



Development of A Holistic Spiritual Education Model in Higher College: A Multidisciplinary Perspective

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ABSTRACT

This research aims to develop a holistic spiritual education model in higher education with a multidisciplinary approach. Spiritual education is becoming increasingly important in the context of higher education, considering the demand for the formation of individuals who not only develop intellectually, but also emotionally, spiritually and morally. This research uses a qualitative approach, with a case study type of research. This research analyses the spiritual education practices at Muhammadiyah University Palu. The data collection techniques used were interviews, documentation and observation. This research involved interviews with education, spirituality and multidisciplinary figures to obtain diverse points of view. The results of this research explain a holistic spiritual education model that combines principles from various scientific disciplines, such as psychology, philosophy, anthropology, and theology. This model will also provide practical guidance for other universities to integrate spiritual aspects in the curriculum and learning activities on campus. It is hoped that the development of this holistic spiritual education model can make a significant contribution in building the character and well-being of students, as well as preparing them to face complex challenges in their personal and professional lives in the future.

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INTRODUCTION

Higher education is an arena that plays a crucial role in forming individuals who are empowered, critical, and committed to social and spiritual progress. In an effort to respond to the need for comprehensive and sustainable education, attention is increasingly focused on developing educational models that not only strengthen the intellectual aspect, but also the spiritual dimension (Kardiyem, 2024; Wahyuni, 2021; Sumantri, 2022).

In the midst of the diverse challenges and dynamics of contemporary society, universities are faced with demands to expand their role in shaping students into individuals who are not only academically intelligent, but also spiritually connected to themselves, each other and the world around them. In this context, a holistic spiritual education model emerges as a promising response (Syafei, 2024; Latulung, 2023; Sukidin, 2015).

Holistic spiritual education is an educational philosophy that departs from the idea that basically an individual can find identity, meaning and purpose in life through his relationship with society, the natural environment and spiritual values (Widyastono, 2012; Yuliana, 2020). The holistic spiritual education model carries an approach that includes the integration of spiritual values in all aspects of education, recognizes the complexity and uniqueness of individuals, and emphasizes the importance of overall development. However, to apply this model effectively, a multidisciplinary approach is needed that involves contributions from various scientific fields (Ashraf, 1989; Widyastono, 2012; Herawati, 2023; Heriyanto, 2003).

The principles of holistic spiritual education, namely: 1) centered on God who created and maintains the life of the universe; 2) education for transformation; 3) related to the development of the individual as a whole in society; 4) appreciate the uniqueness and creativity of individuals and society based on their

interrelationships; 5) enable active participation in society; 6) strengthening spirituality as the core of life and also the center of education; 7) propose a praxis of knowing, teaching and learning; 8) relate and interact with different approaches and perspectives (Widyastono, 2012; Miller, 2007; Rusydi, 2020).

In this article, researchers examine the development of a holistic spiritual education model at the Muhammadiyah University of Palu, with an emphasis on a multidisciplinary perspective. Researchers explore the contribution of various scientific disciplines, from education, psychology, philosophy, sociology, to religious sciences, in designing and implementing educational models that harmoniously combine spiritual and academic aspects.

Through this approach, researchers aim to provide a more comprehensive understanding of the essence of holistic spiritual education, the challenges faced in its implementation, as well as strategies that can be used by other higher education institutions to develop inclusive and sustainable educational models.

The importance of this discussion lies in the researcher's efforts to bridge the gap between the goals of higher education and the reality of the complexity of life in the modern era. By strengthening the dimension of spirituality in higher education, researchers believe that we can form a generation of students who not only have academic excellence, but also the moral wisdom, empathy and life balance needed to face future challenges.

Thus, researchers conducted this research at the Muhammadiyah University of Palu, by choosing the following problem formulation: (1) How can the concept of holistic spiritual education be defined and implemented effectively in the context of higher education? (2) What is the role of multidisciplinary in developing a holistic spiritual education model in higher education?

METHOD

Based on the problems that will be discussed in this research, the researchers used a qualitative approach. According to Creswell, the qualitative research approach involves an in-depth understanding of the phenomenon being studied through descriptive and interpretive analysis. The data collection techniques used in this research are observation, interviews and documentation. In the observation process, researchers directly observe conditions in the field and analysed the phenomena that occur. In the interview process, the researcher conducted it with faculty leaders, lecturers and students who had knowledge or insight into the information the researcher needed (Creswell, 2017).

To validate the data, researchers used triangulation techniques. Triangulation is a method commonly used in qualitative research to validate data by comparing information from different sources or approaches. There are several types of triangulations that are often used in qualitative research, including source triangulation, method triangulation, and researcher triangulation. Triangulation data validity testing involves the use of triangulation methods to verify the truth or reliability of findings in research (Creswell, 2017).

RESULTS

The concept of holistic spiritual education can be defined and implemented effectively in the context of higher education

Holistic spiritual education is an educational approach that recognizes the importance of developing the spiritual dimension in the overall formation of an individual. In the context of higher education, this concept emphasizes the integration of students' intellectual, emotional, social and spiritual development. Effectively, holistic spiritual education enables students to understand and develop deep life values, achieve higher self-awareness, and strengthen their relationships with others and the universe.

In its implementation at Muhammadiyah University of Palu, the concept of holistic spiritual education is applied through several steps:

Firstly, awareness and understanding. Palu Muhammadiyah University provides an understanding of the importance of the spiritual dimension in student development. This involves an in-depth investigation of the concept of spirituality and how it can be integrated into students' learning experiences in the classroom.

Second, developing a spiritually oriented curriculum. Palu Muhammadiyah University develops a curriculum based on spiritual values and must be designed to include material that promotes understanding of spirituality, moral values, ethics, and the search for the meaning of life. Courses on philosophy, religion, ethics or cultural studies are made part of the curriculum to strengthen the spiritual dimension.

Third, developing learning experiences that encourage reflection. Muhammadiyah University of Palu creates learning experiences that allow students to reflect on spiritual values in their lives, including practices such as group discussions focused on moral and ethical issues.

Fourth, staff support and resources. Palu Muhammadiyah University learning facilitators, including lecturers and counsellors, are equipped with the knowledge and skills to support students' spiritual development. Palu Muhammadiyah University also provides resources such as mosque space and several prayer rooms as places for self-development programs that focus on spirituality.

Fifth, integration with campus life. The culture at Muhammadiyah University of Palu reflects the spiritual values advocated in holistic higher education. This includes religious or spiritual events,

communities dedicated to spiritual growth, and policies or practices that promote tolerance and appreciation for spiritual diversity.

Through this approach, the concept of holistic spiritual education can be implemented effectively in the context of higher education, producing students who are not only intellectually skilled, but also have a deeper understanding of life values and stronger connections with themselves, each other, and the universe.

The role of multidisciplinary in developing a holistic spiritual education model in higher education

A multidisciplinary approach has an important role in developing a holistic spiritual education model in higher education. This approach recognizes that understanding spirituality and holistic life development involves various scientific disciplines, including philosophy, psychology, sociology, anthropology, religion, and education itself. The following are several points about the role of multidisciplinary in developing a holistic spiritual education model at Muhammadiyah University, Palu:

First, comprehensive understanding. Through a multidisciplinary approach, Muhammadiyah University of Palu combines various perspectives and knowledge from various fields of science to build a more comprehensive understanding of the concept of spirituality and its implications in individual formation. For example, by combining knowledge of philosophy, psychology and religion, one can gain deeper insight into aspects of human spirituality.

Second, holistic curriculum development. By adopting a multidisciplinary approach, Muhammadiyah University of Palu designs a comprehensive curriculum, covering courses from various scientific disciplines that are relevant to students' spiritual development. This includes courses related to ethics, philosophy of life, transpersonal psychology, world religions, and spiritual practices.

Third, various research and studies. A multidisciplinary approach allows Muhammadiyah University of Palu to conduct in-depth research and studies on spirituality from various points of view. This includes research on the influence of spiritual practices on psychological well-being, analysis of the role of religion in forming individual identity, and studies on worship practices in increasing closeness to Allah SWT.

Fourth, integration into campus practices and policies. By paying attention to various scientific disciplines, Muhammadiyah University of Palu integrates spiritual values and practices that support spiritual growth in campus practices and policies. For example, through self-development programs, counselling support, or policies that encourage spiritual diversity and tolerance.

Fifth, interdisciplinary collaboration. A multidisciplinary approach encourages interdisciplinary collaboration, enabling experts from various fields within the Muhammadiyah University of Palu to work together in developing a better holistic spiritual education model. This can take the form of collaboration between philosophy lecturers, psychologists, and theologians to design a holistic curriculum or collaboration between researchers from various fields to conduct interdisciplinary research on spirituality.

Thus, a multidisciplinary approach plays an important role in the development of a holistic spiritual education model in higher education by enabling the integration of knowledge and perspectives from various disciplines, which in turn can produce a richer and more holistic learning experience for students.

CONCLUSION

Based on the research conducted, the following conclusions can be drawn: first, the development of a holistic spiritual education model in higher education requires a comprehensive multidisciplinary approach. Through the integration of various disciplines, this educational model can be designed to be more comprehensive and effective, allowing students to develop a deeper understanding of spirituality and strengthening their connection to the spiritual dimension of life.

The role of multidisciplinary is very important in developing a holistic spiritual education model in higher education. The integration of various scientific disciplines allows the development of a more comprehensive, diverse and integrated educational model, which in turn can produce a richer and more holistic learning experience for students in the development of their spiritual dimension.

Second, developing a holistic spiritual education model in higher education is an important effort in preparing students to face complex life challenges. This research has highlighted the crucial role of a multidisciplinary approach in the development of such models. Thus, a multidisciplinary approach plays an important role in the development of holistic spiritual education models in higher education. The integration of various scientific disciplines provides a strong foundation for building a comprehensive and meaningful learning experience for students in developing their spiritual dimension.

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