



A Conceptual Analysis of the Interconnection between Neuroscience and Spirituality in Islamic Religious Education

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Abstract

The 21st century is marked by a moral crisis, technological disruption, and the fragmentation of meaning that challenge Indonesian education towards the Golden Generation of 2045; Islamic Religious Education needs to integrate scientific rationality and transcendental spirituality based on neuroscience and spirituality. This study aims to conceptually and comparatively analyze scientific findings related to the relationship between neuroscience and spirituality and its relevance in Islamic Religious Education learning, as well as to formulate theoretical contributions for the development of an integrative paradigm. This study uses a qualitative approach with a conceptual A Conceptual Analysis-based literature study. The data sources come from reputable journal articles, academic books, and relevant research results published in the last ten years. The data collection technique was carried out through documentation and scientific database searches, while data analysis used content analysis and thematic synthesis techniques. Data validity was maintained through source triangulation and referential credibility tests. The results of the study indicate that the integration of neuroscience and spirituality strengthens the understanding of the mechanisms of religious consciousness formation, empathy, and emotional regulation in learning. Conceptually, this interconnection encourages the transformation of Islamic Religious Education towards a holistic-inclusive approach based on brain development and spiritual experience. The implications affirm the theoretical contribution to the development of an integrative paradigm as well as the practical contribution to a more reflective, humanistic, and transformative learning design.

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INTRODUCTION

Global challenges in the 21st century are marked by moral crises, technological disruption, and fragmentation of meaning that affect various sectors of human life, including the education system. At the national level, Indonesia is facing a strategic agenda to develop the character of the golden generation of 2045, which requires the strengthening of intellectual, emotional, and spiritual competencies in a balanced manner. Social and

cultural transformations resulting from globalization have created new demands for the world of education to be able to produce students who are not only academically intelligent, but also have moral integrity, spiritual reflection capacity, and high social awareness (Suratin, et.al., 2024). In this context, education is not merely a process of transferring knowledge, but also an arena for shaping character and national values that are capable of facing the complexities of changing times.

Within the framework of Islamic Religious Education, these challenges become more complex because educational institutions are required to integrate rational scientific dimensions with transcendental spiritual dimensions. This integration is not merely a combination of two domains, but a multidimensional approach that encourages students to understand science through the lens of ethics, morality, and religious values. This is relevant to efforts to shape students who behave in a moderate, tolerant, and critical manner towards contemporary socio-cultural phenomena (Wahid, 2022). Therefore, religious education needs to combine cognitive, affective, and spiritual approaches so that learning becomes holistic and capable of fostering an awareness of values rooted in religious tradition as well as openness to modern science.

An interdisciplinary study of neuroscience and spirituality is very important in this context. Neuroscience offers an understanding of the brain mechanisms and cognitive processes that influence learning, thinking, and behavior, while spirituality provides a foundation of values and a transcendental orientation to the meaning of life. The integration of the two enables the development of an educational model that accommodates a balance between reason and heart, intellectuality and morality (Supriandi et al., 2022). This approach provides a conceptual framework for educators to design learning strategies that support simultaneous cognitive, affective, and spiritual development, so that students can become well-rounded individuals who are globally competitive, yet remain rooted in local and religious values.

Several previous studies have examined the relationship between neuroscience and spirituality from various perspectives. Some studies in neurotheology have focused on mapping brain activity during religious practices, such as meditation, prayer, and contemplation, and their impact on emotional regulation and psychological well-being. Other research in religious education has focused more on character building and value internalization through normative pedagogical approaches, without explicitly linking them to current neurocognitive findings. Furthermore, studies on the integration of cognitive training and spiritual practices have generally been conducted separately, thus lacking a comprehensive conceptual framework for their implications for religious learning design.

Unlike these studies, this study specifically seeks to integrate neurocognitive findings with spiritual practices in the context of religious education through conceptual and comparative analysis. Thus, this research occupies a unique position because it not only describes the effects of spirituality on psychological aspects but also constructs theoretical arguments about how students' neurocognitive processes are influenced by spiritual

practices and how these findings can be translated into more innovative and contextualized pedagogical models. This approach is expected to bridge the gap between neuroscience studies and the practice of religious education, which has so far been carried out partially.

In addition, this study presents a new perspective in the development of evidence-based and value-based Islamic Religious Education. Through interdisciplinary analysis, this study emphasizes the importance of harmonizing modern science and spiritual practices in learning. This integration is expected to not only improve the cognitive quality of students, but also foster moral reflection, empathy, and a deep awareness of values. Overall, this research contributes conceptual and comparative thinking that can serve as a basis for developing innovative curricula and pedagogical strategies, so that religious education can play a more significant role in shaping the character of the 2045 golden generation to be competent, adaptive, and highly principled.

METHODS

This study used a qualitative approach with a conceptual A Conceptual Analysis-based literature review, which aimed to systematically and thoroughly examine the theoretical framework and empirical findings related to religious moderation (Sugiyono, 2017). Research data sources include reputable national and international journal articles, academic books, scientific proceedings, and relevant research reports published within the last ten years (2015–2025). Data collection was conducted through systematic documentation and keyword-based searches in scientific databases such as Scopus, Google Scholar, and the National Library, with inclusion criteria including topic relevance, peer-review quality, and publication recency. Each source was coded and recorded using a research observation sheet to facilitate the subsequent analysis stage (Lexy J. Moleong, 2018).

Research data analysis was conducted in multiple stages, beginning with content analysis to identify key concepts, categories, and recurring thematic patterns, followed by thematic synthesis to formulate conceptual relationships between findings (Miles et al., 2014). Data validity is maintained through source triangulation, comparing various types of publications and authors' perspectives to ensure consistency and validity of findings. In addition, referential credibility tests are conducted by assessing the academic track record of sources and relevant scientific citations (Robert K. Yin, 2018). Entire analysis and synthesis procedures were carried out systematically to produce a conceptual understanding that could be used as a basis for strengthening moderate religious attitudes in the context of education.

RESULTS AND DISCUSSION

The Interconnection of Neuroscience and Spirituality in the Formation of Religious Consciousness

Contemporary neuroscience research has opened up new insights into the relationship between brain activity and religious experience, confirming that spiritual awareness is not merely a psychological phenomenon, but also has an empirically observable biological basis. The activation of various areas of the brain, including the prefrontal cortex, amygdala, hippocampus, and reward system, plays a significant role in the processing of moral values, spiritual introspection, and intense religious experiences. These findings indicate that religious experiences are a complex integration of cognitive, emotional, and motivational processes (Suratin & Munawarsyah, 2025). In the context of education, this understanding is very important because it helps explain how students not only follow religious rituals outwardly, but also deeply internalize religious values, so that religious education can contribute to comprehensive moral and affective development.

Prefrontal cortex activity, as demonstrated by various neuroscience studies, plays a central role in moral decision-making and self-reflection, which form the basis of ethical understanding in a religious context. This area enables individuals to assess moral situations, consider the consequences of actions, and internalize norms that are consistent with religious values (Rivalina, 2020). Furthermore, the limbic cortex, including the amygdala and hippocampus, is involved in regulating emotions and deep affective experiences that arise during religious practices such as prayer, meditation, or dhikr. Activation of the reward system indicates that spiritual experiences provide psychological satisfaction and intrinsic motivation, suggesting that religious experiences are not only symbolic but also impact mental well-being and active engagement.

These neuroscience findings have significant implications for religious education. Teachers can understand that religious learning is not merely a transfer of information, but rather a process that fosters moral and religious awareness through the interaction between cognition and affection. Brain activity related to morality, empathy, and emotional regulation shows that effective religious learning must be able to stimulate self-reflection, understanding of values, and emotional experiences (Nursa, 2020). Thus, religious education can shape students' character holistically, encourage integrity, and strengthen their ability to internalize ethical values. This approach bridges the intellectual and affective dimensions of students' religious experiences.

The integration of neuroscience into religious education provides a new perspective on curriculum design and more holistic learning strategies. Teachers can create a learning environment that facilitates students' intrinsic motivation through structured worship practices, moral reflection, and ethical discussions (Suratin & Munawarsyah, 2025). Through understanding how the brain processes spiritual experiences, teachers can design activities that not only enhance intellectual understanding but also students' affective and social experiences. This strategy allows religious values to become relevant in everyday life,

reinforces the internalization of values, and shapes reflective religious awareness. This shifts the paradigm of religious education from mere ritualism to meaningful and authentic learning.

Neuroscience explains the internal mechanisms that influence attitudes of tolerance, empathy, and anti-violence in a religious context. Brain activity related to emotional regulation and the reward system contributes to the formation of ethical behavior and positive social attitudes. In Islamic Religious Education, this insight is relevant because it can be used as a basis for strategies to strengthen religious moderation. Teachers not only teach normative concepts, but also guide students to experience the process of internalizing values through appropriate cognitive and affective stimulation (McNamara & Grafman, 2024). The approach supports the development of strong character, deep ethical understanding, and naturally internalized moral integrity.

An interdisciplinary approach between neuroscience and religious education opens up opportunities for further research on the impact of experience-based learning on students' spiritual development. Experiments that observe changes in brain activity during worship, meditation, or moral reflection can provide empirical data on the effectiveness of certain learning methods (Kusuma et al., 2023). The data enables educators to design more measurable and scientific interventions, rather than relying solely on tradition or intuition. With an evidence-based approach, religious education can maximize cognitive and affective stimulation, thereby deepening the learning experience and systematically enriching students' spiritual experiences.

In addition, the integration of neuroscience in religious education provides insights into how to support the sustainable development of spiritual and moral values. Brain activity related to reward and intrinsic motivation shows that religious experiences can be a source of positive reinforcement for learning. Teachers can use these insights to design activities that encourage reflection, emotional experiences, and active student engagement (Kieran C. R. Fox et al., 2016). This strategy emphasizes that effective religious education is not just about teaching dogma or texts, but building personal experiences that are relevant to life, so that students can internalize religious values in a more authentic and sustainable way.

Ultimately, neuroscience supports a more humanistic and experience-based paradigm of religious education. By emphasizing the relationship between cognition, affection, and motivation, this approach broadens teachers' perspectives on religious learning. Education becomes a means for students to develop holistic self-awareness, morality, and religiosity. The integration of neuroscience knowledge not only improves the quality of the learning experience, but also strengthens students' ability to deeply internalize ethical and spiritual values (Khotimah & Suyadi, 2023). Thus, religious education can be transformed into a reflective, authentic, and long-lasting experience for the character development of students.

Table 1. The Interconnection Between Neuroscience and Spirituality

No.	Main Aspects	Neuroscience Findings	Implications in Religious Education
1.	Brain Activity	Activation of the prefrontal cortex plays a role in moral decision-making and self-reflection, while the limbic cortex (amygdala and hippocampus) regulates emotions and affective experiences; the reward system motivates spiritual experiences.	Religious education should stimulate moral reflection, understanding of values, and emotional experiences so that students can deeply internalize ethical values.
2.	Cognitive and Affective Integration	Religious experiences are complex interactions between cognition, emotion, and motivation; spiritual experiences provide psychological satisfaction and intrinsic motivation.	Teachers should design learning activities that combine intellectual and emotional aspects, so that the religious learning experience becomes meaningful and authentic.
3.	Character and Ethics Development	Activities of the brain related to emotional regulation and the reward system support the formation of tolerance, empathy, and anti violence attitudes.	Religious education can develop students' strong character, deep ethical understanding, and natural internalization of moral and religious values.
4.	Learning Strategy	Brain activity during worship, meditation, or moral reflection can be observed empirically to assess the effectiveness of religious experiences.	Evidence-based interventions enable teachers to design measurable learning, enhance cognitive and affective stimulation, and enrich students' spiritual experiences.
5.	Paradigm of Education	The relationship between cognition, affect, and motivation emphasizes a holistic religious experience.	Religious education can be a humanistic, reflective, and ongoing experience, building deep self-awareness, morality, and religiosity.

Overall, the integration of neuroscience and religious education emphasizes the importance of a holistic approach to religious learning. The complex brain activity during spiritual experiences shows that religious awareness involves interactions between

cognition, affection, and intrinsic motivation. This integration allows teachers to design learning strategies that not only convey teachings but also stimulate the internalization of values, moral reflection, and character development. Thus, an understanding of neuroscience not only adds a scientific dimension to religious studies but also provides a basis for more effective, authentic, and adaptive education that addresses the psychological and spiritual needs of students. This aligns with the goals of modern education, which emphasizes the holistic development of learners.

Emotional Regulation and Empathy in Spirituality-Based Learning

Contemporary literature reviews show that the involvement of spirituality in the learning context has significant implications for students' emotional regulation abilities and empathy development. Activities that integrate spiritual reflection, prayer, and appreciation of religious values have been shown to trigger neurological responses that support adaptive emotional processing. Neuropsychological research shows that brain activity related to empathy, such as the anterior cingulate cortex and anterior insula, experiences higher stimulation when students engage in deep reflective practices (Jedlicka & Havenith, 2025). Thus, spiritual involvement is not merely a ritualistic aspect, but serves as a means of psychosocial learning that strengthens students' capacity to understand and respond to their own emotional experiences as well as those of others, thereby facilitating the development of affective competencies that are essential in formal education.

In the context of Islamic Religious Education, understanding the relationship between spirituality and empathy opens up opportunities for teachers to design more holistic learning experiences (Anis Luthfiyani et al., 2024). Teachers can create activities that emphasize self-awareness, introspection, and understanding of different perspectives, so that students are able to internalize ethical and social values more deeply (Jailani, 2021). This learning activity, which combines cognitive and affective aspects, enables the development of a humanistic character oriented towards moral and social awareness. With this approach, religious education not only emphasizes the transfer of theological knowledge, but also facilitates the development of students' capacity for effective communication, sensitivity to the social environment, and appreciation of cultural diversity in schools.

Neurological stimulation associated with empathy through reflective and spiritual activities has direct implications for learners' ability to respond to social and emotional conflicts (Irfan et al., 2023). The anterior cingulate cortex plays a role in regulating attention and evaluating other people's emotions, while the anterior insula contributes to recognizing emotions and empathizing with other people's pain (Harris, 2014). Based on this understanding, Islamic Education teachers can design pedagogical strategies that emphasize reflective discussion, moral case studies, and group activities that encourage collaboration and perspective-taking. This approach goes beyond normative teaching to

emphasize the development of social-emotional skills that are crucial for community life, including tolerance, conflict resolution, and interpersonal interaction management.

The integration of spirituality in learning also has an impact on the formation of students' moral and religious identities (Fadkhulil Imad Haikal Huda, 2022). Practices that emphasize spiritual values, such as honesty, compassion, justice, and social responsibility, enable students to internalize these principles into their daily behavior (Hapsari, & Suyadi, 2022). The aim of Islamic Religious Education is not only to transfer theological knowledge, but also to shape adaptive, humanistic, and responsive characters that can adapt to social dynamics. Thus, students are encouraged to become individuals who are able to manage conflicts constructively, show tolerance towards differences, and express empathy in various social interactions, thereby supporting the formation of a more inclusive and harmonious society.

The implementation of reflective and spiritual practices in Islamic Religious Education classes also strengthens students' capacity to develop metacognitive skills. By regularly reflecting on the values they learn, students can identify their strengths and weaknesses in managing emotions and recognize the impact of their behavior on others (Boleng, 2022). The awareness enhances social sensitivity and builds students' ability to respond to interpersonal situations more adaptively. Teachers can facilitate this process through various methods, such as reflective journals, group dialogues, ethical situation simulations, and perspective-taking exercises, so that empathy becomes an integral component of religious education that is not only normative but also contextual and applicable in real life.

In addition, the integration of spirituality encourages learning that is oriented towards character development and ethical awareness (Liana & Suyadi, 2024). Through activities that emphasize spiritual values, students learn to internalize moral norms while improving their self-regulation skills. This process encourages them to understand the consequences of their actions, build wise decision-making skills, and strengthen their sensitivity to the emotional needs of others (Asman et al., 2021). Thus, Islamic Religious Education is not only a means of religious education, but also a strategic medium for shaping individuals who are able to manage their emotions, resolve conflicts constructively, and express social concern through consistent spiritual practice.

The learning approach that integrates spirituality and reflection supports the development of students' emotional and social intelligence. These activities enable students to improve their self-understanding, awareness of others, and ability to interact effectively in various social contexts (Rohman et al., 2025). In the long term, this practice contributes to the formation of a mature religious identity and humanistic character. Islamic Education teachers can take advantage of this opportunity to instill the values of pluralism, tolerance, and social solidarity, so that students not only understand religious theory, but are also able to apply it in real life contexts with empathy and a high level of social awareness.

Thus, the integration of spirituality in Islamic Religious Education has a multidimensional impact on the neurological, emotional, social, and character aspects of

students. Reflective activities that emphasize the appreciation of spiritual values improve emotional regulation, empathy, and metacognition, while shaping adaptive, humanistic, and tolerant characters. This type of learning prepares students to become social agents who are able to interact constructively in a pluralistic society, manage conflicts wisely, and demonstrate a high level of emotional and social awareness. Thus, Islamic Religious Education serves as a strategic medium for shaping individuals who are emotionally mature, socially sensitive, and grounded in deep spiritual values, while also strengthening the goals of holistic education in schools.

An Integrative Paradigm for the Transformation of Islamic Education

Compared findings from various recent studies indicate that the integration of neuroscience and spirituality has significant potential in shaping a holistic and transformative learning paradigm (Listiana, 2020). This approach emphasizes the importance of a deep understanding of the mechanisms of human brain development, including cognitive functions, memory, and emotional regulation, while also valuing individual spiritual experiences as an essential component of the learning process (Fakhrurridha et al., 2025). In the context of Islamic Religious Education, this kind of integration enables teachers and education practitioners to design learning experiences that are not only normative, ritualistic, or dogmatic, but also inclusive, personal, and contextual. Thus, students have the opportunity to internalize religious values in a deep, reflective, and sustainable manner, so that learning not only transfers knowledge but also shapes an integral spiritual awareness.

An integrative approach between neuroscience and spirituality encourages a paradigm shift in Islamic Religious Education from a traditional curriculum orientation to a learning model based on scientific evidence and the subjective experiences of students (Firmansyah et al., 2025). Within this framework, learning emphasizes not only mastery of normative material or memorization of texts, but also the development of critical thinking, empathy, and spiritual awareness. Various studies show that stimulating the nerves through meaningful, reflective, and emotional learning experiences can improve students' memory, conceptual understanding, and affective engagement. Therefore, the integration of neuroscience and spirituality provides a solid conceptual foundation for teachers to design adaptive learning strategies that are sensitive to the brain development and spiritual needs of each student.

Theoretically, this integrative paradigm offers a conceptual framework capable of connecting cognitive, affective, and spiritual dimensions simultaneously and synergistically (Aras & Nzobonimpa, 2023). Islamic Religious Education based on this paradigm places the spiritual experience of students at the center of learning, while cognitive and affective processes support the internalization of moral values, ethics, and religious norms as a whole. This concept also provides space for teachers to design pedagogical interventions that balance intellectual development and character building, including introspection, self-

control, and strengthening commitment to religious values (Kurniasih et al., 2024). Thus, the integration of neuroscience and spirituality not only enriches religious education theory conceptually, but also expands its practical application in a holistic, humanistic manner that is relevant to the context of the students.

From a practical perspective, applying this paradigm in Islamic Religious Education requires learning designs that are reflective, transformative, and responsive to individual needs (Akbar, 2021). Teachers should develop learning activities that enable students to relate theological concepts to their personal experiences, thereby making learning more meaningful and profound. Such activities may include self-reflection, meditation, ethical case discussions, spiritual appreciation through contextual worship practices, or the integration of religious arts and literacy (Afita & Nuranasmita, 2023). Empirical research shows that this approach significantly increases students' motivation to learn, understanding of moral values, and emotional involvement. In other words, the integration of neuroscience and spirituality not only strengthens cognitive aspects, but also supports the formation of character, emotional maturity, and spiritual depth in students.

This interdisciplinary paradigm opens up broad opportunities for further research in the field of Islamic Religious Education. Experimental and longitudinal studies can evaluate the effectiveness of learning methods that integrate neural stimulation, emotional management, and spiritual experiences in facilitating a deep understanding of religion (Wijaya et al., 2025). Comparative studies between age groups, cultural backgrounds, and levels of spirituality among students can also provide insights into the most effective pedagogical strategies. Such findings not only strengthen the scientific basis of the holistic learning paradigm, but also provide practical recommendations for curriculum development, teacher training, and evidence-based learning evaluation, so that Islamic Religious Education can develop to become more modern, relevant, and adaptive.

In addition, the integration of neuroscience and spirituality in Islamic Religious Education contributes significantly to strengthening students' metacognitive abilities (Sisil, 2023). Reflectively designed learning processes enable learners to consciously observe, evaluate, and direct their thoughts and emotions. This supports the formation of self-awareness, emotional control, and the development of deep empathy for others (Sari et al., 2024). By placing spiritual experience at its core, this paradigm creates a balance between religious knowledge and practical skills in everyday life. In addition, teachers can utilize neuroscience insights to optimize brain development stages, so that every learning strategy implemented is more effective, adaptive, and responsive to the individual needs of students.

The application of an integrative paradigm between neuroscience and spirituality in Islamic Religious Education emphasizes the urgency of humanistic and transformative learning. This paradigm views the educational process not merely as the transmission of knowledge, but as a process of meaning formation that simultaneously involves the cognitive, affective, and spiritual dimensions of students (Mercer, 2024). Therefore, learning strategies are designed not only to meet intellectual academic achievements, but also to

foster character, moral integrity, and spiritual maturity. In this context, teachers act as facilitators of reflection who encourage critical dialogue, empathy, and self awareness, so that religious learning can provide an educational experience that shapes personality in a comprehensive and sustainable manner.

This approach provides space for students to internalize religious values contextually and practically through meaningful learning experiences (Safrial, 2021). Religion is not positioned merely as a normative doctrine, but as a source of ethical inspiration in decision-making and the formation of responsible social behavior. The integration of neuroscience and spirituality thus not only has implications for improving academic capacity, but also broadens the horizons of holistic human development. Students are guided to become well-rounded, reflective individuals who possess a balance of intellectual, emotional, and spiritual intelligence, enabling them to respond to social challenges and the dynamics of modern life in a wise, adaptive manner based on strong religious values.

Table 2. The Integrative Paradigm of Neuroscience and Spirituality
in the Transformation of Islamic Education

No.	Aspect	Description	Implications for Islamic Religious Education
1.	Theoretical Basis	Integrating an understanding of brain development (cognitive, memory, emotional regulation) with students' spiritual experiences.	Assisting teachers in designing holistic learning that balances cognitive, affective, and spiritual dimensions supports the internalization of moral values and religious ethics.
2.	Pedagogical Approach	Evidence-based learning and subjective experiences, including nerve stimulation, reflection, and emotional-spiritual experiences.	Developing adaptive strategies that enhance memory, conceptual understanding, empathy, and affective engagement of learners emphasizes character development and spiritual awareness.
3.	Learning Activities	Self-reflection, meditation, ethical case discussions, contextual worship practices, integration of art and religious literacy.	Enhancing students' motivation to learn, understanding of moral values, emotional involvement, and spiritual maturity.
4.	Cognitive and Affective Benefits	Encouraging metacognition, self-awareness, emotional control, and empathy	Developing individuals who are self-aware, capable of managing their emotions, and

No.	Aspect	Description	Implications for Islamic Religious Education
		through reflective and spiritual learning experiences.	possess deep empathy supports ethical decision-making and social behavior.
5.	Contribution to Curriculum and Research	Providing a scientific basis for curriculum development, teacher training, and evidence-based learning evaluation opens up opportunities for experimental and longitudinal research.	Strengthening modern, relevant, adaptive, and evidence-based Islamic education encourages pedagogical innovation and effective evaluation strategies.
6.	The Transformation of the Paradigm of Islamic Education	Transition from a normative and ritualistic approach to holistic, humanistic, and transformative learning.	Assisting students in internalizing religious values in a profound and practical manner; developing well-rounded individuals who are reflective and adaptable to social and spiritual challenges.

In general, the integration of neuroscience and spirituality in Islamic Religious Education presents a learning paradigm that harmonizes the cognitive, affective, and spiritual dimensions of students. This paradigm emphasizes reflective, humanistic, and transformative learning experiences, so that students not only understand religious material normatively, but are also able to internalize spiritual values in their daily lives. The practical implications of this approach include the development of adaptive curricula, contextual teaching methods, and evaluations that assess the intellectual, emotional, and spiritual engagement of students. Therefore, this paradigm enriches the theory of Islamic Religious Education while paving the way for innovative, relevant, and sustainable pedagogical practices in the modern era of education.

CONCLUSION

The integration of neuroscience and spirituality in the context of Islamic Religious Education has been proven to strengthen students' understanding of the mechanisms of religious consciousness formation, empathy, and emotional regulation in the learning process. The results of the study show that the interaction between neurological aspects and spiritual experiences not only improves cognitive understanding but also fosters affective and social awareness that supports holistic character development. Conceptually, these findings emphasize the need for a holistic-inclusive approach that takes into account brain development and spiritual dimensions in curriculum design and pedagogical strategies.

The implications of this research include theoretical contributions to the development of an integrative paradigm and practical contributions to creating reflective, humanistic, and transformative learning, while also opening up opportunities for further research to explore the effectiveness of this integrative model at various levels of education and in different cultural contexts.

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