

TEACHER'S STRATEGY IN DEVELOPING SPIRITUAL INTELLIGENCE CHILDREN IN RELIGIOUS ACTIVITIES AT RADEN FATAH KINDERGARTEN CIMANGGU, CIMANGGU DISTRICT, CILACAP REGENCY

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Abstract. The purpose of this study is to find out about the teacher's strategy in developing children's spiritual intelligence, especially in religious activities in Raden Fatah Kindergarten Cimanggu. Raden Fatah Kindergarten is one of the kindergartens in the Cimanggu sub-district which has more value in the religious field. This research uses a type of field research and also uses a qualitative approach which is presented in the form of descriptive analysis. Data were obtained by interview, observation, and documentation methods, and data analysis techniques using data reduction, data presentation, and verification. The results of the study show that in developing spiritual intelligence there are several teacher strategies in developing spiritual intelligence in children, namely reading prayers before and after learning, reading hadiths, reading blessings on the prophet, and also reading asmaul husna, habituating Duha prayers, knowing and writing letters hijaiyah, memorizing short letters of the Qur'an (tahfiz), Friday blessings (infak), commemorating Islamic holidays. And after participating in these activities children experience development little by little over time.

Keywords: Religion, spiritual intelligence, strategy.

INTRODUCTION

Along with the development of today's era, it also has an impact on human life. The amount of information that is spread everywhere through social media and so on has a negative and positive impact on people's lives, including children. This happens because of the lack of spiritually fortified moral education. Therefore, children need to be fortified with moral education based on their spiritual intelligence. Education plays the most important role in improving the child's personality, developing the child's potential, and education must also be able to fortify the child by strengthening the child's spirituality. Education has a goal, namely to develop the abilities or potential of children in order to make children into human beings who believe in and fear God Almighty, have noble morals, are healthy individuals who are also intelligent and independent, and have a creative soul and have high responsibilities tall.

Many parents put more emphasis on their children just exploring intellectual intelligence, so that the spiritual development in children is less developed. Therefore, the teacher as an educator who understands children's spiritual intelligence seeks to develop spiritual intelligence by working with parents and the community (Hasanah, 2019).

Romiszowski said that strategy is a point of view in choosing a method or way of learning properly that leads to something special, such as a plan, method and training (Mufarokah, 2009). Strategy can also be explained as a method as a whole which is related to the implementation, plan ideas, and execution of an activity within a certain period of time. According to Lukman, children's education is aimed at strengthening faith, introducing Islamic law, accustoming children to good behavior, and teaching children various knowledge in accordance with the Qur'an. Strengthening faith in children is done by providing knowledge and understanding to children that Allah SWT is God Almighty (Wiyani, 2019).

Spiritual ability is usually marked by a person's ability to control his desires and desires because it is not in accordance with the values that exist in his beliefs (Khulida, 2020). Spiritual intelligence has the highest level compared to intellectual intelligence and emotional intelligence. When children have spiritual intelligence, children will become individuals who have high creativity, are able to think broadly, and are able to solve the problems they face (Indriani, 2015). Using spiritual intelligence means functioning the ability to give the meaning of worship to every behavior and activity through steps and thoughts that are natural, towards a complete human being and have an integralistic and principled mindset only because of Allah (Sofiyah, 2019).

In Islam it is believed that every individual is born with nature (Elfiah, 2014). Danah Zohar says that the intelligence that exists within us and outside of our awareness which is the foundation within ourselves is called spiritual intelligence (Agus Nggermanto, 2015).

Spirituality is the basis for the growth of self-esteem, values, morals and a sense of belonging. Spiritual can give a direction and meaning to human life (Yudrik Jahja, 2011). Spiritual intelligence is very important for humans, spiritual intelligence is the basis or foundation of other intelligence. A person's thoughts and behavior are greatly influenced by the spiritual intelligence he has. Therefore, spiritual intelligence must be developed as early as possible, because spiritual intelligence will become one's stronghold in the present life and in the future. In developing spiritual intelligence in children it can be taught in the family environment, by involving children in worshipping their God, inviting goodness, and also adapting to their surroundings.

There are several ways to form spiritual intelligence in children, such as parents or teachers inviting children to worship, giving freedom to children to explore activities around them so that children have concern for their environment and guiding or directing children to carry out religious activities. The teacher becomes one of the intermediaries in developing spiritual intelligence in children. In schools spiritual intelligence can be developed and nurtured through religious activities (Azzet, 2010). Developing spiritual intelligence as early as possible is important because children are a very important asset for the next generation of quality. In increasing spiritual intelligence, effective methods and strategies are needed to give good results as well.

Researchers reveal theories and research results that are relevant to the problems that will be examined by researchers. In this case the researcher has conducted several reviews of other scientific works related to the research that the researcher is conducting. Some relevant research includes Enny Yulianti's research with the title "Improving Spiritual Intelligence Through Role Playing Methods in Children Aged 4-5 Years Semester 1 at Nasima Kindergarten Semarang, Academic Year 2012/2013" (Yulianti, 2013). The results of this study indicate that children's spiritual intelligence can be seen through the following characteristics: children admire what was created by God, quickly grasp learning about the scriptures, enjoy doing religious worship, have good interpersonal control and behave well. Teachers need to create an interesting learning atmosphere and certainly make children happy, and teachers must prepare interesting learning media to show children.

Yuliana's next research entitled "The Role of the Teacher in Developing the Spiritual Intelligence of Children Aged 4-5 Years at PAUD Haqiqi Bengkulu City" (Yuliana, 2014). The results of this study indicate that teachers in early childhood education have a big contribution in developing the spiritual intelligence of children apart from parents at home. For this reason, a teacher must prepare everything that can improve a child's spiritual intelligence with an appropriate approach for early childhood.

Other relevant research was also conducted by Renny Nuridawati with the title "Development of Spiritual Intelligence and Methods of Habituation at MI Diponegoro 1 Purwokerto Lor, East Purwokerto District, Banyumas Regency" (Nuridawati, 2018). The results of this study indicate that spiritual intelligence is the potential that a person has in understanding all the actions taken are

a form of worship carried out because of God in making a decision in his life in accordance with his conscience to become a real human being.

Regita Pramesti's research entitled "Teacher's Strategy in Developing the Spiritual Intelligence of Young Children in PAUD ALHasanah, Bengkulu City during the Pandemic Period" (Pramesti, 2021). The results of the research show that spiritual intelligence is an ability to solve and deal with problems regarding values and meanings. Spiritual intelligence is intelligence that views that the essence of life is in accordance with human nature as a creature of God Almighty and becomes a pious human being.

Ali Imran's research journal entitled "Development of Early Childhood Spiritual Intelligence Through Edutainment in Kindergarten Qurrota A'yun Bantul Yogyakarta" (Imran, 2019). The results of this study indicate that in the development of spiritual intelligence in children can be achieved, various ways are carried out so that children are able to interact well, namely by learning while playing. In creating edutainment learning, it is necessary to do a way or method of doing it. In developing spiritual intelligence through edutainment, it is integrated into the learning process in the kindergarten, and is also adapted to the child's condition. In each learning process the teacher in the kindergarten tries to make children or students learn happily, happily and cheerfully. From what the researcher explained earlier, this is the reason why researchers are interested in conducting research at the school, namely TK Raden Fatah Cimanggu. Of the many PAUD and Kindergarten institutions in Cilacap district, the researchers decided to choose one of the Kindergartens (TK) which is precisely located in the Cimanggu sub-district, namely Raden Fatah Kindergarten, Cimanggu. The researcher is interested in carrying out a research at the kindergarten because Raden Fatah Kindergarten Cimanggu has its own advantages in the religious field. Raden Fatah Kindergarten has also had many achievements in the religious field. Raden Fatah Kindergarten has also had many achievements in the religious field. This is a driving force to continue to increase the potential of children. Researchers focused on examining research on teacher strategies in developing children's spiritual intelligence in religious activities at Kindergarten Raden Fatah Cimanggu.

RESEARCH METHOD

Research uses a type of field research (field research) which is descriptive in nature, the purpose of which is to describe or explain an event or an ongoing event at the time of conducting the research regardless of how it was before the research and after the research (Ridwan, 2013). Data collection in this study used interview, observation and documentation methods (Sugiyono, 2020). While the data analysis technique used is the Miles & Hubberman model which consists of data reduction, data presentation and also drawing conclusions (Sugiyono, 2016).

Researchers involve several research subjects in order to obtain data to be described. Subjects involved such as; The principal of Raden Fatah Kindergarten Cimanggu Ms. Mesyaroh, S.Pd.I., Class B1 and B2 teachers, especially religious activities, namely Ms. Toyifah, S.Pd.I., and Class B1 and B2 students of Raden Fatah Kindergarten Cimanggu.

ANALYSIS AND RESULT

1.1 Early Childhood Spiritual Intelligence and Characteristics of Spiritual Intelligence

Simply put, intelligence is also called intelligence. However, another understanding states that intelligence is an ability to learn, to adapt to new situations or the environment that surrounds it in general. According to Gardner, intelligence is a collection of abilities or skills that can be developed (Agustinalia, 2018). Thus, it can be concluded that intelligence is an ability possessed by humans to think and continue to learn and be able to solve every challenge and deal with the problems they face.

According to Munandir spiritual intelligence consists of two words, namely "intelligence" and "spiritual". Intelligence is defined as the ability to solve the problems it faces, especially problems that require the ability of the mind. Meanwhile, spiritual is defined as a teaching which says that all reality is essentially spiritual. Spiritual intelligence is intelligence to solve problems of meaning and value, place human behavior and life in the context of a broader and richer meaning, and judge

that one's way of life is more meaningful than others (A, 2014). Spiritual intelligence is a concept related to how a person manages and utilizes the meanings, values, and quality of spiritual life (Wahyudi Siswanto, 2010).

Spiritual intelligence is able to make a human being a complete human being, both in terms of intellectual intelligence, emotional intelligence, and spiritual intelligence (Setiawan & Latrini, 2016). Thus, it can be interpreted that spiritual intelligence is the ability that exists within each individual to process the soul both in terms of emotion or in solving every problem it faces well, and how the individual is able to get closer to the Creator.

In general, there are five characteristics of a person having spiritual intelligence as written by Roberts A. Emmons in his book entitled *The 6 Psychology of Ultimate Concerns*, namely the first, the ability to further highlight or transcend the physical and material. Second, the ability to experience heightened levels of consciousness. Third, the ability to sanctify everyday experiences. Fourth, the ability to use spiritual resources to solve problems. Fifth, the ability to do good.

In building spirituality we need Spiritual Quotient (SQ), namely intelligence to face and solve problems of meaning and value, intelligence to place our behavior and life in the context of a broader and richer meaning, intelligence to judge that one's actions or way of life is more meaningful than others. with the others. Through the use of spirituality, our religious nature is better trained through honesty and trustworthiness in living life (W & Umiarso, 2012). Therefore, spiritual intelligence is intelligence to judge, give meaning to life, where the intelligence in each individual needs to be improved or trained with good things.

1.2 Benefits and Indicators of Spiritual Intelligence for Early Childhood

Spiritual intelligence must be developed in children as early as possible, because it has enormous benefits for children's lives. Children will practice to recognize themselves, become more responsible and better individuals and stimulate children to grow concern for others and the environment ("Knowing Spiritual Intelligence and Its Benefits for Child Development," 2022). When a child makes a mistake, whether intentional or unintentional, the child does not hesitate to apologize, because the child realizes that he has made a mistake. Indirectly, this spiritual intelligence has directed children to be able to distinguish right from wrong and train children to be responsible for everything they have done.

Indicators of children's spiritual intelligence can be indicated by several main spiritual values. The main spiritual values referred to are honesty, responsibility, discipline, cooperation, fairness, visionary, and caring (A, 2014). However, apart from these main indicators, there are other indicators included in the policy list as indicators of early childhood spiritual intelligence, such as being careful, polite, having determination, having a forgiving spirit, being generous, upholding honesty, spreading love and doing good. patient, happy to recite prayers, always grateful, tolerant and many others. It is the indicators used for measuring the Spiritual Quotient (SQ) that can be instilled in children, so that children have characteristics or character as humans with high SQ. This can be a provision for children in their later lives in social life. This will also become their foundation in today's modern era, because the impact of the times has greatly influenced the child's personality.

1.3 Factors Affecting Early Childhood Spiritual Intelligence

In the development of spiritual intelligence in children, there are things that can affect the level of spiritual intelligence in children. Quoted from education and counseling journals, there are two things that affect intelligence according to Irwanto, namely heredity factors and environmental factors (Hotimah & Yanto, 2019). Heredity factors or hereditary or congenital factors can affect intelligence in children, where these factors come from parents and how parents provide positive stimuli to children, both when they are in the womb such as consuming nutritious food and when they are born grow and thrive. While environmental factors are the closest to children, because children will grow and develop in a family that raises them. The family environment greatly influences the child's spiritual intelligence, how family conditions and harmony greatly affect the child's spiritual intelligence, because parents are examples or role models for their children.

1.4 Teacher's Strategy in Developing Children's Spiritual Intelligence

Strategy is an important process in order to overcome various critical activities of the company and deal with future conditions that tend to be uncertain and difficult to predict (Jimmy et al., 2021). The strategy in the world of education itself is an effort made by the teacher (school teacher) in creating a learning activity to achieve a planned goal. In carrying out a teaching and learning activity, the teacher must have a specific strategy so that students or students can learn well and can achieve learning goals. While the teacher is an educator, who teaches knowledge and also teaches good morals to students or students, both formal and non-formal institutions, and teachers must continue to strive to improve self-quality so that they become better (Nurohma, 2017). The teacher becomes the main facilitator in developing and optimizing the potential that exists within the child.

Teachers can use various strategies to be applied in carrying out teaching and learning activities. The expository learning strategy is a teaching strategy that helps students learn basic skills and obtain information that can be taught step by step. This expository learning strategy is specifically designed to support student learning processes related to well-structured procedural knowledge and declarative knowledge, which can be taught in stages, step by step (Sanjaya, 2006).

Another strategy that can be used is heuristics. In this heuristic learning strategy, it is assumed that each activity must be able to stimulate students to be active in the process of learning activities, such as understanding every material delivered by the teacher, being able to solve their own problems (Hamalik, 2001). This strategy places more emphasis on student activity in the learning process in developing students' intellectual thinking processes through a series of activities carried out. And the last strategy is a reflective learning strategy. . Reflective learning can be used to train students to think actively and reflectively based on thought processes towards definitive conclusions. Thus reflective learning helps students understand material based on their experience so that they have the ability to analyze personal experience in explaining the material being studied.

Developing children's spiritual intelligence can be through actualizing Islamic values in everyday life. The actualization of Islamic values in schools consists of physical aspects, activities and attitudes and behavior (Anita Puji Astutik, 2017). The physical aspect is physical facilities and infrastructure, such as praying facilities for prayer rooms, libraries, writing (wall decoration), and others. Meanwhile, the activity aspect is in the form of a guide to the implementation of activities whose realization is in the form of learning curricula, daily activity plans, theme highlight activities, seminars, studies, and others. Finally, aspects of attitude and behavior that are manifested in the form of greeting culture, praying, congregational prayers, toyyibah sentences, and others.

However, broadly speaking, the strategies proclaimed by the teacher in his condition will be divided into 2 (two) categories, namely carried out in the classroom or outside the classroom. The conditions for implementing the strategy are also different. If the teacher's strategy will be implemented in the classroom, then the learning strategy is divided into 5 (five) types, such as; inquiry, expository, problem-based, cooperative and contextual learning strategies.

- a. This inquiry learning strategy requires students to explore abilities critically and analytically, and be able to solve each problem on their own. The hallmark of this inquiry learning is that it requires students to have high creativity, and the teacher is only a facilitator
- b. The expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally by the teacher to students so that students can master the learning material optimally. The expository strategy is a strategy that is widely used in educational practice in Indonesia. This learning process is dominated by one-way communication only
- c. Problem-based learning strategies direct and train students in making connections between the knowledge they have and its application in everyday life as members of society or family. In this strategy, trying to link the material with the real world situations of students.
- d. Cooperative learning strategy is a learning strategy with students working together in small groups. In this cooperative learning strategy not only learn the concepts of the material, but students also learn the elements in cooperative learning.

- e. Contextual learning strategy is a learning strategy that relates material to students' real-world situations so that students are able to apply learning outcomes in everyday life.

As described above, there are also strategies applied for learning outside the classroom. The strategy applied for learning outside the classroom places more emphasis on training students' sensitivity to the surrounding environment. Activities can be; Inviting visits to places of distress; Involve students in religious activities; Invite students to enjoy the beauty of nature; Read the Qur'an with students and explain its meaning in life; Tells great stories and spiritual figures; Invite discussions on various issues with a spiritual perspective; Involve students in social activities.

RESULT

1.1 Teacher's Strategy in Developing Spiritual Intelligence in Children Through Religious Activities at Kindergarten Raden Fatah Cimanggu

Based on the results of research conducted at Kindergarten Raden Fatah Cimanggu, using data collection methods such as interviews with school principals and teachers, observations during religious activities, and documentation by researchers. In developing children's spiritual intelligence, teachers must have a good strategy so that children's spiritual intelligence can develop optimally. The strategy of the Raden Fatah Kindergarten Cimanggu teacher in developing spiritual intelligence in children through religious activities includes reading iqro before learning activities begin, reading prayers before and after learning activities, memorizing hadiths, memorizing short Al-Qur'an letters, memorizing prayers daily, reading blessings, reading asmaul husna, habituating Duha prayers, commemorating Islamic holidays, giving donations.

1.1.1 Read Iqro before the activity begins

Reading iqro is one of the good things that is instilled in children, so that the ability to read hijaiyah letters will get better. The purpose of doing iqro reading is to make the child's ability to pronounce hijaiyah letters smoother before the child explores the Al-Qur'an. This is in accordance with Firdos Mujahidin's theory that teachers must provide guidance and counseling to children who have difficulty developing their potential, and teachers at Raden Fatah Kindergarten provide guidance to children by training children to read iqro before learning activities begin.

1.1.2 Read the prayers before and after carrying out the lesson

When a child is going to do anything, he should pray first, so that he always remembers Allah SWT, including prayers when he wants to carry out the process of learning activities at school. Various prayers are applied to the children at Raden Fatah Kindergarten Cimanggu so that their spiritual intelligence can develop optimally

Based on the observation that before carrying out learning activities, children first read the prayers and also the prophet's sholawat. Among the sequence of activities, namely before the child learns, the teacher guides the children to read surah Al-Fatihah first, then continues by reading a prayer before learning and its meaning, continues reading the prayers of both parents and their meaning, then reading the prayer to be a pious child and sholehah and its meaning.

And this is in accordance with the theory of Siswanto which says that spiritual intelligence is educating children in dealing with God, self-development, relating to other people, and relating to nature. And the connection with this activity is that reading asmaul husna and reading blessings on the prophet is a form or way of educating children to be closer to their God and to know their God with asmaul husna, and prayers to foster love for the Prophet Muhammad SAW.

1.1.3 Hadith memorization

The teacher's strategy at Raden Fatah Kindergarten also applies memorizing hadith which is done during prayers before learning. The purpose of implementing this hadith memorization is so that children learn more about hadiths, and can practice them in their lives. Hadith memorization is carried out every day, with the teacher guiding the children first to read and memorize the hadith that will be memorized. Memorizing this hadith is done gradually and repeatedly so that children are able to memorize it well. Among the hadiths that are memorized along with their meanings include: hadiths about cleanliness, hadiths about intentions, hadiths about smiling, hadiths about not being angry, and hadiths about loving one another. Of course, the hadiths that are given to children are not long hadiths and make it difficult for children to memorize, but selected hadiths

that are in accordance with the child's abilities and are better understood by children, be it reading the hadith or the meaning of the hadith, which then the teacher gives an explanation of the hadith he memorized at that time.

1.1.4 The habit of Wudu and Duha Prayer

Raden Fatah Kindergarten Cimanggu does the Duha prayer habit which is held every Thursday morning. Activities carried out before starting Duha prayer activities are praying before activities as usual, then the children are directed to practice wudu first in accordance with the teacher's directions. Then just practice Duha prayer together. Before carrying out the Duha prayer, the teacher then gives the child freedom to become a muezzin and an imam. Then the children began to carry out the Duha prayer together with guidance from the teacher, starting from reading the prayer until it was finished.

1.1.5 Read Write Hijaiyah Letters

Hijaiyah letters reading and writing activities aim to make children able to recognize hijaiyah letters and be able to read hijaiyah letters or makharijul letters well. Learning to read and write hijaiyah letters is carried out every Thursday, after the Duha prayer practice is carried out. The activity carried out was that the teacher continued to write hijaiyah letters on the blackboard that had been studied in the previous week, then the children wrote hijaiyah letters in their notebooks specifically for writing hijaiyah letters. Then after that, the children recite the hijaiyah letters to the front of the class and are guided by the teacher.

1.1.6 Tahfidz

This tahfidz activity is carried out every Saturday. The tahfidz program is a child's self-development program. Children memorize selected surahs in the Qur'an, such as surah Ar Rahman, Al Waq'ah, Yasin, An Naba, and others. Tahfidz activities are carried out by rote method. At school the children are guided by the teacher to memorize a few verses and the children then imitate the verses the teacher has read. Then, the children at home also memorize so that their memorization is smooth. When you have memorized the verse that has been taught by the teacher, then it is repeated and a new verse is added to increase the child's memorization.

1.1.7 Asmaul Husna and Reading the blessings of the Prophet

Asmaul husna activities are carried out every day when and asmaul husna is recited in the tone that has been taught by the teacher, then reciting the prophet's blessings is a characteristic of Raden Fatah Kindergarten, reciting the prophet's blessings includes, among others, the shalawat nariyah, badr blessings, and so on. Reading Asmaul Husna and blessings on the Prophet is a form of instilling piety in a simple form, especially for early childhood.

1.1.8 Blessed Friday

The donation activity at Raden Fatah Kindergarten Cimanggu is carried out every Friday, and is called Friday of Blessings. The previous day, the teacher reminded the children to bring infaq money. Infaq money will be distributed to orphans during muharroman events and compensation for orphans.

1.1.9 Islamic Holiday Commemoration

This Islamic holiday commemoration activity aims to let children know how history is in every event commemorating Islamic holidays. The commemoration of this Islamic holiday is carried out on dates which are indeed the commemoration of Islamic holidays, for example, the commemoration of the Isro Mi'roj, the commemoration of the Prophet's birthday, the commemoration of Muharraman, and also activities in the month of Ramadan. In Kindergarten Raden Fatah Cimanggu, the usual commemoration of Islamic holidays is the commemoration of the Prophet's birthday, the distribution of takjil in the month of Ramadan and the commemoration of isro mi'roj. At the commemoration of the Prophet's birthday, the activities are like telling the story of the birth of the Prophet Muhammad and how the morals of the Prophet Muhammad are so that children understand history and can emulate the morals of the Prophet Muhammad SAW. Then, in commemoration of the Isro Mi'roj the activities carried out are in the form of. tells the story or events of the isro and mi'roj of the prophet Muhammad. Not just telling, the teacher also

provides an evaluation in the form of questions, in order to ensure that students can understand and interpret well the stories being told. While sharing takjil in the month of Ramadan is carried out with the aim of fostering a caring and sensitive attitude towards others.



Fig. 1. Congregational Dhuha Prayer Activities



Fig. 2. Sharing Takjil Activities in the Month of Ramadan

1.2 Child Development After Participating in Religious Activities at Kindergarten Raden Fatah Cimanggu

Based on the results of research in the field and also the description of the program that has been described, it will definitely have an impact on the spiritual development of children. The spiritual development of children as the output of the implementation of religious programs at Kindergarten Raden Fatah Cimanggu, includes:

1.2.1 Read Iqro before the activity begins

After the child participates in religious activities at school, it can be seen that there is development in the child, from the beginning the child cannot read iqro at all, after participating in this activity little by little the child begins to be able to read iqro well.

1.2.2 Read the prayers before and after carrying out the lesson

After the child participates in reading the prayer before and after the activity which previously could not be memorized, because it is guided by the teacher and is done every day then the children can memorize it and can be recited well by the children.

1.2.3 Memorization of Selected Hadith

After the child participates in these activities, children who initially do not memorize and do not understand the hadith, as time goes by and the memorization is carried out every day and continues to be repeated, then the child's development is increasingly visible and the child is increasingly memorizing, especially about the hadith that has been taught

1.2.4 The Habit of Wudu and Dhuha Prayer

After participating in these activities, at first they did not know how to do ablution and the order of ablution, how to do prayer movements and readings, the children began to develop properly as time went on and routine activities were carried out every Thursday. This can be seen from how children perform ablution and how children practice prayers

1.2.5 Read Write Hijaiyah Letters

After the children participated in this activity from the beginning they were unable to write and read hijaiyah letters, little by little and over time, the children have started to be able to write

hijaiyah letters themselves and read them, although indeed there are some children who write hijaiyah letters it takes time a little longer than the other friends, but the child can complete the task well.

1.2.6 Tahfidz

Not all children participate in this tahfidz activity, but only based on interest. Then the child's development after participating in this tahfidz activity is that the child is developing well, and has memorized the selected letters that have been taught by the teacher. And the teacher also works with parents so that at home they also guide their children to memorize so that their memorization becomes smooth.

1.2.7 Asmaul Husna and the Reading of the Prophet's Prayers

The development of children after participating in this activity is children who initially cannot and have not memorized as time goes by and the children are continuously carried out so that they continue to develop properly, both the asmaul husna and the prophet's sholawat that have been memorized. When the children read the Prophet's sholawat, the children chanted with enthusiasm and had memorized the shalawat which they read together every day before learning activities began.

1.2.8 Blessed Friday (Infak)

This activity is to train children to be happy to spend or give alms and set aside a little of their sustenance for other people. When the implementation of this research was carried out, it was seen that the children at Kindergarten Raden Fatah were happy to share, such as children who were offering and sharing the snacks they brought with their friends.

1.2.9 Islamic Holiday Commemoration

There is a fairly good development if you look at the development of students. Where after the teacher told the story then the teacher conducted an evaluation in the form of question and answer students, students were able to answer questions properly and correctly.

CONCLUSION

Religious activities carried out at Raden Fatah Kindergarten have a great influence and impact on the development of children's spiritual intelligence. This can be seen how the children are developing well, even though this is not easy to do, the teachers at Raden Fatah Kindergarten are still doing their best. However, this can already be categorized as a successful strategy for developing children's spiritual intelligence.

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