



## Internalization of Islamic Spiritual Values in the Culture of an Excellent School at Senior High School

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### Abstract

*Schools often emphasize academic achievement, modern facilities, and global achievements, but often spirituality is not a major concern even though academic intelligence without spiritual guidance has the potential to produce morally fragile graduates. This study aims to analyze the internalization of Islamic spiritual values in the culture of an excellent school at SMA Negeri 3 Semarang, as well as to examine the impact of the Specta Religios and Specta Charity programs on student character development. This research uses a qualitative approach with a descriptive type, through observation, interviews, and documentation techniques of students, PAI teachers, and Rohis extracurricular advisors. The results show that Specta Religi program, which includes reciting the Qur'an, performing the dhuha prayer, and giving religious lectures, has succeeded in fostering religious habits, discipline, and a sense of responsibility among students. Meanwhile, the Specta Charity program, which involves distributing food, social service, and caring activities, has fostered solidarity, empathy, and social responsibility. These two programs complement each other in instilling Islamic values because they emphasize a balance between vertical religiosity towards Allah and horizontal care for others. Thus, the internalization of Islamic spiritual values at SMA Negeri 3 Semarang has proven effective in forming a holistic, excellent school culture, producing students who are both high-achieving and noble in character.*

**Keywords:** Internalization, Islamic Spiritual Values, School Culture, Excellent School

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## INTRODUCTION

Flagship schools are educational institutions designed to produce graduates with higher academic quality, skills, and character than mainstream schools. According to data from the Ministry of Education, these schools typically have a lower teacher-to-student ratio, averaging 1:20, which enables more effective and interactive learning processes. They also offer comprehensive facilities, including modern science laboratories, digital libraries with thousands of e-book collections, multimedia rooms, and high-speed internet access (Ariwardoyo et al., 2024; Robert, 2025). In addition, flagship schools implement national curricula enriched with international frameworks such as the Cambridge Assessment and the International Baccalaureate (IB) to support global competitiveness. In terms of achievement, they frequently dominate national and international science Olympiads and produce students who are accepted into prestigious universities. According to a 2023 report by the Central Statistics Agency, more than 70% of flagship school graduates continue their education at universities ranked among the world's top 500, while extracurricular integration and school climate support holistic development (Martinez et al., 2016; Rahmanudin et al., 2024).

In the context of flagship schools that emphasize academic quality, modern facilities, and global achievement, the integration of Islamic spiritual values is equally crucial. Intellectual intelligence without

spiritual balance may produce individuals who are academically capable but morally fragile. Islamic education emphasizes harmony between knowledge, morals, and worship, as reflected in Surah Al-Mujadilah verse 11, which highlights that Allah elevates those who believe and possess knowledge (Huda, 2020). Therefore, the success of flagship education should not only be measured by academic achievement but also by students' moral and spiritual character. Values such as honesty, responsibility, discipline in prayer, and social awareness are essential in shaping individuals with integrity. Evidence from leading Islamic schools shows that graduates can achieve international recognition while maintaining strong moral character, indicating the importance of integrating academic and spiritual development (Sari et al., 2025).

SMA Negeri 3 Semarang represents a concrete example of the application of Islamic spiritual values in a flagship school. The school is recognized not only for its academic and non-academic achievements but also for its strong commitment to internalizing Islamic values in students' daily lives. According to the 2023/2024 academic report, more than 95% of students regularly participate in religious activities such as congregational Dhuha prayer, Qur'anic recitation before classes, and weekly Islamic studies. The Quranic Literacy Movement (GLQ) has increased students' Qur'anic literacy from 65% to 87% within two years. In addition, ROHIS extracurricular activities conduct leadership training, social service, and pesantren kilat programs attended by more than 1,200 students annually. Academic outcomes remain strong, with 78% of graduates in 2023 accepted into top state universities, confirming that spiritual internalization strengthens discipline and learning ethics (Qomarudin, 2020).

This study examines the internalization of Islamic spiritual values through flagship programs at SMA Negeri 3 Semarang. The first research question addresses how Islamic values are implemented through the Religious Specta program, which includes Islamic studies, Qur'anic recitation, religious lectures, and moral development integrated into daily learning (Nurjihad, 2021). The second question explores the extent to which these activities influence students' religious attitudes, discipline, and awareness of worship in daily life (Astarina and Kurniasih, 2022). The third question analyzes how Specta Charity fosters values of empathy, solidarity, and social responsibility through direct community engagement. Another focus is how these programs strengthen the institutional image of the school as a holistic educational institution (Rodhiyana, 2022a). Based on 2023 data, participation in religious activities increased by 92% and social engagement increased by 40%, although further study is needed to examine long-term sustainability.

Previous studies on Islamic character education have primarily focused on classroom learning, religious culture, and teacher exemplification. These studies indicate that the internalization of Islamic values is commonly implemented through habitual worship activities and school culture (Sarip et al., 2023; Hadi and Prayogi, 2025). However, they tend to emphasize routine practices rather than structured flagship programs. Limited research has explored how flagship programs systematically integrate spiritual internalization with academic excellence in public senior high schools. This gap highlights the need to examine institutional programs as strategic tools for holistic education. Therefore, this study analyzes Religious Specta and Specta Charity as integrated programs for character formation and institutional strengthening (Mahfudi and Rifa'i, 2025).

The purpose of this study is to analyze the process of internalizing Islamic spiritual values in a flagship school, specifically SMA Negeri 3 Semarang. This study aims to examine how structured religious activities, such as Islamic studies, Qur'anic recitation, and worship practices, strengthen students' character and discipline (Ocviyanto, 2025). It also investigates how social activities through Specta Charity foster social awareness, solidarity, and responsibility. Furthermore, this study evaluates the effectiveness of integrating spiritual values with flagship programs in shaping students' holistic development. The findings are expected to provide strategic recommendations for improving religious programs to be more innovative and sustainable. Ultimately, this study is expected to serve as a reference for other flagship schools in developing holistic education models based on academic excellence and Islamic values (Heriyudanta, 2023).

## METHOD

This study employs a qualitative approach with a descriptive design. This approach was selected because the research problem is closely related to the contextual process of internalizing Islamic spiritual values and requires an in-depth understanding of school culture at SMA Negeri 3 Semarang (Nurizzati and Juanti, 2025). The study focuses on describing how the flagship school not only prioritizes academic achievement but also integrates Islamic spiritual education into students' daily lives. A descriptive qualitative approach enables researchers to capture the internalization process through observation, interviews, and documentation, producing rich and natural data that reflect real conditions. Through this method, the implementation,

participation, and impact of flagship programs such as Specta Religius and Specta Charity can be explored comprehensively. This approach is relevant for understanding the meaning and values embedded in religious and social activities carried out by students (Jumala and Abubakar, 2019).

The subjects of this study consisted of students, Islamic Religious Education teachers, and administrators of the Islamic Spiritual Extracurricular (ROHIS) at SMA Negeri 3 Semarang. The subjects were selected purposively because they were considered to have direct experience and knowledge regarding the internalization of Islamic spiritual values. The research location was determined at SMA Negeri 3 Semarang as one of the leading schools in Central Java that consistently integrates academic and spiritual aspects. The data sources were divided into primary and secondary data. Primary data were obtained through in-depth interviews with teachers, students, and supervisors of Religious Specta and Specta Charity activities. Secondary data were collected from school documents such as annual reports, activity records, program archives, and student participation statistics (Nurhaliza, 2025).

Data collection techniques included participant observation, in-depth interviews, and documentation. Observations were conducted to directly examine routine religious activities such as congregational Dhuha prayer, Qur’anic recitation, weekly study sessions, and social activities in Specta Charity. In-depth interviews were carried out with teachers, students, and ROHIS supervisors to explore their perceptions, experiences, and the impact of these activities on students’ religious and social attitudes. Documentation involved collecting written data such as activity schedules, evaluation reports, photographs, and school archives (Wati et al., 2024). The data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing. Data reduction focused on selecting relevant information, data display was presented in descriptive narratives, and conclusions were drawn inductively based on field findings (Hanum et al., 2025).

In qualitative research, informants play a crucial role as the primary source of data. Informants were selected based on their direct involvement in the studied activities, enabling them to provide rich and relevant information. In this study, informants consisted of students and teachers actively involved in Religious Specta and Specta Charity programs at SMA Negeri 3 Semarang. Student selection was conducted purposively by considering their roles as participants or committee members, as well as their class levels from grade 10 to grade 12 (Nashrullah et al., 2023). Teachers were selected due to their strategic roles as supervisors and program coordinators, providing an institutional perspective on implementation and objectives. The diversity of informants allowed for comparison between student experiences and teacher perspectives, ensuring that the data reflect both individual and institutional dimensions.

**Tabel 1.** Research Informant Identity

No	Informant Code	Status	Gender	Class	Description
1	S1	Student	Male	X	Actively participation in Relligious and Charity Specta
2	S2	Student	Female	XII	Formerly a member of the Specta comittee
3	S3	Student	Female	XI	Active member of Rohis, frequently involved in Specta
4	S4	Student	Male	XI	Frequently participates in Charity and Religious Specta
5	S5	Student	Male	X	Newly joined but consistenly active
6	G1	Teacher	Male		Person in Charge of Religious Specta

Table 1 presents the identity of research informants involved in this study on the internalization of Islamic spiritual values through the Religious Specta and Specta Charity programs at SMA Negeri 3 Semarang. The study involved seven informants consisting of five students and two teachers. The student informants were selected from different grade levels, namely grades X, XI, and XII, to obtain diverse perspectives regarding student participation in religious and social activities within the school environment. These students have varying roles and experiences, such as active participation in Religious Specta and Specta Charity activities, involvement in the ROHIS organization, and experience as members of the Specta event committee. Meanwhile, the two teacher informants serve as key program coordinators, where one teacher is responsible for managing the Religious Specta program and the other supervises the Specta Charity program. The selection of these informants aims to provide comprehensive data from both the implementers and participants of the programs, thereby enabling a deeper understanding of how these flagship activities contribute to the internalization of Islamic spiritual values and the development of students’ religious and social character within the school context.

## RESULTS AND DISCUSSION

SMA Negeri 3 Semarang is one of the leading schools in Central Java, known not only for its academic achievements but also for its non-academic activities and student character development. With the vision of "cultivating a generation that is knowledgeable, devout, and globally competitive," the school strives to provide a holistic education. Based on data from the 2023/2024 academic year, the enrollment reached over 1,200 students, supported by over 80 professional educators, most of whom hold master's degrees and are experienced in their fields. In terms of achievement, the school has successfully maintained its reputation with the highest graduation rate in Semarang, with 78% of its students accepted into top state universities through the achievement pathway in 2023 (Saputri and Ardivanto, 2025). Various modern facilities, such as science laboratories, a digital library, an arts center, and comprehensive sports facilities, also support the development of student talent. Not only that, SMA Negeri 3 Semarang actively participates in science olympiads, debate competitions, youth scientific research, and international competitions, and often wins awards that strengthen the image of this school as an outstanding and highly competitive institution (Saputri and Ardivanto, 2025).

The excellence of SMA Negeri 3 Semarang extends beyond academic achievement, but also lies in its commitment to integrating Islamic spiritual values into the school culture. Religious development is realized through various structured religious programs, such as morning tadarus (religious study), dhuha prayer, short-term Islamic boarding school (*pesantren kilat*), and strengthening through spirituality-based flagship activities. One program that is both distinctive and distinctive is Specta Friday, a routine activity that integrates religious dimensions with student social solidarity. Through this program, the internalization of Islamic values is not only understood theoretically but also directly practiced in students' daily lives. Thus, SMA Negeri 3 Semarang not only builds academic intelligence but also emphasizes strengthening Islamic character, which will be discussed in more depth in the next section.

Specta Friday at SMA Negeri 3 Semarang is a flagship program held every Friday, involving all students. This program is designed to instill religious values, strengthen a culture of literacy, increase health awareness, foster social awareness, and build togetherness through sports and environmental activities (Yusuf and Utomo, 2023; UI Haq, Z, 2025). The various activities include Specta Religion, Specta Literacy, Specta Sport, Specta Nutrition, Specta Ecolife, and Specta Charity. This diverse range of activities makes Specta Friday a platform for integrating academic learning with student character development. This integration concept aligns with holistic education theory, which emphasizes the importance of connecting intellectual, moral, and spiritual aspects in the educational process (Astriya, 2023). In other words, Specta Friday not only develops cognitive intelligence but also shapes students' personalities, preparing them to face global challenges while remaining rooted in noble values.

The 2023/2024 school report showed that over 90% of students actively participated in Specta Friday activities, making it the program with the highest engagement rate compared to other extracurricular activities. Many students acknowledged that this routine helped them balance academic activities with spiritual and social activities. This phenomenon aligns with Awliya's (2023) findings at a leading school in Yogyakarta, where an integrative program based on religious values was proven to increase learning motivation while strengthening students' religious awareness (Awliya et al., 2023). However, not all activities received the same response; Specta Sport tended to be popular with most students, while Specta Literacy still needed innovation to make it more engaging. This difference in interest suggests that the success of a program lies in the school's ability to continuously adapt its approach to activities according to the diverse needs of its students.

The existence of Specta Friday also highlights a striking difference between Semarang State High School 3 and other schools that focus solely on academics. However, several challenges remain, such as the limited capacity of the mosque, which is unable to accommodate all students during Specta Religi activities, as well as the need for time management to ensure that activities do not interfere with core learning processes. Kemala (2023) emphasizes that the effectiveness of character-based education programs is largely determined by consistent teacher supervision and adequate support facilities. Therefore, continuous innovation remains necessary for Specta Friday to achieve maximum impact. Nevertheless, the program's success in integrating religious, academic, social, and health dimensions demonstrates that SMA Negeri 3 Semarang has successfully implemented a holistic concept of an outstanding school (Kemala, 2023).

Specta Religi at Semarang State High School 3 is designed as a regular program that takes place every Friday morning before classes begin. This activity begins with a group recitation of the Qur'an in classrooms or the school mosque, led by Islamic Education (PAI) teachers or students who have been appointed on a rotating basis. This recitation is not only intended to practice the skill of reading the Qur'an with *tartil*, but also to internalize the values of patience, discipline, and togetherness. After the recitation, students are directed to

perform the dhuha prayer in congregation. The implementation of this prayer creates a religious atmosphere full of solemnity and togetherness, because all students from various classes gather in one worship assembly. After the dhuha prayer, the activity continues with a short *tausiyah* or *kultum* delivered by teachers and students. The rotating system applied to the *kultum* provides ample opportunity for students to play an active role, either as *qari*, imam, or speaker. Through this experience, students not only practice public speaking in an Islamic context, but also gain courage and leadership skills in accordance with Islamic values. The emphasis on student participation makes *Specta Religi* a real vehicle for Islamic character building that is not merely theoretical but is directly experienced by students in school life. The regular pattern of activities every Friday makes students accustomed to starting the day with a sense of worship, which then has a positive impact on their daily behavior, both in learning and in socializing in the school environment (Syukur, 2024).

The existence of *Specta Religi* at Semarang 3 Public High School shows that religious activities at this top school aren't just symbols or formal routines, but an integral part of the education system that shapes the school culture. A series of activities like Quran recitation, dhuha prayers, and religious lectures that are done consistently every week create a religious atmosphere that covers all school activities. This atmosphere is not limited to activities on Fridays, but also influences the following days when students are accustomed to performing congregational prayers, maintaining good manners towards teachers, and interacting with their peers in a more polite manner. Many students use the Quran recitation and dhuha prayer activities at school as inspiration to be applied at home, thus forming a continuity between habits at school and daily life. Thus, *Specta Religi* functions not only as a weekly ceremonial activity but also as a habit-forming system that strengthens students' Islamic character. Furthermore, this program builds a collective identity among the entire school community, where teachers and students share the responsibility of maintaining a religious atmosphere. This confirms that the internalization of Islamic values in leading schools can be effective when designed in the form of structured, systematic activities that actively involve all parties (Syukur, 2024).

In addition to providing direct spiritual experiences, *Specta Religi* also has a pedagogical dimension that supports the development of students' non-academic skills. Through opportunities to take turns reading the Qur'an, becoming an imam, or delivering *tausiyah*, students are educated to have self-confidence, public speaking skills, and leadership skills. This is in line with Kolb's (1984) experiential learning theory, which emphasizes the importance of learning based on direct experience so that students can internalize values more deeply (Kolb, 1984; McLeod, 2025). By involving students as active subjects, not just passive participants, this activity helps them understand that Islamic teachings are not just texts, but also real practices in everyday life. In fact, teachers assess that students who often play roles in *Specta Religi* tend to have a more courageous attitude, be more disciplined, and be able to set an example for their peers. This experience-based education model makes *Specta Religi* different from conventional religious education in the classroom, which is often limited to theory. Here, Islamic values are instilled through routine practices that form habits, so that students become accustomed to integrating worship with academic activities. Thus, *Specta Religi* serves a dual purpose: as a means of spiritual strengthening and as an arena for developing the social and leadership skills that are so badly needed in facing global challenges.

*Specta Religi* contributes significantly to SMA Negeri 3 Semarang's image as a leading school that excels not only in academics but also in developing students' religious character. The school report for the 2023/2024 academic year shows that more than 95% of students consistently participate in *Specta Religi* every week. This high participation rate indicates the program's success in increasing student interest and awareness of the importance of regular worship (Nofmiyati et al., 2023). When compared to other studies, such as Minahul Mubin and Moh. Arif Furqon's (2023) study on the experience of religious habits in secondary schools, the level of student participation at SMA Negeri 3 Semarang is much higher, indicating that packaging religious activities through *Specta Religi* is more effective than the usual formal approach (Mubin and Furqon, 2023). However, student participation in this school is significantly higher, suggesting that the *Specta Religi* approach is more effective than conventional methods (Mubin and Furqon, 2023). However, the program's success should not only be measured by participation rates but also by the internalization of religious values in students. Therefore, continuous evaluation through observation, teacher reflection, and student feedback is needed to ensure the program remains meaningful and relevant.



**Figure 1.** Al-Qur'an Revitation Activity with Students of Semarang State High School 3 in the Specta Religi Program

Figure 1 is conducted in an orderly and solemn manner at Masjid Ahlul Jannah. The students sit neatly in rows, filling the mosque while collectively reciting verses of the Qur'an. The atmosphere created reflects a deep sense of spirituality and demonstrates respect for religious practices. The active participation of all students indicates their awareness of the importance of spiritual development from an early age. In addition, this activity fosters a sense of unity and togetherness among students within the school environment. With guidance from teachers, the tadarus process runs in a structured and conducive way. This shows that religious activities can be effectively implemented when supported by proper organization.

Through this tadarus activity, students are not only trained to improve their ability to read the Qur'an correctly and fluently, but are also encouraged to understand the values contained within it. The Specta Religi program plays an important role in instilling discipline, responsibility, and the habit of worship in students' daily lives. This activity is part of the implementation of character education based on Islamic values, integrated into the school's co-curricular programs. With consistent practice, students are expected to internalize these religious values in their everyday behavior. Furthermore, the activity helps shape individuals who possess noble character and social awareness. Therefore, Qur'an recitation serves as an effective effort in developing a generation that is both religious and strong in character.



**Figure 2.** Delivery of a Short Religious Lecture by a PAI Teacher as a Part of the Specta Religi Series of Activities

Figure 2 shows a short religious talk (kultum) delivered to students of SMA Negeri 3 Semarang at Masjid Ahlul Jannah as part of the Specta Religi program series. In this activity, an Islamic Religious Education (PAI) teacher is seen giving advice and reinforcing Islamic values in front of students who are seated in an orderly manner and listening attentively. The atmosphere reflects a meaningful process of spiritual guidance, where students are encouraged to deepen their understanding of religious teachings. The active engagement of students demonstrates their interest in learning and applying moral values in their daily lives. This activity also strengthens the bond between teachers and students through the sharing of knowledge and guidance. With a

structured and conducive setting, the delivery of the kultum becomes more effective and impactful. Overall, the activity highlights the importance of integrating religious learning into school programs.

Through the kultum session, students are not only gaining knowledge but also developing their character based on Islamic teachings. The Specta Religi program plays a significant role in instilling discipline, moral awareness, and a sense of responsibility among students. This activity serves as a medium for delivering important moral messages that can shape students' attitudes and behavior. By consistently participating in such programs, students are expected to internalize religious values in their everyday actions. Furthermore, the activity contributes to building individuals who possess good character and strong spiritual awareness. It also encourages students to reflect on their behavior and strive to become better individuals. Therefore, the kultum activity becomes an essential part of character education within the school environment.



**Figure 3.** Performing the Dhuha Prayer in Congregation, Attended by All Students and Teacher During the Specta Religi Event

Figure 3 shows students of SMA Negeri 3 Semarang performing the Duha prayer at Masjid Ahlul Jannah as part of the Specta Religi program activities. The students are seen carrying out the prayer in an orderly and devout manner inside the mosque, creating a calm and religious atmosphere. This scene reflects the consistent practice of religious activities that are integrated into the school environment. The students' discipline and seriousness in performing the prayer indicate their awareness of the importance of worship in daily life. In addition, this activity fosters a sense of togetherness and spiritual connection among the students. With proper guidance from teachers, the prayer is conducted in a structured and meaningful way. Overall, the activity highlights the role of schools in supporting students' spiritual development.

Through the Duha prayer activity, students are encouraged to build regular worship habits and strengthen their relationship with God. The Specta Religi program plays an important role in instilling religious values, discipline, and responsibility in students' daily routines. This activity also serves as a form of character education based on Islamic teachings, helping students develop good morals and strong spiritual awareness. By participating consistently, students are expected to internalize these values and apply them in their everyday behavior. Furthermore, the activity contributes to shaping individuals who are not only academically capable but also spiritually grounded. It also reinforces the importance of balancing worldly knowledge with religious practice. Therefore, the Duha prayer becomes an essential part of forming students' religious character within the school environment.

This activity is usually carried out after Friday prayers, involving all students from grades 10 to 12 on a scheduled and rotating basis. One of the most prominent activities is sharing simple meals. Each student is encouraged to bring food or drinks from home, which are then collected at a special station provided by the school (Surasmini et al., 2017). The food is then distributed to Friday prayer congregants at the school mosque, cleaning staff, and members of the surrounding community who are present. This sharing practice provides students with direct experience that caring does not have to wait for an abundance of wealth, but can be realized through small things that are done consistently. In addition to sharing food, Specta Charity also includes social service activities, such as visiting orphanages, cleaning the school environment, and helping the community when disasters occur. This program is simple but meaningful, so that every student feels the benefits both as a

giver and a receiver of values. The concept developed is in line with Islamic teachings on the importance of sharing, as stated in QS. Al-Baqarah: 267, which emphasizes the command to spend some of one's best fortune for the benefit of others. In this way, the school not only teaches the theory of social care, but also provides a concrete space for students to practice it in their daily lives.

Specta Charity activities are designed with the principle of active student participation from the initial stage to the end of implementation. The process begins with planning, which is usually guided by the supervising teacher, but the ideas and technical implementation come largely from the students themselves. For example, determining the types of food to bring, arranging the schedule for dividing tasks, and deciding on the location for the social service. The full involvement of students in this process fosters a sense of responsibility, cooperation, and ownership of the program (Rahmanita, 2025). This is in line with the student-centered learning approach, which emphasizes the active involvement of students as subjects of education (Apriliani et al., 2024). After planning, the students carried out the activities together according to the schedule, then conducted a brief reflection or evaluation guided by the teacher. This reflection process is important so that students understand the meaning of what they are doing, not just following a routine. In its implementation, Specta Charity also teaches important social skills, such as how to communicate with the community, how to be polite to older people, and how to distribute aid appropriately. In this way, students not only learn about empathy and caring, but also gain life experiences that enrich their insights. Many leading schools in Indonesia implement similar programs, but what sets SMA Negeri 3 Semarang apart is the consistency of its implementation and the active involvement of students from the planning stage. This is what makes Specta Charity not just an additional activity, but part of a school culture that emphasizes a balance between academic achievement and social responsibility.

Compared to social programs at other schools, Specta Charity is unique in that it combines spiritual dimensions with social activities. For example, food sharing activities are carried out after the Specta Religi series is completed. This conveys the message that worship does not stop at a vertical relationship with God, but must also be manifested in horizontal relationships with fellow human beings. In other words, Specta Charity is a concrete implementation of the values taught in Specta Religi. It is this emphasis on integration that makes this activity more meaningful. Rodhiyana's (2022) study also confirms that the habit of social-based activities in schools can strengthen the values of empathy, solidarity, and a sense of belonging among students, while also reinforcing the school's image as an educational institution that cares about its social environment (Rodhiyana, 2022). While in other schools social programs often only appear at certain times, such as during Ramadan or when a disaster occurs, at SMA Negeri 3 Semarang these kinds of activities are carried out routinely every Friday, thus creating consistency and habit. Another unique feature is the involvement of different grades. Students from grades X, XI, and XII take turns participating, thereby building positive interactions between grade levels. This pattern strengthens internal social bonds within the school while fostering collective leadership, as senior students play a role in guiding junior students in carrying out activities. Thus, Specta Charity has a dual transformative power: strengthening Islamic spiritual values while developing social solidarity within a holistic educational framework.

Although Specta Charity has been implemented well, several improvements are needed to expand its impact. First, food sharing activities should be developed into more varied programs, such as health education, disaster fundraising, and environmentally friendly initiatives involving students (Rasyid et al., 2024). This variation will enrich students' experiences and show that social awareness can take many forms. Second, involving external parties like alumni, parents, and the community can broaden the program's reach and impact. With such collaboration, Specta Charity can grow beyond a school activity into a wider social movement. Third, regular evaluations are important and should involve both teachers and students through reflections, surveys, or discussion (Kasih, 2022). Through these steps, Specta Charity can better shape a caring, religious generation with strong social awareness.



**Figure 4.** Students Clean The School Yard During

Figure 4 illustrates students participating in a collective activity of cleaning the school yard as part of the Specta Charity program at SMA Negeri 3 Semarang. This activity reflects the practical implementation of Islamic values related to responsibility, cooperation, and environmental awareness. Through this communal work, students are encouraged to develop a sense of discipline and collective responsibility in maintaining the cleanliness and comfort of the school environment. In addition to fostering a culture of cleanliness, the activity also strengthens social bonds among students as they work together in a spirit of cooperation and mutual assistance. From the perspective of Islamic character education, such activities serve as a form of internalization of values that combines social awareness with moral responsibility, allowing students to experience directly how Islamic teachings can be applied in everyday life through positive and constructive actions.



**Figure 5.** Students Share and Eat Together During

Figure 5 shows students sharing and eating together during the Specta Charity activity, which emphasizes the values of solidarity, empathy, and togetherness within the school community. This moment represents a social practice that encourages students to develop compassion and a sense of equality, as they gather and share food in a collective atmosphere. The activity not only strengthens interpersonal relationships among students but also reflects the Islamic principle of caring for others and promoting brotherhood (*ukhuwah*). By participating in such activities, students learn that religious values are not limited to ritual worship but should also be manifested through acts of kindness, generosity, and social interaction. Consequently, the activity contributes to the internalization of Islamic spiritual values while simultaneously fostering a supportive and harmonious school culture.

The Specta Religi and Specta Charity programs at SMA Negeri 3 Semarang demonstrate how structured religious and social activities can be instruments for shaping a religious culture in leading schools. Specta Religi, with its routine of tadarus, dhuha prayers, and regular tausiyah, provides space for students to build spiritual habits through consistent worship practices. Meanwhile, Specta Charity provides real-life experiences in social care practices, both through food sharing and other social actions that directly involve students. These two activities complement each other, as they teach a balance between the vertical religious dimension with Allah and the horizontal dimension with fellow human beings. The internalization of Islamic values in these activities does not stop at the cognitive level, but is embedded in the behavior and identity of students, thereby shaping a religious and caring school culture.

These findings are reinforced by statements from students and teachers. Informant S1 emphasized that these activities foster peace of mind and gratitude, while S2 revealed that the habit of worship and caring attitudes are increasingly developed through these routine activities. The PAI teacher (G1) also stated that Specta Religi and Charity are effective strategies in shaping students' religious character and social awareness. In line with this, the guidance counselor (G2) assessed that this activity helps character building because students become more disciplined, responsible, and socially sensitive. The consistency of views from students and teachers shows that these programs are not only perceived positively, but are truly lived out in daily practice, thereby strengthening the legitimacy of Specta Friday as a means of forming a holistic Islamic character (Aprilia and Sajari, 2022).

The integration of Specta Religi and Specta Charity shows that the internalization of Islamic values is reflected not only in theory but also in students' real behavior. Specta Religi builds consistency in worship and religious understanding, while Specta Charity encourages the practice of social care based on Islamic teachings. These two aspects create a balance, as religiosity without social awareness can be incomplete, and social awareness without a religious foundation can lose direction. Through these programs, SMA Negeri 3 Semarang presents an educational model that develops students' character, intelligence, and sense of togetherness. This strengthens the school's identity as an institution that focuses not only on academic achievement but also on moral and spiritual development (Ikbal Muhammad and dkk, 2024). Overall, both programs support curriculum goals while fostering a sustainable religious culture for students' future character development.

This study has several limitations that need to be considered for a balanced interpretation of the findings. First, it was conducted in a single flagship school, SMA Negeri 3 Semarang, which may limit the generalizability of the results to other contexts. Second, the study used a qualitative descriptive approach with a limited number of informants, making the findings largely dependent on subjective perspectives. Third, data were collected within a specific time frame, so the study cannot fully capture the long-term impact and sustainability of the programs (Mwita, 2022). In addition, the research focuses only on internal school activities without involving external stakeholders such as parents and alumni. Another limitation is the absence of quantitative measurement to assess the level of internalization of spiritual values more objectively. Therefore, future research is recommended to use mixed methods, involve broader research settings, and apply longitudinal approaches for more comprehensive results (Moser and Korstjens, 2018).

The findings of this study highlight important implications for developing holistic education models, especially in integrating spiritual values into flagship school programs. The success of Specta Religi and Specta Charity shows that structured and consistent activities can effectively internalize Islamic values while supporting academic achievement. This indicates that spiritual education should be treated as an integral part of school strategy and culture, not merely as a complement. The study also emphasizes the importance of active student involvement, which helps build responsibility, leadership, and meaningful learning experiences. In addition, the integration of religiosity and social awareness creates a balanced character formation that is relevant to current educational challenges. Overall, this study can serve as a reference for educators and policymakers in designing innovative and sustainable character education programs, while reinforcing the idea that excellent schools are measured not only by academics but also by moral and social outcomes (Farleni et al., 2023).

## **CONCLUSION**

The results of this study indicate that the internalization of Islamic spiritual values within the culture of SMA Negeri 3 Semarang as a flagship school is a strategic effort to balance academic excellence with students' character development. Through the consistent implementation of the Specta Religi program, which includes Qur'anic recitation, dhuha prayer, and religious lectures, as well as the Specta Charity program, which

promotes social awareness through sharing and community service, the school has successfully built a sustainable religious culture. These programs foster not only religiosity but also discipline, responsibility, solidarity, and a strong work ethic, supported by program consistency, teacher involvement, and active student participation that transform religious activities into habitual practices. Although challenges such as limited resources and the need for innovation still exist, this integration has proven effective in strengthening both institutional identity and student character formation, making SMA Negeri 3 Semarang a model of holistic education that combines academic achievement with Islamic values. Therefore, future research is recommended to use mixed-method or quantitative approaches to measure value internalization more objectively, expand the study to multiple schools for broader comparison, conduct longitudinal studies to assess long-term impacts, involve external stakeholders such as parents and alumni for more comprehensive evaluation, and explore technology-based and global competency-integrated approaches to further develop adaptive and holistic education models.

#### AUTHOR CONTRIBUTIONS

**Arif Samsudin:** Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing - Original Draft, and Writing - Review & Editing; **M Rikza Chamami:** Conceptualization, Methodology, and Writing - Original Draft; **Fihris:** Supervision, Validation, and Writing - Review & Editing; and **Rohman:** Investigation, Data Curation, and Resources. All authors have read and approved the final version of this manuscript.

#### DATA AVAILABILITY STATEMENT

The data supporting the findings of this study are available from the authors upon reasonable request, subject to ethical approval and institutional regulations.

#### DECLARATION OF COMPETING INTEREST

The authors declare no known financial conflicts of interest or personal relationships that could have influenced the work reported in this manuscript.

#### DECLARATION OF ETHICS

The authors declare that the research and writing of this manuscript adhere to ethical standards of research and publication, in accordance with scientific principles, and are free from plagiarism.

#### DECLARATION OF ASSISTIVE TECHNOLOGIES IN THE WRITING PROCESS

The authors declare that generative artificial intelligence (Gen AI) and other AI-assisted tools were used prudently, not excessively, during the research and preparation of this manuscript. Specifically, ChatGPT was used for sentence construction, language structure improvement, and clarity enhancement; and Grammarly was used for grammar checking and writing consistency. All AI-generated material was reviewed and edited for accuracy, completeness, and compliance with ethical and scholarly standards. The authors accept full responsibility for the final content of the manuscript.

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