undergo continuous transformations that bring new colours to their lives. Each stage of development brings different challenges and opportunities, as does the behaviour of children, which continues to evolve in line with their experiences and environment (Ina Grasmane, 2023). In relation to students' spiritual intelligence, these behavioural changes are particularly important to note. Understanding these changes can serve as a guide for teachers and parents in providing appropriate education to foster the development of students' spiritual intelligence (Badri & Zahra, 2017).

Spiritual intelligence is not only about religious knowledge or performing religious rituals, but also includes a child's ability to understand the meaning of life, manage emotions, and build meaningful relationships with others and their environment. Among the challenges faced by teachers and parents, such as gadget addiction, the social environment can be explained as follows:

Gadget addiction

The phenomenon of addiction to digital technology, especially gadgets, has enveloped almost most elementary school students (Putri et al., 2022). thus affecting the moral and ethical development of children who play online games too often or watch content on platforms such as TikTok and YouTube tend to imitate negative behaviors, including the use of harsh words and individualistic attitudes. One of the applicative steps for teachers in schools is to maximize

physical interaction and emphasize activities that involve traditional games, such as jumping rope and crossbar. In addition, teachers introduce inspirational content that has implications for improving students' spiritual intelligence.

Social Environment

Children actually have a natural nature in imitating everything recorded in their brain memory, the experiences experienced will become part of their character. The social environment can affect the development of children's spiritual intelligence because they rely heavily on the patterns, values, and examples that exist around them to shape their spiritual understanding and attitude (Hernawati & Mulyani, 2023). Of course, teachers are not able to limit the flow of the environment in children's lives, but in preventing them from being affected by negative content in the social environment such as fighting, disrespecting people, and liking to make damage. Teachers can make themselves the main role models for students and pressure parents so that the family environment must be built with educational nuances and become the main role model for children at home.

CONCLUSION

This study shows that the active involvement of parents in the learning process in schools, through activities such as Islamic boarding schools and Jumanji (Jumaat mengaji), has a positive impact on the change and development of students' spiritual intelligence. The role of parents as a driver of the spirit of learning and teacher partners in the implementation of activities has proven to be an effective strategy to develop students' spiritual intelligence in the school environment.

The results of this study imply that schools need to actively involve parents in various learning programs, especially those related to character development and spiritual intelligence. Teachers and schools can design collaborative programs that involve parents, so that synergy is created between the family and school environments in supporting student development holistically. So it is hoped that the next research will explore models of collaboration between schools and parents that are effective in increasing students' spiritual intelligence.

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