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Daily Religious Habituation And Its Impact On Students' Spiritual Intelligence At Junior Highschool Umbulsari Jember

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Abstract

This study aims to analyze the implementation of daily religious habituation and its impact on students' spiritual intelligence at Junior Highschool Umbulsari Jember. The research employed a qualitative case study approach involving school principals, teachers, and students as research participants. Data were collected through observation, semi-structured interviews, and documentation. The data analysis process used the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing. The findings revealed that daily religious habituation programs such as congregational prayer, Qur'anic recitation, daily supplication, charity activities, and religious reflection sessions positively contributed to students' spiritual intelligence development. Students demonstrated improved self-awareness, emotional control, discipline, empathy, moral behavior, and social responsibility. Religious habituation activities also created a spiritually supportive school culture that strengthened students' Islamic character formation. Teacher commitment and consistent implementation became important supporting factors, while digital distractions and differences in family background emerged as challenges. The study concludes that daily religious habituation effectively strengthens students' spiritual intelligence and holistic character development in secondary education.

Keywords: Religious Habituation, Spiritual Intelligence, Islamic Education, Character Education, Junior High School

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INTRODUCTION

The development of education in the 21st century has increasingly emphasized the importance of holistic learning that integrates intellectual, emotional, social, and spiritual dimensions. Modern educational systems are no longer solely oriented toward academic achievement but also focus on character formation and the development of students' inner values. Rapid globalization, technological advancement, and social transformation have significantly influenced students' behavior, mindset, and moral attitudes. These changes create challenges for educational institutions in nurturing students who are not only intellectually competent but also spiritually aware and morally responsible(Suhifatullah et al., 2021).

Spiritual intelligence has become an important aspect of educational discourse because it relates to an individual's ability to understand meaning, values, self-awareness, and moral responsibility in daily life. Spiritual intelligence enables students to develop positive character traits such as empathy, honesty, discipline, gratitude, patience, and social responsibility. Students with strong spiritual intelligence tend to demonstrate better emotional control, positive social interaction, and stronger resilience when facing life challenges. Educational scholars argue that spiritual intelligence serves as the foundation for ethical behavior and meaningful life orientation among adolescents(Turi et al., 2020).

Particularly at the junior high school level, represents a critical developmental stage in which students experience rapid emotional, psychological, and social changes. Students at this age are highly influenced by environmental factors, peer interaction, media exposure, and digital culture. Without adequate spiritual guidance, adolescents may experience identity confusion, emotional instability, and moral decline. Various social phenomena such as bullying, disrespectful behavior, declining discipline, intolerance, and excessive dependence on digital technology have become increasing concerns within educational environments(Mahasneh et al., 2015). These conditions highlight the urgent need for schools to strengthen students' spiritual and moral development through structured educational programs.

The Indonesian educational system has emphasized character education as an essential component of national education goals. Character education is expected to cultivate students who possess moral integrity, religious values, and social responsibility. Islamic educational institutions, particularly schools with religious orientations, play a strategic role in integrating spiritual values into students' daily learning experiences. Religious habituation activities become one of the most effective approaches for strengthening students' spiritual intelligence because they provide consistent and practical opportunities for students to internalize religious values through daily

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practice(López González et al., 2024).

Daily religious habituation refers to structured and repetitive religious activities implemented within school environments to cultivate positive spiritual behavior among students. Such activities may include congregational prayer, Qur'anic recitation, daily supplication, Islamic greetings, religious reflection, charity programs, and moral discipline practices. Continuous implementation of religious habituation helps students develop spiritual awareness, strengthen religious commitment, and build positive character traits through experiential learning processes(Anisa et al., 2023).

At Junior Highschool Umbulsari Jember, daily religious habituation programs have become an important component of school culture in supporting students' character and spiritual development. Preliminary observations revealed that the school consistently implements various religious activities before and during classroom learning. Students are encouraged to participate in congregational prayers, Qur'anic reading activities, Islamic moral guidance sessions, and daily spiritual reflections. Teachers also integrate Islamic values into classroom instruction and school discipline practices. These activities aim to foster spiritual awareness, discipline, and moral responsibility among students.

Despite the implementation of religious habituation programs, several challenges related to students' spiritual attitudes and behavior remain evident. Some students still demonstrate inconsistent discipline in participating in religious activities, limited self-awareness regarding moral behavior, and low sensitivity toward social and ethical issues. The influence of digital media and modern lifestyles also affects students' concentration and commitment toward spiritual practices. Such conditions indicate that the effectiveness of religious habituation programs in strengthening students' spiritual intelligence requires deeper investigation.

Spiritual intelligence development through religious habituation is particularly important because spiritual values cannot be effectively formed solely through theoretical instruction. Students need continuous practice, role modeling, and meaningful spiritual experiences to internalize religious teachings into daily behavior. Educational theories emphasize that habituation plays a significant role in shaping students' attitudes and character because repeated positive behavior gradually becomes part of students' personal identity and value systems (Irsyad et al., 2022).

Previous studies have shown that religious habituation contributes positively to students' spiritual and moral development. Research conducted by Yeni et al., (2023) found that daily Islamic habituation programs improved students' discipline, empathy, and spiritual awareness in

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Islamic schools. Another study by Pinto et al., (2024) revealed that regular congregational prayer and Qur'anic recitation activities strengthened students' emotional control and social responsibility. Furthermore, Razak et al., (2024) explained that spiritual-based school culture significantly influences students' character formation and moral behavior in secondary education.

The implementation of daily religious habituation also aligns with the concept of holistic Islamic education, which emphasizes balanced development between intellectual achievement and spiritual maturity. Islamic education views spirituality as an integral part of human development that guides students toward meaningful and ethical living. Therefore, schools are expected to provide learning environments that support not only academic excellence but also spiritual growth and moral integrity(Iqbal Mustakim et al., 2024).

Although several studies have discussed religious habituation and character education, most previous research primarily focuses on general moral development or religious discipline without specifically examining its impact on students' spiritual intelligence. Research concerning the relationship between daily religious habituation and spiritual intelligence development among junior high school students at Junior Highschool Umbulsari Jember remains limited. This condition indicates the existence of a research gap requiring further exploration through qualitative educational research.

This study is important because spiritual intelligence plays a crucial role in helping adolescents develop self-awareness, emotional balance, ethical responsibility, and meaningful life orientation in the modern era. Daily religious habituation programs are expected to become effective educational strategies for strengthening students' spiritual intelligence and character formation within school environments. The findings of this study are also expected to contribute to the development of spiritual-based educational practices in Indonesian secondary schools.

Implementation of Daily Religious Habituation Programs

The findings of this study revealed that Junior Highschool Umbulsari Jember consistently implemented daily religious habituation programs as part of its school culture and spiritual education strategy. Religious habituation activities were integrated into students' daily routines to strengthen spiritual intelligence, moral awareness, discipline, and Islamic character formation. The school considered spiritual development an essential foundation for shaping students' attitudes and behavior alongside academic achievement.

Based on classroom observations and interviews with teachers, the implementation of religious habituation was conducted systematically from students' arrival at school until the end

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of learning activities. Religious programs were designed not only as ritual activities but also as practical experiences that encouraged students to internalize Islamic values in their daily behavior. Teachers consistently acted as facilitators and role models during spiritual activities by demonstrating discipline, politeness, empathy, and religious commitment.

The school principal explained that daily religious habituation aimed to create a spiritually supportive educational environment where students could develop emotional balance, ethical awareness, and moral responsibility. Religious values were integrated into both classroom instruction and social interaction among students. This approach reflected the school's commitment to holistic Islamic education emphasizing cognitive, emotional, social, and spiritual development simultaneously.

Table 1. Implementation of Daily Religious Habituation Programs

No	Aspect	Research Findings	Researcher's Analysis
1	Congregational Dhuha Prayer	Students routinely performed Dhuha prayer together before classroom learning activities began. Teachers supervised and guided students during prayer activities.	The implementation of congregational prayer strengthened students' spiritual discipline and encouraged consistency in worship practices. Teacher involvement functioned as spiritual modeling for students.
2	Qur'anic Recitation	Students participated in collective Qur'anic recitation every morning before lessons started. Some students voluntarily led recitation sessions.	Daily Qur'anic recitation contributed positively to students' spiritual awareness, confidence, and religious engagement. Student participation also reflected increasing responsibility.
3	Daily Supplication	Students recited prayers before and after classroom learning activities. Teachers reminded students to understand the meaning of supplications.	Continuous supplication activities developed students' spiritual consciousness and connected learning activities with religious values.

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4	Friday Charity Program	Students voluntarily contributed donations every Friday for social and charity programs organized by the school.	Charity habituation strengthened empathy, generosity, and students' social responsibility toward others.
5	Religious Reflection Sessions	Teachers provided moral reflections related to discipline, honesty, gratitude, and Islamic values after religious activities.	Reflection sessions helped students internalize spiritual and moral values emotionally and cognitively.

Table 1 demonstrates that religious habituation programs were implemented consistently and systematically within the school environment. The findings indicate that spiritual education at Junior Highschool Umbulsari Jember extended beyond theoretical religious instruction into practical daily experiences that shaped students' behavior and spiritual intelligence.

The observation results further showed that students generally responded positively to the implementation of religious habituation programs. Students appeared calm, disciplined, and respectful during spiritual activities. Several students demonstrated enthusiasm by volunteering to lead prayers and Qur'anic recitation sessions. Teachers reported that students gradually became more accustomed to integrating religious practices into their daily routines.

Despite these positive findings, several challenges remained evident during implementation. Some students occasionally lacked concentration during reflection sessions or participated passively during certain activities. Teachers explained that differences in students' spiritual maturity and family backgrounds influenced the consistency of participation and spiritual engagement.

Students' Participation in Religious Habituation Activities

The findings revealed that students' participation in daily religious habituation activities was relatively high. Most students consistently attended congregational prayers, Qur'anic recitation activities, and spiritual reflection sessions conducted at school. Collective religious activities created positive emotional and spiritual atmospheres that encouraged students to become more disciplined and engaged in school life.

Observations conducted during morning religious activities indicated that students

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demonstrated orderly behavior and respectful interaction with teachers and peers. During congregational prayer, students followed instructions attentively and maintained discipline throughout the activity. Teachers also encouraged students to develop sincerity and concentration during worship practices rather than merely completing routine activities mechanically.

Students' participation in Qur'anic recitation activities also reflected increasing spiritual awareness. Several students actively corrected each other's pronunciation politely and demonstrated collaborative learning attitudes during recitation sessions. Teachers emphasized that Qur'anic recitation not only improved students' reading abilities but also strengthened emotional calmness and spiritual reflection before academic learning activities began.

Table 2. Students' Participation in Religious Activities

No	Aspect	Research Findings	Researcher's Analysis
1	Participation in Congregational Prayer	Most students participated actively in congregational prayer activities, although several students occasionally arrived late.	High participation reflected positive spiritual discipline among students, while occasional lateness indicated the need for continuous guidance.
2	Engagement During Qur'anic Recitation	Students appeared focused and calm during Qur'anic recitation sessions. Several students volunteered to lead recitation activities.	Students demonstrated growing confidence, spiritual awareness, and collaborative learning behavior during recitation activities.
3	Participation in Religious Reflection	Some students actively responded to teachers' moral reflections, while others remained passive listeners.	Differences in participation levels reflected varying degrees of spiritual understanding and self-confidence among students.
4	Friday Charity Activities	Students voluntarily donated and participated enthusiastically in charity programs.	Charity activities successfully developed empathy and social sensitivity among students.
5	Daily Islamic Greetings and Manners	Students consistently greeted teachers politely and practiced	Islamic habituation positively influenced students'

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		respectful interaction with peers.	interpersonal behavior and character development.

Table 2 indicates that students generally demonstrated positive participation in religious habituation activities. Collective spiritual activities encouraged students to develop discipline, cooperation, empathy, and respectful behavior within the school environment. Students' active involvement also reflected the effectiveness of religious habituation programs in fostering spiritual engagement among adolescents.

Interview findings further revealed that students perceived religious activities as meaningful experiences that contributed positively to their emotional and spiritual well-being. Several students explained that congregational prayer and Qur'anic recitation helped them feel calmer and more focused during classroom learning. Students also expressed enjoyment in participating in collective religious activities because such activities strengthened friendships and created supportive social environments.

Teachers reported that students who actively participated in religious habituation activities generally demonstrated better emotional control and classroom discipline compared to less active students. Religious habituation encouraged students to become more patient, respectful, and aware of their responsibilities toward teachers and peers.

The Impact of Religious Habituation on Students' Spiritual Intelligence

One of the major findings of this study is that daily religious habituation significantly contributed to the development of students' spiritual intelligence. The implementation of regular spiritual activities strengthened students' self-awareness, emotional control, empathy, gratitude, moral responsibility, and social sensitivity.

Teachers observed noticeable changes in students' attitudes and behavior following continuous participation in religious habituation programs. Students became more disciplined in attending school activities, demonstrated greater respect toward teachers, and showed increased awareness of ethical behavior in daily interactions. Several students who previously demonstrated disruptive classroom behavior gradually became calmer and more cooperative after participating consistently in spiritual activities.

Religious reflection sessions played an important role in helping students connect Islamic values with real-life situations. Teachers often discussed themes related to honesty, gratitude, discipline, patience, and respect after prayer or recitation sessions. These reflections encouraged

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students to think critically about their attitudes and behavior within school and family environments.

Table 3. Impact of Religious Habituation on Students' Spiritual Intelligence

No	Aspect	Research Findings	Researcher's Analysis
1	Self-Awareness	Students became more aware of their responsibilities and behavior toward others.	Religious habituation strengthened students' reflective thinking and personal responsibility.
2	Emotional Control	Students demonstrated calmer behavior and reduced classroom conflicts.	Spiritual activities contributed positively to emotional regulation and self-control.
3	Empathy and Social Awareness	Students showed willingness to help peers and participate in charity programs.	Religious habituation developed empathy and strengthened students' social sensitivity.
4	Discipline and Responsibility	Students became more punctual and disciplined in attending school activities.	Consistent worship practices cultivated discipline and time-management habits.
5	Moral and Ethical Behavior	Students demonstrated more respectful interaction with teachers and peers.	Islamic values were gradually internalized into students' daily interpersonal behavior.

Table 3 demonstrates that daily religious habituation positively influenced multiple dimensions of students' spiritual intelligence. The findings indicate that repeated spiritual practices gradually became part of students' personal values and behavioral habits.

Students also expressed personal experiences related to spiritual growth during interviews. Several students explained that religious activities helped them become more patient, respectful, and aware of their behavior. Some students reported feeling emotionally calmer after participating in congregational prayer and Qur'anic recitation activities. Others explained that charity programs taught them the importance of helping people in need and appreciating blessings in life.

The findings further revealed that spiritual intelligence development occurred not only through ritual worship but also through social interaction and character formation within school

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culture. Teachers consistently integrated Islamic values into classroom management, discipline practices, and interpersonal communication. Such integration created learning environments where students experienced spiritual values practically rather than merely theoretically.

Supporting and Inhibiting Factors in Religious Habituation Implementation

The implementation of religious habituation programs at Junior Highschool Umbulsari Jember was influenced by several supporting and inhibiting factors. Strong teacher commitment and supportive school culture became major supporting factors contributing to program effectiveness.

Teachers consistently participated in religious activities alongside students, creating positive role-modeling experiences. School leadership also actively supported spiritual education programs through policy development and facility provision. Religious activities were integrated into the official school schedule, ensuring consistent implementation throughout the academic year.

Table 4. Supporting and Inhibiting Factors

No	Aspect	Research Findings	Researcher's Analysis
1	Teacher Commitment	Teachers consistently guided and supervised religious activities.	Strong teacher involvement strengthened program sustainability and student participation.
2	School Culture	Religious values were integrated into daily school routines and discipline.	Positive school culture supported holistic spiritual development.
3	Student Motivation	Most students demonstrated enthusiasm during spiritual activities.	Internal student motivation strengthened the effectiveness of religious habituation.
4	Digital Distractions	Some students experienced reduced concentration due to gadget influence.	Modern digital culture became a challenge for maintaining students' spiritual focus.
5	Family Background Differences	Students possessed varying levels of religious understanding from home environments.	Family influence affected students' consistency and spiritual engagement at school.

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Table 4 shows that the success of religious habituation programs depended on collaboration between teachers, school culture, student motivation, and family support. Although several challenges remained, the overall findings demonstrate that daily religious habituation significantly contributed to strengthening students' spiritual intelligence and character formation within the school environment.

DISCUSSION

The findings of this study demonstrate that daily religious habituation programs implemented at Junior Highschool Umbulsari Jember contributed significantly to the development of students' spiritual intelligence. The implementation of structured and continuous religious activities such as congregational prayer, Qur'anic recitation, daily supplication, charity programs, and moral reflection sessions created a spiritually supportive educational environment that fostered students' moral awareness, emotional balance, and character development. These findings indicate that spiritual intelligence can be strengthened effectively through consistent practical experiences rather than relying solely on theoretical religious instruction.

The implementation of daily religious habituation reflected the concept of holistic education emphasizing the integration of intellectual, emotional, social, and spiritual development. The school viewed spirituality as an essential dimension of students' personal growth that must be nurtured continuously through school culture and daily interaction. Religious habituation activities provided opportunities for students to internalize Islamic values practically within their everyday routines. This finding supports the perspective of Muhaemin et al., (2023) who argue that spiritual intelligence develops when individuals repeatedly engage in meaningful activities connected to values, self-awareness, and moral reflection.

One of the most significant findings of this study concerns the positive impact of congregational prayer on students' spiritual discipline and emotional control. Students who consistently participated in congregational Dhuha and Dhuhur prayers demonstrated improved punctuality, responsibility, and behavioral discipline within the school environment. Collective worship activities encouraged students to manage time effectively and develop consistency in fulfilling responsibilities. Teachers also reported reductions in disruptive classroom behavior and interpersonal conflict among students who actively engaged in religious activities. These findings align with previous research conducted by (Pratama et al., 2019), which revealed that congregational worship activities contribute positively to adolescents' emotional stability and self-regulation.

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The implementation of Qur'anic recitation activities also played an important role in strengthening students' spiritual awareness and emotional calmness. Students appeared more focused and emotionally prepared for classroom learning after participating in morning recitation sessions. Several students demonstrated increased confidence by volunteering to lead recitation activities and helping peers improve pronunciation respectfully. Such interaction indicates that spiritual learning activities also supported students' social development and collaborative behavior. This finding supports the educational perspective proposed by (Amelia et al., 2019), emphasizing that Qur'anic habituation not only improves religious literacy but also cultivates inner peace, discipline, and moral sensitivity among students.

Religious reflection sessions conducted after worship activities further contributed to students' spiritual intelligence development. Teachers consistently connected Islamic teachings with real-life moral situations related to honesty, discipline, gratitude, empathy, and social responsibility. These reflections encouraged students to evaluate their attitudes and behavior critically within both school and family contexts. Students gradually developed awareness that religious values should not remain abstract concepts but must be implemented through daily actions and interpersonal relationships. This finding corresponds with Lickona's in (Zahrudin et al., 2021)z theory of character education, which explains that moral development occurs effectively when students are guided to reflect upon ethical values continuously through practical experiences and discussion.

Another important finding of this study concerns the relationship between religious habituation and empathy development among students. The Friday charity program successfully cultivated students' social awareness and generosity by encouraging them to contribute voluntarily to social activities and support peers in need. Students became more willing to help classmates, share resources, and demonstrate concern for others' difficulties. Charity habituation transformed spiritual education into social responsibility practices that strengthened students' emotional sensitivity and moral awareness. These findings support (Rahmawati, 2021) research, which found that regular Islamic social programs positively influence students' empathy, compassion, and prosocial behavior.

The findings also indicate that religious habituation contributed significantly to students' moral and ethical behavior. Students demonstrated more respectful interaction with teachers and peers after consistently practicing Islamic greetings, polite communication, and moral discipline activities. Teachers observed improvements in students' manners, honesty, patience, and responsibility during classroom interaction. Religious habituation gradually shaped positive

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behavior into habitual character traits integrated into students' personal identities. This process confirms social learning theory, which emphasizes that repeated practice and role modeling strongly influence behavioral formation among adolescents (Asmuni, 2021).

Teacher involvement emerged as a major supporting factor influencing the effectiveness of religious habituation programs. Teachers consistently participated in worship activities alongside students and acted as role models demonstrating discipline, sincerity, and moral behavior. Students appeared more motivated to engage in spiritual activities when teachers actively guided and supervised religious programs. Positive teacher-student interaction created emotionally supportive learning environments where students felt encouraged to practice spiritual values. This finding aligns with educational studies emphasizing that teachers' moral example significantly influences students' spiritual and character development(Ariyanto, 2024).

The study also revealed the importance of school culture in supporting spiritual intelligence development. Religious values were integrated not only into formal religious instruction but also into classroom management, discipline systems, and social interaction throughout the school environment. Islamic values became part of the school's daily routines, shaping students' behavior continuously through environmental reinforcement. Such integration reflects the concept of spiritual-based school culture, where moral and spiritual development becomes a collective institutional commitment rather than an isolated educational activity. Previous studies have similarly concluded that positive school culture contributes significantly to students' emotional and spiritual well-being(Ramadhan & Usriyah, 2021).

Despite these positive findings, several challenges emerged during the implementation of religious habituation programs. Some students demonstrated inconsistent concentration and participation during reflection activities, particularly when activities lasted for extended periods. Teachers explained that adolescents' emotional instability and varying spiritual maturity levels influenced engagement during spiritual activities. Furthermore, digital distractions and excessive exposure to gadgets occasionally reduced students' focus and spiritual awareness. Modern digital culture often encourages instant gratification and entertainment-oriented behavior, which may conflict with reflective and disciplined spiritual practices. These findings indicate that schools must continuously adapt spiritual education strategies to remain relevant within rapidly changing digital environments.

Differences in family background also influenced students' participation and spiritual engagement within school programs. Students who received strong religious guidance at home generally demonstrated higher consistency and awareness during spiritual activities compared to

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students with limited religious support from family environments. This finding highlights the importance of collaboration between schools and parents in supporting students' spiritual intelligence development. Effective spiritual education requires consistency between school culture and family values to strengthen students' moral and emotional formation comprehensively.

The findings of this study confirm that spiritual intelligence development cannot be achieved solely through cognitive religious instruction. Students require practical spiritual experiences, emotional reflection, social interaction, and continuous habituation to internalize religious values meaningfully. Daily religious habituation programs provide concrete opportunities for students to experience spirituality through action, discipline, empathy, and moral responsibility. Such experiences gradually shape students' self-awareness and ethical understanding in ways that theoretical instruction alone may not achieve effectively.

This study demonstrates that daily religious habituation programs implemented at Junior Highschool Umbulsari Jember contributed positively to strengthening students' spiritual intelligence, emotional balance, moral behavior, and social responsibility. Consistent spiritual activities created supportive educational environments where students learned to integrate Islamic values into their daily behavior and interpersonal relationships. Therefore, religious habituation can serve as an effective educational strategy for promoting holistic adolescent development and strengthening spiritual-based character education in secondary schools.

CONCLUSION

This study concludes that the implementation of daily religious habituation programs at Junior Highschool Umbulsari Jember contributed significantly to the development of students' spiritual intelligence. Religious activities such as congregational prayer, Qur'anic recitation, daily supplication, charity programs, and moral reflection sessions successfully created a spiritually supportive school environment that encouraged students to internalize Islamic values in their daily lives. The findings revealed that continuous religious habituation positively influenced students' self-awareness, emotional control, discipline, empathy, moral behavior, and social responsibility. Students became more respectful toward teachers and peers, more disciplined in school activities, and more sensitive to social and ethical issues. Spiritual activities also helped students develop emotional calmness and positive interpersonal relationships within the school environment.

The study further indicates that teacher commitment, supportive school culture, and

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consistent implementation of spiritual programs became important factors supporting the effectiveness of religious habituation. However, several challenges such as digital distractions, differences in family background, and varying levels of students' spiritual maturity still influenced participation and spiritual engagement. Overall, daily religious habituation proved to be an effective strategy for strengthening students' spiritual intelligence and character formation. The integration of practical spiritual experiences into school culture contributed positively to holistic student development by balancing intellectual growth with moral and spiritual maturity.

FUTURE DIRECTIONS

Future research on daily religious habituation and its impact on students' spiritual intelligence at Junior High School Umbulsari Jember is expected to expand the scope of study by examining broader variables that influence students' spiritual development, such as family environment, digital media exposure, peer interaction, and school culture. Future studies may also employ longitudinal approaches to analyze the long-term effects of religious habituation programs on students' character formation, emotional maturity, and social behavior. In addition, comparative studies between Islamic-based schools and public schools in different regions could provide deeper insights into the effectiveness of religious habituation practices in diverse educational contexts. Researchers are also encouraged to integrate qualitative and quantitative methods to obtain more comprehensive findings regarding students' internal spiritual experiences and behavioral changes. Furthermore, future investigations may explore innovative religious habituation models that are adaptive to technological advancement and contemporary educational challenges, thereby contributing to the development of holistic education that strengthens students' spiritual intelligence, moral awareness, and personal resilience in modern society.

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