



MIMBAR PENDIDIKAN:  
Jurnal Indonesia untuk Kajian Pendidikan

Journal homepage: <https://ejournal.upi.edu/index.php/mimbardik>



# HOLISTIC APPROACH IN ISLAMIC EDUCATION: THE INTEGRATION OF SPIRITUAL ASPECTS IN MERDEKA CURRICULUM

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## ABSTRACT

The holistic approach to Islamic Education seeks to develop students as a whole which includes intellectual, spiritual, and emotional aspects. This research seeks to identify the opportunities and challenges as well as strategies in implementing a holistic approach in Islamic Education through the Merdeka Curriculum. This research employs a library research method with a qualitative descriptive approach. The result showed that the holistic approach in Islamic Education increases students' understanding of Islamic values and improves students' character in accordance with the spiritual aspect from *Projek Penguatan Profil Pelajar Pancasila* (P5). The findings of this study demonstrate that the adoption of a holistic approach enables students to connect their comprehension of Islamic values with the realities of modern life. To optimize the implementation of a holistic approach, it is essential to enhance the capacity of teachers, provide relevant teaching materials, and foster collaboration between schools, parents, communities, and the broader community. By employing the appropriate strategy, the holistic approach in Islamic Education processes the potential to nurture students who demonstrate academic excellence, process strong character, and process a profound spiritual awareness.

## ARTICLE INFO

### Article History:

Submitted/Received 21 Feb 2025

First Revised 28 Feb 2025

Accepted 06 Mar 2025

First Available online 07 May 2025

Publication Date 01 Jun 2025

### Kata Kunci:

Curriculum Merdeka; Spiritual Aspects; Islamic Education.

## 1. INTRODUCTION

Education is a fundamental necessity for humans, playing a crucial role in shaping intellectual competence, good character, and strong spirituality values. Islam provides comprehensive guidelines on education. Beyond the integration of religious teachings and general knowledge, Islamic education aims to nurture individuals into becoming *insan kamil* (perfect human beings).

Although Islam has provides clear educational guidelines, the implementation of Islamic education in Indonesia remains less than optimal, despite the country having a predominantly Muslim. According to Muhaimin (2019), Islamic religious education in Indonesia still relies heavily on rote memorization, which tends to be normative and doctrinal rather than contextual to students daily lives (Yemmardotillah et al., 2024). The dominance of memorization-based learning prevents students from deeply understanding Islamic values (Raihani, 2014). Consequently, the spiritual dimension is often neglected, leading to a disconnection between religious knowledge and real-life application.

Educational development should not focus solely on religious theory while neglecting other aspect alongside other crucial dimensions. This necessitates the adoption of a holistic approach—one that includes spiritual, moral, social, and intellectual aspects. A holistic approach is highly relevant for Islamic Religious Education as it enhances and nurtures students' spiritual development.

A holistic approach is a comprehensive learning method that evaluates students across multiple dimensions, including skills, attitudes, knowledge, and spirituality (Jasman, 2016). Spirituality is the core aspect of Islamic Religious Education because its primary goal is to cultivate individuals who are obedient to God. Strong spirituality helps individuals establish good relationships with Allah SWT, fellow humans, and nature. The ultimate goal of a holistic approach is to create individuals who maintain a balance between worldly and spiritual matters while solving problems wisely in accordance with Islamic teachings (Utomo & Rizqa, 2024).

The Kurikulum Merdeka is a prototype, competency-based curriculum designed to restore learning effectiveness. It focuses on core subject matter while fostering students' character and skills. A key principle of the Merdeka Curriculum is the freedom it grants students in selecting their educational pathways and learning strategies that align with their potential and interests. This curriculum is designed to provide students with a comfortable and stress-free learning environment. Additionally, students have the freedom to choose learning materials that match their abilities and skills. The Merdeka Curriculum aims to liberate students from a system that emphasizes theoretical knowledge while failing to incorporate learning relevant to their daily lives (Tuerah & Tuerah, 2023).

Integrating a holistic approach into Islamic Religious Education through the Merdeka Curriculum is highly relevant. Applying a holistic approach enables students to excel academically, develop strong character, and acquire essential life skills. Education is not merely the transmission of knowledge but also the process of shaping students into valuable, interactive individuals with essential life skills (Rohman et al., 2024). Although Islamic Religious Education in schools is becoming increasingly modern, many weaknesses remain. According to M. Amin Abdullah,

religious education today focuses more on theoretical religious knowledge that is primarily cognitive, with little emphasis on the internalization of meaning and values within students (Sagala, 2018). The affective domain of learning remains underdeveloped, as the current education system dedicates more instructional hours to cognitive learning than to affective learning. However, affective learning plays a crucial role in shaping students' moral and ethical behavior in society.

The lack of emphasis on affective learning in schools has led to increasing social issues among students, such as moral crises. Additionally, the Merdeka Belajar (Freedom to Learn) policy within the Merdeka Curriculum raises concerns regarding its implementation, as excessive student freedom could become problematic without strong moral guidance (Sasmito, 2024). If this trend continues, future generations may experience a worsening moral crisis. Students may become more intelligent and develop critical thinking skills, yet they risk losing empathy, responsibility, and honesty in social environments. To prevent this, educational innovations are needed. Indonesia's education system must begin prioritizing not only cognitive education but also character and spiritual education. One of the most relevant innovations that align with Islamic education and can be implemented within the Merdeka Curriculum is the adoption of a holistic approach.

Enhancing students' noble character and strong spirituality is a fundamental goal of education, particularly in Islamic education. Previous studies have examined the implementation of holistic approaches in Islamic education. Research conducted by Fitria and Fadriati (2022) titled "Model Pembelajaran Agama Islam Holistik" (Holistic Model of Islamic Religious Education) found that a holistic education approach helps students gain confidence, make independent decisions, and develop problem-solving skills. Their study also identified several holistic models of Islamic Religious Education that can be implemented in schools (Fitria & Fadriati, 2019).

Furthermore, research by Hasan et al. (2024) titled "Menggagas Pendidikan Islam Holistik melalui Integrasi Ilmu Pengetahuan dan Spiritualitas" (Developing Holistic Islamic Education through the Integration of Knowledge and Spirituality) highlighted significant gaps in Islamic educational institutions. The study emphasized that holistic Islamic education is not merely a theoretical concept but a crucial necessity for strengthening knowledge and morality in Islamic education (Hasan et al., 2024). Similarly, a study by Zannah et al. (2024) titled "Penyelenggaraan Pendidikan Agama Islam secara Holistik dan Integratif dengan Pendidikan Umum di SDI Al-Azhar 36 Bandung" (Holistic and Integrative Implementation of Islamic Religious Education with General Education at SDI Al-Azhar 36 Bandung) found that applying holistic and integrative Islamic Religious Education had positive impacts on students' academic performance, extracurricular activities, and school culture. The study reported that students demonstrated good morals, broad knowledge, proper etiquette, and adherence to Islamic dress code (Zannah et al., 2024).

This study specifically analyzes how a holistic approach can be implemented in Islamic Religious Education by integrating spiritual aspects within the Kurikulum Merdeka. The study aims to identify the challenges and opportunities associated with integrating spiritual aspects into education while providing strategic recommendations for enhancing holistic approaches in Islamic Religious Education

under the Kurikulum Merdeka. It is expected that students will not only understand Islamic teachings theoretically but also apply them in their social environments.

## **2. RESEARCH METHODS**

This study specifically analyzes how a holistic approach can be implemented in Islamic Religious Education by integrating spiritual aspects within the Merdeka Curriculum. The study aims to identify the challenges and opportunities associated with integrating spiritual aspects into education while providing strategic recommendations for enhancing holistic approaches in Islamic Religious Education under the Merdeka Curriculum. It is expected that students will not only understand Islamic teachings theoretically but also apply them in their social environments. This study employs a library research (literature review) method. The sources used are relevant to the topic, covering holistic approaches, spiritual values, Islamic Religious Education, and the Merdeka Curriculum. The data collection process consists of several stages. First, identifying sources related to the research topic from academic databases such as Google Scholar, ResearchGate, and national journal portals. Second, selecting literature to ensure that only credible sources are included in the study. Third, categorizing these sources based on the main research themes, including the holistic approach, the role of spirituality in education, and the implementation of the Merdeka Curriculum. The research findings are presented in a descriptive-qualitative format, encompassing The concept of a holistic approach in Islamic Religious Education, The role of spiritual aspects in learning, The integration of spiritual aspects into the Merdeka Curriculum, and Strategies for implementing a holistic approach in the context of Islamic education.

## **3. RESULTS AND DISCUSSION**

### **3.1 The Concept a Holistic Approach in Islamic Education.**

Etymologically, the term holistic originates from the Greek word *holos*, which means “whole” or “complete.” Meanwhile, in English, holistic is derived from the root word *whole*, which also signifies “completeness” (Lestari, 2017). The holistic approach is not a new concept in education; instead, it has long been a core element of global education systems. Holistic education aims to optimize students’ potential comprehensively by focusing on academic, physical, and spiritual aspects. These elements contribute to developing students’ independence and strong character (Husni et al., 2022). The holistic approach in education emphasizes the development of all aspects of a student-intellectual, emotional, social, physical, artistic, creative, and spiritual. This educational philosophy views students not merely as academic learners, but as whole individuals whose potential must be nurtured in a balanced and integrated.

In Islam, the primary goal of a holistic approach is to shape individuals who uphold ethics and integrity in accordance with Islamic principles while realizing their intellectual, physical, creative, and innovative potential (Ma`arif & Rusydi, 2020). The

concept of holistic approach was introduced by Muslim scholars associated with the religious-conservative school of thought, who regarded knowledge as derived from the Qur'an and Sunnah. Notable scholars within this tradition include Al-Ghazali, Ibn Sahnun Al-Abisi, Nashirudin Al-Thusi, and Ibn Hajar Al-Haitami (Al Muiz & Miftah, 2020). In *Ihya' 'Ulum al-Din*, Al-Ghazali identifies the core purpose of Islamic education as the formation of *insan kamil*, a holistic individual devoted to Allah and destined for happiness in both the temporal and eternal realms (Nurohman, 2020).

The holistic approach in Islam aims to develop cognitive, spiritual, and physical aspects comprehensively. This concept aligns with Surah Al-Baqarah (2:208), which commands Muslims to embrace Islam in its entirety (*kaffah*), meaning complete submission to Allah's guidance through the Qur'an and Hadith. Islamic scholars such as Said Nursi argue that Islamic education must be holistic, integrating science, morality, and spirituality (Rasmuin, 2022). Islamic education should serve as a means to develop human potential holistically, ensuring a balance between academic knowledge, moral-spiritual values, and physical well-being (Syahid, 2024).

Islamic education is not merely a process of knowledge transfer but a reflection of Tawhid (the oneness of God) as the foundation of life. This highlights that all aspects of human life should be based on Islamic principles. As such, Islamic education is integrative and holistic, emphasizing a balance between religious and secular knowledge. According to the Qur'an and Hadith, a holistic approach enhances emotional, intellectual, and spiritual intelligence while fostering harmony between the soul and body (Humairah et al., 2023).

The implementation of a holistic approach in Islamic Education is crucial, as it shapes students comprehensively by incorporating spiritual, intellectual, social, emotional, and physical dimensions. This approach not only produces academically successful students but also cultivates moral character in accordance with Islamic teachings—achieving a balance between worldly success and the afterlife. Additionally, a holistic approach enhances the quality of Islamic Religious Education, which has traditionally focused primarily on theoretical aspects. By incorporating Islamic values into daily routines, students internalize these teachings in a meaningful and practical way (Izzati, 2024).

Moreover, the holistic approach deepens students' understanding of Islam, allowing them to internalize its values more effectively. It also encourages critical thinking and fosters positive character development. Students who experience holistic education tend to be more engaged and enthusiastic in Islamic Religious Education classes. Therefore, this approach is highly relevant for Islamic education, as it enhances students' moral development, critical thinking skills, and motivation to learn (Yemmardotillah et al., 2024). A holistic approach also plays a crucial role in evaluating students' progress in Islamic education. It contributes to improving students' learning quality, strengthening their moral character, and preparing them to positively contribute to society (Azmiy et al., 2024).

By implementing a comprehensive or holistic approach in Islamic Religious Education, students are expected to gain a deep understanding of both religious and secular knowledge while maintaining strong moral and spiritual values.

### **3.2 Integrating Spiritual Aspects into The Merdeka Curriculum**

The Merdeka Curriculum was introduced gradually in 2021 and fully implemented nationwide by 2024 across all educational levels in Indonesia. This curriculum offers students greater flexibility in their learning journey, enabling them to explore their unique talents and interests. Such an approach aligns well with the core objectives of Islamic education, which prioritize cognitive development, character formation, and moral excellence. Therefore, integrating Islamic values into the learning process is essential to ensure that students achieve not only academic success but also emotional and spiritual growth.

Under the Merdeka Curriculum, spiritual aspects are taught both theoretically and practically in daily life. This curriculum adopts a holistic and comprehensive approach, aiming to develop students' character in all dimensions (Margaret, 2023). The Merdeka Curriculum focuses on four main developmental aspects: spiritual, social, emotional, and intellectual. Among these, the spiritual aspect plays a pivotal role in shaping students' religious identity and moral character. Among these, the spiritual aspect is considered the most critical in shaping students' religious and moral character. To strengthen students' spiritual development, the curriculum includes learning Islamic concepts and values through Islamic Religious Education. In addition, students are encouraged to enhance their faith and devotion by engaging in religious activities.

The Merdeka Curriculum also emphasizes the development of soft skills and character. These objectives are implemented through the *Projek Penguatan Profil Pelajar Pancasila (P5)*, which serves as a guideline for teachers to cultivate students' character based on six core values: Faith in the One and Only God, Independence, Cooperation (*Gotong Royong*), Global Diversity Awareness, Critical Thinking, Creativity (Kementerian Kemendibudristek Kebudayaan, Riset, dan Teknologi, 2022). In the Merdeka Curriculum, Islamic teachings are integrated into three primary aspects: *aqidah* (faith), *ibadah* (worship), and *akhlak* (morality) (Muslimin, 2023). Character development is reinforced through structured Islamic Religious Education, daily worship practices, and a supportive school culture environment (Widiah, 2024). The success of implementation of spiritual development in students depends significantly on the readiness of educators to integrate spiritual aspects into learning. Teachers play a crucial role as facilitators, ensuring a balance between religious and general knowledge. They are responsible for guiding students' spiritual growth (Yana et al., 2024).

In Islamic Religious Education, teachers play a pivotal role in shaping students' character by instilling Islamic values in their daily lives. Additionally, in the modern era, Islamic Religious Education teachers must be adaptable and sensitive to

contemporary issues to ensure that Islamic teachings remain relevant and applicable to real-life situations (Susanto et al., 2024). To enhance students' spiritual engagement, teachers should implement contextual and relevant teaching models that allow students to apply Islamic principles in their daily lives.

### **3.3 Opportunities For Integrating Spiritual Aspects in Islamic Education**

The Merdeka Curriculum is designed to reduce students' academic burdens while promoting creativity, multiple intelligences, and strong character development. To strengthen students' moral and ethical values, it is essential to incorporate spiritual aspects into the learning process. The primary objective of Islamic Religious Education is to ensure that students not only understand Islamic teachings conceptually but also apply them deeply in their daily lives. Strengthening spiritual aspects allows students to go beyond theoretical knowledge and integrate religious values into their real-world experiences. Integrating spiritual aspects into Islamic Religious Education creates students who are both academically competent and spiritually strong. Additionally, the flexibility provided to educators under the Merdeka Curriculum allows them to design and implement learning experiences tailored to students' needs.

One effective approach to integrating spirituality into Islamic Religious Education is through reflection-based and experience-based learning. This ensures that students do not merely learn Islam as a theory but also apply Islamic values in their everyday lives. Moreover, the emphasis on spiritual development is reinforced through the Merdeka Curriculum's Pancasila Student Profile Strengthening Project (P5), which includes aspects of faith and devotion to God. This framework provides valuable opportunities for integrating spiritual elements into learning. With the "Faith in God" dimension of P5, teachers can develop learning strategies that connect Islamic teachings with students' character development. The flexibility in teaching methods offers significant opportunities for educators to incorporate spirituality into Islamic Religious Education. Teachers are encouraged to explore innovative teaching techniques that make Islamic values more meaningful and applicable in students' daily lives. One method that can be used is the inclusive approach, which connects religious teachings with students' personal experiences. Additionally, conducting open discussions about spirituality enables students to gain a deeper understanding of Islamic principles (Purwanto et al., 2023).

To support spiritual development, the learning environment must be active, emphatic, inclusive, and conducive to character building. The learning environment plays a major role in shaping students' attitudes and behaviors, particularly in integrating spiritual values. Therefore, an active learning approach should be adopted to foster a positive and engaging classroom atmosphere (Luthfi, 2024). In addition to an interactive learning environment, habit formation (habituation) is also essential for developing students' spirituality. Encouraging students to engage in religious practices, such as performing Sunnah prayers, reading the Qur'an, and reciting daily

prayers, can significantly enhance their spiritual growth. The habitual practice of religious activities is an effective strategy to reinforce positive behavior and strengthen students' spirituality (Rahman et al., 2023).

The effectiveness of instructional strategies is closely tied to the overall success of the learning process and educational outcomes. Several teaching models can be used to integrate spiritual values into Islamic Religious Education, including deductive, inductive, and problem-solving approaches. Thus, the integration of Islamic values—particularly spiritual aspects—into Islamic Religious Education should not be limited to curriculum content and teaching methods. Instead, a systematic effort is needed to raise students' spiritual awareness. A holistic approach in Islamic education should be conceptually and practically applicable, focusing on the cognitive, affective, and psychomotor domains while embedding spiritual dimensions into learning. Islamic Religious Education plays a fundamental role in shaping students' religious character, ensuring they maintain a strong connection with God and apply Islamic teachings in their daily lives. With this integrated approach, students will not only comprehend Islamic teachings theoretically but also practice them within their communities, contributing to a more morally grounded society.

### **3.4 Challenges in Implementing the Holistic Approach in Islamic Education.**

The holistic approach offers numerous benefits for Islamic Religious Education, yet its implementation still faces various criticisms and challenges. One of the main criticisms is that integrating intellect, heart, and physical aspects into the education system is difficult to implement effectively, especially in traditional academic structures that prioritize cognitive outcomes over holistic development (Syahid, 2024). One major challenge in implementing holistic education is the lack of resources. Many educators lack the necessary skills and expertise to integrate Islamic teachings with modern knowledge. Currently, many Islamic Religious Education teachers still rely on traditional, conventional methods that emphasize rote memorization and cognitive learning rather than a more comprehensive and contextual approach. Another issue is the unequal implementation of holistic education across Islamic educational institutions. Many Islamic schools, particularly those in rural or underdeveloped areas, face significant constraints such as limited funding, inadequate infrastructure, and a lack of trained educators. These challenges hinder curriculum innovation and the integration of spiritual and holistic learning approaches (Hasan et al., 2024).

In addition to resource limitations, societal resistance to change remains an obstacle. Many communities continue to uphold traditional views on Islamic education, believing that conventional teaching methods—focused on memorization and doctrinal instruction—are the most effective. As a result, there is reluctance to adopt new educational approaches that integrate religious teachings with contemporary knowledge and holistic learning methods (Moslimany et al., 2024). Another challenge lies in the limited integration of holistic education within the



existing curriculum. Many schools struggle to fully incorporate holistic learning due to rigid educational policies and regulations. The current system still places a heavy emphasis on academic achievement, leaving little room for the development of spiritual and character education. Additionally, bureaucratic and regulatory constraints often prevent schools from implementing flexible and student-centered learning models, making it difficult to apply holistic education effectively.

Assessment is also a major obstacle. While cognitive achievements can be easily measured through standardized tests, evaluating spiritual growth, moral behavior, and emotional development is more complex and subjective (Ismail et al., 2022). The successful implementation of the holistic approach also depends on collaboration among teachers, parents, schools, and the broader community. However, there is still a lack of awareness regarding the importance of holistic education, particularly among parents and community leaders. Many families and educators continue to prioritize academic excellence over moral and spiritual development (Azmiy et al., 2024). Moreover, inconsistencies between the religious values taught in schools and those practiced at home or within society can further hinder the effectiveness of holistic education. Without alignment between school-based education and students' broader social environments, the application of Islamic teachings may remain superficial.

To address these challenges, various strategic measures must be taken. First, schools and educational institutions must provide continuous training and professional development programs for Islamic Religious Education teachers, equipping them with modern pedagogical skills that align with holistic learning. Second, government and institutional support are essential for revising curriculum regulations to accommodate holistic education more effectively. Adequate funding and resource allocation must also be ensured to support innovative teaching methods. Another key solution involves strengthening collaboration between schools and the wider community. Regular discussions and meetings with parents and community members can help raise awareness about the significance of holistic education and encourage collective efforts in fostering students' moral and spiritual growth.

Moreover, alternative assessment models—such as project-based evaluations, student portfolios, reflective journals, and behavioral observations—should be developed to capture students' progress across cognitive, emotional, and spiritual domains (Syahid, 2024). With sustained collaboration between educators, policymakers, and communities, the holistic approach in Islamic Religious Education can be more effectively implemented, producing students who are not only intellectually competent but also spiritually grounded and morally responsible.

### 3.5 The Impact of The Holistic Approach in Islamic Education Within The Merdeka Curriculum.

The implementation of a holistic approach in Islamic Religious Education has brought significant changes to students' learning experiences and personal development. One of the most noticeable impacts is the enhancement of students' morality and character. After the adoption of holistic education, students have demonstrated improved ethical behavior, broadened perspectives, and adherence to Islamic values in their daily lives. This transformation highlights how integrating spiritual and academic learning helps students develop into well-rounded individuals who balance religious and worldly knowledge. The integration of knowledge and spirituality has played a crucial role in shaping students with strong character and deep-rooted Islamic principles (Hasan et al., 2024). The holistic approach has also contributed to the development of students' emotional intelligence. By incorporating emotional and spiritual education, students have become more adept at managing their emotions, expressing empathy, and building strong moral foundations. This emotional intelligence enables them to navigate social interactions with wisdom and integrity, fostering a sense of responsibility within their communities.

Moreover, the holistic approach enhances the relevance of Islamic teachings in modern contexts. By integrating intellectual, spiritual, and emotional aspects, students are better equipped to face contemporary challenges while remaining grounded in their religious values. This shift demonstrates that Islamic education is no longer solely focused on rote memorization but also on equipping students with practical life skills relevant to their evolving social environments. Another significant impact of the holistic approach is the development of students' critical thinking abilities. Holistic education encourages students to analyze contemporary issues through the lens of Islamic teachings, allowing them to think more deeply about ethical dilemmas, social justice, and personal responsibilities. This shift fosters a more engaged and thoughtful approach to problem-solving and decision-making (Yemmardotillah et al., 2024).

Character development is also addressed comprehensively through this model by harmonizing spiritual, emotional, and intellectual growth, while simultaneously improving students' capacity to navigate real-life problems. For instance, students who engage with holistic educational models have shown an increase in religious practices, such as consistently performing sunnah rituals. At Madrasah Mu'allimat Muhammadiyah Yogyakarta, the application of a multilingual and holistic education program has demonstrated notable positive changes in student behavior and character (Sutarman et al., 2017).

Additionally, the holistic approach has improved student engagement and motivation in Islamic Religious Education classes. By integrating spiritual, emotional, and intellectual elements, students have become more enthusiastic about learning. This increased engagement has led to higher levels of participation, curiosity, and self-reflection, reinforcing the importance of Islamic teachings in daily life. Holistic

education has also proven to be beneficial in enhancing teaching quality. By adopting student-centered and flexible learning methods, teachers can tailor their approaches to meet the diverse needs and interests of students. This aligns with the Merdeka Curriculum's emphasis on providing teachers with autonomy in designing lessons that best support students' academic and spiritual growth. Through this method, teachers are not only educators but also mentors and facilitators, guiding students toward a deeper understanding of Islamic principles and their practical applications.

In today's society, there is growing awareness that education should not only focus on academic excellence but also on character development and ethical responsibility. Parents, educators, and communities increasingly recognize the need for an education system that fosters both intellectual competence and spiritual integrity. This shift indicates that holistic education presents a valuable opportunity to address existing gaps in conventional Islamic Religious Education, which has often been criticized for its overemphasis on theoretical knowledge at the expense of practical application.

The integration of a holistic approach within Islamic Religious Education is highly relevant in addressing contemporary educational challenges. By ensuring a balance between religious values and modern knowledge, students become better prepared to navigate complexities of social, ethical, and intellectual landscapes. This transformation reflects Islam's holistic vision of education, where worldly and spiritual knowledge are interconnected in fostering well-rounded individuals. As a result, students not only develop strong academic skills but also cultivate moral resilience, social awareness, and critical thinking abilities. The holistic approach ensures that they emerge as responsible individuals who uphold Islamic values while contributing positively to their communities and society at large.

#### **4. CONCLUSION**

Based on the discussion above, it can be concluded that the holistic approach in Islamic Religious Education plays a crucial role in developing students intellectually, emotionally, and spiritually. This approach not only focuses on cognitive aspects but also encourages the internalization of Islamic values in daily life. Within the Merdeka Curriculum, the flexibility provided allows for more meaningful and relevant learning experiences. Despite challenges such as limited resources, lack of teacher training, and weak collaboration between schools and parents, the holistic approach continues to show great potential in shaping students who are academically excellent while maintaining strong ethical and spiritual values. Moving forward, synergy between educators, policymakers, and the community is essential to ensure that Islamic education remains both adaptable to modern developments and firmly rooted in Islamic principles.

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