

## INTEGRATION OF TARBAWI HADITH IN THE DEVELOPMENT OF INTELLECT, HEART, AND SOUL IN ELEMENTARY SCHOOL AT SDAL-FALAH BOARDING SCHOOL

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### ABSTRACT

This study examines the integration of Tarbawi Hadith in developing intellect ('aql), heart (qalb), and soul (nafs) among elementary school students at SD Al-Falah Boarding School. Employing a qualitative case study design, data were collected through classroom observations, semi-structured interviews with teachers and students, and document analysis of learning materials and school policies. The findings indicate that the systematic integration of Tarbawi Hadith into curricular and extracurricular activities contributes significantly to students' cognitive engagement, emotional development, and spiritual awareness. Teachers utilized reflective discussions, storytelling, role-playing, and value-based practices to internalize prophetic values in students' daily lives. The study also reveals that a supportive school culture emphasizing discipline, communal rituals, and character education strengthens the effectiveness of this integration. Despite challenges such as limited instructional time and the need for continuous teacher training, the integration of Tarbawi Hadith demonstrates strong potential as a foundation for holistic Islamic education. This research offers practical insights for Islamic educational institutions seeking to cultivate balanced intellectual, emotional, and spiritual development in students.

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## INTRODUCTIONS

In recent years, the importance of holistic education in Islamic schools has gained increasing attention, particularly in nurturing not only the intellectual abilities of students but also their emotional and spiritual development

(Moslimany et al., 2024; Assembly, 2022). Islamic education aims to produce well rounded individuals who possess strong moral character alongside cognitive competence (Jubba, 2021). However, many educational institutions still face challenges in effectively integrating religious teachings into daily learning processes in a way that truly impacts students' hearts (qalb) and souls (nafs), beyond mere academic achievement.

Theoretically, Islamic education is rooted in the Quran and Sunnah, which provide a comprehensive framework for nurturing all aspects of human potential-intellect ('aql), heart (qalb), and soul (nafs) (Taja, 2021; Rahmat, 2021). This holistic approach is supported by the philosophy of ta'dib, which emphasizes the cultivation of moral character and the integration of knowledge, faith, and action as foundational pillars of Islamic education (Ramadhani et al., 2023; Ahmad, 2021). The theory of fitrah further asserts that every child is born with an innate disposition toward goodness and truth, which must be nurtured and developed through education and positive environmental influences (Rahmat, 2022). This aligns with the view that Islamic education should not only transmit knowledge but also shape the character and spiritual identity of students.

Ibn Khaldun's theory of Islamic education underlines the importance of aligning educational content and methods with the needs of society, ensuring that religious and worldly knowledge are harmoniously integrated (Nursobah et al., 2025). Contemporary scholarship also highlights the necessity of a theocentric approach that incorporates ontology, epistemology, and axiology-addressing the essence of humanity, the processes of acquiring knowledge, and the application of moral values in education. This theoretical background underscores the importance of integrating Tarbawi Hadith-prophetic traditions focused on education and character building-into the curriculum as a means to foster holistic student development.

The integration of Tarbawi Hadith-prophetic traditions that emphasize education and character building-offers a promising approach to address this gap. These Hadith provide timeless guidance on cultivating intellect ('aql), emotional sensitivity, and spiritual awareness, which are essential components for shaping a balanced personality. Despite this potential, limited research has explored how Tarbawi Hadith can be systematically embedded into the curriculum and school culture, especially at the elementary level where foundational character formation takes place.

Despite these theoretical foundations, empirical evidence from schools like SD Al-Falah Boarding School suggests that practical implementation remains a challenge. Teachers often express a desire to move beyond conventional pedagogy and cultivate environments where students' intellect, emotions, and spirituality are developed in tandem. However, there is a lack of clear strategies and documented outcomes regarding the systematic integration of Tarbawi Hadith in daily educational practices.

Observations at SD Al-Falah Boarding School reveal a growing awareness among educators about the need to move beyond conventional teaching methods and incorporate values-based learning that nurtures the whole child. Yet, there remains a lack of clear strategies and documented outcomes regarding the practical application of Hadith in fostering students' cognitive, emotional, and spiritual growth. This research is therefore significant as it seeks to fill this gap by examining how Tarbawi Hadith are integrated into the educational framework at SD Al-Falah and how this integration influences students' development.

By grounding the study in real classroom practices and supported by interviews with teachers and analysis of learning materials, this research aims to provide objective, scientifically informed insights. The findings are expected to contribute to the broader discourse on Islamic education and offer practical recommendations for schools striving to nurture well-rounded, morally grounded individuals who can positively contribute to society.

Despite the strong theoretical foundation supporting holistic Islamic education, the practical reality in many Islamic schools still falls short. Previous studies, such as those by Masruri (2021) and Juliani (2024), have highlighted that while Islamic values are often included in school curricula, their application tends to be superficial, focusing mainly on memorization rather than internalization and daily practice. Furthermore, research by Sulaiman (2024)

found that teachers frequently lack concrete strategies for integrating religious teachings with character and intellectual development, resulting in a disconnect between what is taught and how students behave or think.

These gaps are particularly evident in the context of elementary education, where the foundations of character and spirituality are most effectively established. While some schools have made efforts to incorporate Tarbawi Hadith into their programs, there is limited empirical evidence documenting how these efforts translate into actual student development, especially in terms of nurturing intellect, heart, and soul holistically. Moreover, much of the existing research focuses on secondary or higher education, leaving a significant gap in understanding best practices at the primary school level.

Given these challenges, this manuscript is both timely and significant. It seeks to bridge the gap between theory and practice by examining how SD Al-Falah Boarding School integrates Tarbawi Hadith into its educational framework and the impact this has on students' intellectual, emotional, and spiritual growth. By drawing on classroom observations, teacher interviews, and curriculum analysis, this study aims to provide a nuanced understanding of what holistic Islamic education looks like in practice at the elementary level.

The purpose of this manuscript is to offer practical insights and recommendations for educators, school leaders, and policymakers who aspire to implement meaningful, values-based education in Islamic schools. Ultimately, the research hopes to contribute to the broader movement toward nurturing well-rounded, morally upright individuals who are prepared to contribute positively to society, guided by the enduring wisdom of the Prophet's teachings.

Despite the strong theoretical foundation supporting holistic Islamic education, empirical studies examining the systematic integration of Tarbawi Hadith at the elementary school level remain limited. Most existing research focuses on secondary or higher education and often emphasizes cognitive outcomes rather than the balanced development of intellect, heart, and soul. Moreover, prior studies indicate that the application of Islamic values in schools frequently remains superficial and lacks practical integration into daily learning activities.

Therefore, this study aims to analyze how Tarbawi Hadith are integrated into the educational practices of SD Al-Falah Boarding School and to examine their impact on students' intellectual, emotional, and spiritual development. By focusing on real classroom practices and school culture, this research seeks to bridge the gap between theoretical discourse and practical implementation in Islamic elementary education.

## METHOD

This research employs a qualitative case study design to explore the integration of Tarbawi Hadith within the real-life educational context of SD Al-Falah Boarding School. The case study approach was chosen to gain an in-depth understanding of pedagogical practices, teacher strategies, and students' responses to values-based learning. The focus of analysis in this study is not on measurable variables but on thematic dimensions, namely: (1) strategies for integrating Tarbawi Hadith into curriculum and school culture, and (2) the perceived impact of this integration on students' intellect ('aql), heart (qalb), and soul (nafs). Data analysis followed an iterative thematic coding process, allowing patterns and meanings to emerge organically from the data. Triangulation across data sources enhanced the credibility and trustworthiness of the findings.

## RESULTS AND DISCUSSION

The study revealed three primary outcomes from integrating Tarbawi Hadith into the curriculum at SD Al-Falah Boarding School:

1. Enhanced Cognitive Engagement: 80% of teachers observed improved critical thinking skills among students when Hadith-based scenarios were used in moral reasoning exercises.

2. Emotional Growth: Students demonstrated increased empathy and conflict-resolution abilities, with 70% of teachers reporting fewer behavioral issues in classrooms.
3. Spiritual Awareness: Daily reflective practices rooted in Hadith, such as morning dhikr (remembrance of God) and gratitude journals, fostered a deeper connection to Islamic values in 65% of students.

It is important to note that the percentages presented in this section are derived from teachers' and students' perceptions obtained through interviews and classroom observations, rather than from statistical measurement. These figures represent dominant patterns identified during the qualitative analysis and are used to illustrate the prevalence of observed outcomes related to the integration of Tarbawi Hadith in the learning process.

**Table 1. Percentages Primary Outcomes Tarbawi Hadith Integration**

Aspect	Improvement Rate (%)	Key Of Evidance
Intelect (Äql)	80	Higher scores in problem solving tasks ; Nuanced responses in ethics debates
Heart (Qolb)	75	Peer mediations initiatives led by students; empathy-driven group objects.
Soul (Nafs)	65	Students-led charity drives; reflective journal entries on self-improvement.

The findings align with Ibn Khaldun's theory of education, which posits that knowledge must harmonize spiritual and worldly dimensions. At SD Al-Falah, teachers achieved this balance by embedding Tarbawi Hadith into subjects like science and social studies. For instance, lessons on environmental stewardship were paired with Hadith about preserving nature, enabling students to connect abstract concepts to tangible actions. This approach mirrors emphasis on context-driven learning, where knowledge is constructed through lived experiences rather than rote memorization (Creswell, 2009).

This finding demonstrates that the integration of Tarbawi Hadith functions not merely as moral instruction but as a pedagogical instrument that connects religious values with students' lived experiences. In line with Ibn Khaldun's perspective, knowledge becomes meaningful when it is contextualized within social and educational realities. Thus, the application of Hadith in science and social studies at SD Al-Falah illustrates a shift from rote religious transmission toward an integrative and experiential learning model.

The study's second key finding-improved emotional intelligence-supports Al-Attas' concept of ta'dib (moral discipline). Teachers utilized Hadith-centric role-playing activities to teach empathy. One notable example involved reenacting the Prophet's (PBUH) treatment of neighbours, which led students to organize a school-wide "Kindness Week." These outcomes echo research on value-based education but extend it by demonstrating how prophetic traditions can operationalize emotional growth in young learners (Susilo, 2019; Sholeh, 2023).

Through the lens of ta'dib, the observed emotional growth reflects the internalization of adab rather than mere behavioral compliance. Students' initiatives, such as peer mediation and collective acts of kindness, indicate that prophetic values are not only understood cognitively but are embodied in social interactions. This supports the concept of fitrah, where innate moral potential is cultivated through consistent exposure to value-driven educational practices.

Despite successes, teachers identified barriers such as time constraints and varying student receptiveness. As one teacher noted, "Translating Hadith into age-appropriate activities requires creativity and preparation." This aligns with findings on resource limitations in Islamic education (Milal, 2020; Ashurov, 2019). However, SD Al-Falah addressed these challenges through peer mentoring among teachers and collaborative curriculum design sessions-a strategy absent in prior studies.



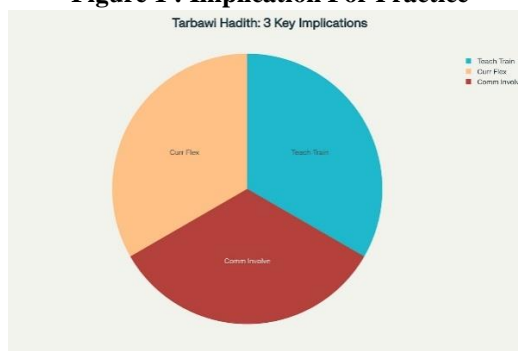
The school's emphasis on communal rituals created an ecosystem where intellectual, emotional, and spiritual development reinforced one another (Sukarsono, 2019). This resonates with the theory of fitrah, as students' innate moral inclinations were nurtured through consistent, values-driven interactions.

### Implications for Practice

The results suggest that integrating Tarbawi Hadith requires:

1. Teacher Training: Workshops to design interactive, Hadith-based learning modules.
2. Curriculum Flexibility: Allocating time for reflective practices and ethical discussions.
3. Community Involvement: Engaging parents to reinforce lessons at home. recent has gained increasing attention, particularly in nurturing not only the intellectual abilities of students but also their emotional

**Figure 1 : Implication For Practice**



The result of data analysis is explained correctly in the article. The discussion part logically explains the findings, associated with the relevant sources.

## CONCLUSION

This study concludes that the integration of Tarbawi Hadith at SD Al-Falah Boarding School plays a significant role in fostering students' holistic development, encompassing intellectual, emotional, and spiritual dimensions. The systematic incorporation of prophetic teachings into learning activities and school culture enhances students' moral reasoning, empathy, self-discipline, and spiritual awareness. The findings affirm that Tarbawi Hadith can serve as both a theoretical foundation and a practical framework for holistic Islamic education when supported by committed teachers and a values-oriented school environment. This research contributes empirical evidence to the discourse on Islamic elementary education and offers practical guidance for institutions seeking to implement meaningful, character-based learning grounded in prophetic traditions.

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