

## INTEGRATING SPIRITUALITY IN PHILOSOPHY COURSES FOR CULTIVATING CIVILIZATIONAL VALUES

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### ABSTRACT

The study focuses on incorporating spirituality, defined as meaning, purpose, and values, into the teaching of philosophy courses in Malaysian public universities. It aims to address the declining interest in philosophy by demonstrating its practical relevance through a spiritual lens. The objective of this study is to evaluate how spirituality can enrich the teaching and learning philosophy course, fostering a more holistic educational experience and to address educational gaps by nurturing students' spiritual dimensions alongside intellectual growth, aligning with Malaysia's National Education Philosophy. The study employed a combination of qualitative and quantitative methods. For a qualitative approach, an inquiry strategy was used to assess the construct of spirituality in teaching philosophy. As for the quantitative approach, multiple-item measures, including the Purpose in Life Test (PIL), were used to quantitatively evaluate the impact of spirituality on students' learning experiences. The study reveals that integrating spirituality into the philosophy course significantly enhances students' cognitive and social engagement, leading to a deeper understanding of philosophical concepts. The study underscores the importance of nurturing students' spiritual dimensions alongside intellectual growth, aligning with Malaysia's National Education Philosophy that aims to produce balanced individuals. The study emphasizes the critical role of spirituality in education, particularly in philosophy, and provides a framework for enhancing teaching practices in Malaysian public universities. By incorporating spirituality into the course, the research aims to address the declining interest in philosophy and foster a more holistic and meaningful educational experience for students.

**Keywords:** Spirituality, Philosophy course, Teaching and learning experiences, Meaning, purpose and values, Intellectual Growth

## **INTRODUCTION**

This paper presents the scope and objective of integrating spirituality into philosophy courses in Malaysian public universities, addressing the issue of declining interest in philosophy. A review of pertinent literature highlights the significance of spirituality in education and its potential impact on student engagement. The methodology includes qualitative and quantitative approaches to assess the integration of spirituality in teaching. The main results indicate that incorporating spirituality enhances students' cognitive and social engagement.

## **METHODOLOGY**

The study utilized a mixed-methods approach. Qualitative methods included inquiry strategies to explore the construct of spirituality in philosophy teaching. Quantitative measures, such as the Purpose in Life Test (PIL), were employed to evaluate the impact of spirituality on students' learning experiences.

## **RESULTS AND DISCUSSIONS**

The findings reveal that integrating spirituality into philosophy courses significantly improves students' engagement and understanding of philosophical concepts. The study reveals that integrating spirituality into the philosophy course significantly enhances students' cognitive and social engagement, leading to a deeper understanding of philosophical concepts. The study underscores the importance of nurturing students' spiritual dimensions alongside intellectual growth, aligning with Malaysia's National Education Philosophy that aims to produce balanced individuals. The study emphasizes the critical role of spirituality in education, particularly in philosophy, and provides a framework for enhancing teaching practices in Malaysian public universities. By incorporating spirituality into the course, the research aims to address the declining interest in philosophy and foster a more holistic and meaningful educational experience for students.

## **CONCLUSIONS AND RECOMMENDATIONS**

The study concludes that integrating spirituality into philosophy education fosters a more holistic learning experience. It identifies the theoretical and practical implications of this integration and recommends further exploration of spirituality in educational curricula to enhance student engagement and interest in philosophy.

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