

The Influence of Emotional Intelligence, Spiritual and Intellectual on Students' Ethical Behavior

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Abstract

The purpose of this research is to find out how emotional intelligence, intellectual intelligence and spiritual intelligence affect students' ethical behavior during the learning process. This research uses a quantitative approach with descriptive methods. Quantitative can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, analyzing data is quantitative / statistical, with the aim of testing established hypotheses. Descriptive method is research conducted to find out about the independent variable, either one or more variables, without making comparisons and connecting one to another. In this study the researchers aimed to obtain information about emotional intelligence, intellectual intelligence, and spiritual intelligence on students' ethical behavior. There is a positive influence of emotional intelligence on students' ethical behavior during the learning process. This is evidenced by the results of the T test on the variable emotional intelligence (X1) and it is found that $t\text{-count} > t\text{-table}$ ($3.423 > 2.048$) with a significance value < 0.05 ($0.002 < 0.05$). There is a positive influence of intellectual intelligence on students' ethical behavior during the learning process. This is evidenced by the results of the T-test on the intellectual intelligence variable (X2) obtained that $t\text{count} > t\text{-table}$ ($3.023 > 2.048$) with a significance value < 0.05 ($0.005 < 0.05$). There is a negative influence of spiritual intelligence on students' ethical behavior during the learning process.

Keywords: Spiritual, Emotional, Intellectual, Ethical Behavior, Students

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pengaruh kecerdasan emosional, kecerdasan intelektual dan kecerdasan spiritual terhadap perilaku etis siswa selama proses pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Kuantitatif dapat diartikan sebagai metode penelitian berdasarkan filosofi positivisme, digunakan untuk meneliti populasi atau sampel tertentu, mengumpulkan data dengan menggunakan instrumen penelitian, menganalisis data secara kuantitatif/statistik, dengan tujuan menguji hipotesis yang telah ditetapkan. Metode deskriptif adalah penelitian yang dilakukan untuk mengetahui variabel bebas, baik satu variabel atau lebih, tanpa membuat perbandingan dan menghubungkan satu sama lain. Dalam penelitian ini peneliti bertujuan untuk memperoleh informasi tentang kecerdasan emosional, kecerdasan intelektual, dan kecerdasan spiritual terhadap perilaku etis siswa. Terdapat pengaruh positif kecerdasan emosional terhadap perilaku etis siswa selama proses pembelajaran. Hal ini dibuktikan dengan hasil uji T pada variabel kecerdasan emosional (X1) diperoleh $t\text{hitung} > t\text{tabel}$ ($3,423 > 2,048$) dengan nilai signifikansi $< 0,05$ ($0,002 < 0,05$). Terdapat pengaruh positif kecerdasan intelektual terhadap perilaku etis siswa selama proses pembelajaran. Hal ini dibuktikan dengan hasil uji-t pada variabel kecerdasan intelektual (X2) diperoleh $t\text{hitung} > t\text{tabel}$ ($3,023 > 2,048$) dengan nilai signifikansi $< 0,05$ ($0,005 < 0,05$). Terdapat pengaruh negatif kecerdasan spiritual terhadap perilaku etis siswa selama proses pembelajaran.

Kata Kunci: Spiritual, Emosional, Intelektual, Perilaku Etis, Siswa

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INTRODUCTION

The development of the current era of globalization brings great influence and change in the world of education. In the world of education there are many things that must be considered to create quality students who can understand the lessons conveyed by the teacher. Because concentration in the learning process is needed to understand what has been conveyed by the teacher to influence the learning outcomes achieved. Education is basically to develop human qualities, in the educational process various components are needed to support the process in order to achieve the goals that have been set. Therefore, education needs good attention in an effort to improve development in accordance with the demands of its era (Hasan, 2009). Education in the history of human child civilization is one of the most important components of life. This activity has been and will continue since the first humans existed in the world until the end of life on this earth. Since humans have interacted with this educational activity, since then humans have succeeded in realizing various developments and progress in all of their lives. According to Fuad Ihsan, education for human life is an absolute necessity that must be fulfilled throughout life (Idi & Safarina, 2016).

In Law No. 20 of 2003 Article 1 concerning Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. needed by himself, society, nation and state. So, education is a very important thing in a learning process in order to be able to change a person's attitude and behavior to develop their own potential, and shape one's character to be useful in society. Thus, education is very important for life, because human life is an absolute necessity that must be met throughout life. And with the education provided by adults to children in their development and growth, it can be useful for themselves and society. As a formal educational institution, school is a place where a person develops knowledge, skills, values and attitudes to develop the potential he must have, and practices to be able to speak in front of the class to train himself to dare to appear, and education in schools is beneficial for life interests. Results and processes can be reflected in learning achievement. However, in an effort to achieve satisfactory learning achievement, a learning process is needed (Marliani, 2016).

Middle school is one of the schools included in secondary level education. In the junior high school curriculum, subjects in Social Sciences (IPS) are given, IPS itself is one of the names of the subjects given at the elementary and secondary education levels. In the meaning of Abu Ahmadi Social Sciences is "social sciences that are selected and adapted for users of educational programs in schools or for other study groups, which are equal (Minarti, 2013).

In the world of education, especially for high school level students, it is important for students to have awareness, understanding, and ability to behave ethically. Ethical behavior can be supported from emotional intelligence and intellectual intelligence. The development of science and technology today is very easy to find, such as the internet, computers, communications, making it easier for students to develop their insights or knowledge. At school every day we meet teachers and friends,

each of them has a different character and background (Mubayidh, 2006). So every school environment and every teacher teaching students has different characteristics and situations. There are teachers whose class atmosphere is very haunted, because they are afraid and easily sleepy. And there are also teachers who are very relaxed in teaching, there are even some students who dare to pat the teacher on the back. But of all the situations, at school students only maintain ethics properly and correctly. Ethics or ethical education is an educational process that takes place ethically and continuously in one's life through lessons and an emphasis on ethics itself. In a learning process, ethics is needed or the educational process must be carried out with good and correct ethics. Based on the results of observations, in observations during PPKT (Integrated Teaching Profession Practice) in one of the schools (Nggermanto, 2002).

There are still many students who have not behaved ethically, almost some of their children are still lacking politeness towards older people or to teachers. So, someone who has an education will be seen from the way and lifestyle that shows polite qualities and words. In the learning process students still tend to be disorganized and disobedient, because most students are orderly and polite only to teachers who are fierce or firm (Sagala, 2013). To teachers who students are not afraid of, many students don't do homework, students chat, and also students sleep in class during learning, and during exams or daily tests many students are still not honest during class, such as cheating on their friends . The purpose of this research is to find out how emotional intelligence, intellectual intelligence and spiritual intelligence affect students' ethical behavior during the learning process (Sapriya, 2017).

METHOD

This research uses a quantitative approach with descriptive methods. Quantitative can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, analyzing data is quantitative / statistical, with the aim of testing established hypotheses. Descriptive method is research conducted to find out about the independent variable, either one or more variables, without making comparisons and connecting one to another. In this study the researchers aimed to obtain information about emotional intelligence, intellectual intelligence, and spiritual intelligence on students' ethical behavior. This variable is often referred to as the stimulus variable, predictor, antecedent. In Indonesian it is often referred to as the independent variable. The independent variable is the variable that influences or causes the change or the emergence of the dependent variable. In this study the independent variables consisted of: Emotional Intelligence (X1), Intellectual Intelligence (X2), and Spiritual Intelligence (X3). The dependent variable is the variable that is affected or is the result, because of the independent variables. In this study the dependent variable is ethical behavior (Y). Primary data sources, namely data directly collected by researchers from the first source. As for the primary data sources in this study are teachers and students. Secondary data sources, namely data directly collected

by researchers as a support from the first source. It can also be said that data is arranged in the form of documents. In this study, documentation and questionnaires are secondary data.

RESULT AND DISCUSSION

Based on the results of the study, it shows that Emotional Intelligence (X1) has a positive and significant effect on Ethical Behavior. This is evidenced by the statistical results of the t test for the Emotional Intelligence variable, which obtained a t count of 3.432 and t table of 2.048 with a significant level of 0.002, because $t_{count} > t_{table}$ ($3.432 > 2.048$), significantly less than 0.05 ($0.002 < 0.05$), and a regression coefficient value of 0.672, this study succeeded in proving the hypothesis that Emotional Intelligence has a positive effect on Student Ethical Behavior during the Learning Process. The results of this study are consistent with the results of research conducted by Himaya Ayu Puspitasari stating that Emotional Intelligence has a significant influence on Ethical Behavior. In line with this, Goleman explains "emotional intelligence or emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves and in relationships with others". Emotional intelligence has self-awareness, self-knowledge, motivation, empathy and social skills that will guide one's thoughts and behavior. Someone who has Emotional Intelligence will influence student behavior which will also affect how much students behave ethically. So this is in accordance with the results of research with the existence of good Emotional Intelligence, then each individual is able to handle and control emotions so that their emotions are well controlled, able to focus on their tasks and able to think clearly so that everything goes well and in accordance with the goals set. wanted. In addition, from the results of research emotional intelligence has an influence on students' ethical behavior. Emotional intelligence is the ability to recognize one's own feelings and the feelings of others, motivate oneself and manage emotions well in oneself and in relationships with others. In this case, the teacher has a very important role for students, such as the teacher must have the ability to recognize children's characters, control emotions, and ways to motivate students to be able to communicate well. Because if a teacher cannot control his own emotions then it will lead to a bad relationship with students. A student and teacher who has adequate emotional intelligence will have a more comprehensive consideration of attitudes and behavior so that they will behave ethically well.

Based on the results of the study, it shows that Intellectual Intelligence (X2) has a positive and significant effect on Ethical Behavior. This is evidenced by the statistical results of the t test for the Intellectual Intelligence variable, which obtained a t count of 3.023 and t table of 2.048 with a significant level of 0.005, because $t_{count} > t_{table}$ ($3.023 > 2.048$), significantly less than 0.05 ($0.005 < 0.05$), and a regression coefficient value of 0.508, this study succeeded in proving the hypothesis that Intellectual Intelligence has a positive effect on Student Ethical Behavior during the Learning Process. The results of this study are consistent with the results of research conducted by Tikollah, Triyuwono and Ludigdo which state that Intellectual Intelligence has a significant influence on

Ethical Behavior. In line with this, Azwar explained that intellectual intelligence is the interpretation of intelligence test results into numbers that can be an indication of the position of a person's intelligence level. Intellectual intelligence is intelligence that gives the ability to count, act more precisely and more effectively. Many people think that if someone has high Intellectual Intelligence (IQ), then people think that that person has more opportunities to achieve greater success than other people. In fact, this cannot be ascertained, because many people have high intellectual intelligence, but that person is invincible with other people who have lower levels of intelligence. Intellectual Intelligence has several things, namely the ability to solve problems, verbal intelligence, and practical intelligence. Because verbal ability greatly influences many things from character, knowledge, attitude and so on. So a student who has good Intellectual Intelligence will be able to think, act effectively and behave ethically well.

Based on the results of the study, it shows that Spiritual Intelligence (X3) has no effect on Ethical Behavior. This is evidenced by the statistical results of the t test for the Spiritual Intelligence variable, which obtained a t count of -1.812 and t table of 2.048 with a significant level of 0.081, because $t_{count} > t_{table}$ ($-1.812 > 2.048$), significantly less than 0.05 ($0.081 < 0.05$), and the regression coefficient value is -0.283, so this study succeeded in proving the hypothesis that Intellectual Intelligence had no effect on Student Ethical Behavior during the Learning Process. The results of this study indicate that spiritual intelligence has no effect on ethical behavior. Spiritual intelligence according to Zohar and Marshal defines intelligence to deal with issues of meaning or value, namely intelligence to place our life behavior in the context of a broader and richer meaning, intelligence to judge that one's actions or way of life is more meaningful than others. Someone who is spiritually intelligent has the ability to value embodied in every action taken, and also allows humans to be creative, change rules and be able to better understand situations. In this case, the results of an interview with a teacher assume that spiritual intelligence is a big challenge, because in this day and age where the internet has a big role, and sometimes the concern at home about this one thing is very minimal, most parents today are more concerned with academic rather than spiritual child. Therefore, a student has a very low spiritual attitude towards student ethical behavior, because the values of honesty in acting are not honest, such as entering the noon prayer time, there is still a lack of children to pray and the school does not hold congregational prayers. If congregational prayers are held or punishment is given to students who do not pray in congregation, the students will move to pray together. The low politeness of children towards older people or to teachers, even though every teacher always gives good manners to students. So, there is still a lack of spiritual practice in schools.

CONCLUSION

There is a positive influence of Emotional Intelligence on Students' Ethical Behavior During the Learning Process. This is evidenced by the results of the T test on the variable Emotional Intelligence (X1) and it is found that $t\text{-count} > t\text{-table}$ ($3.423 > 2.048$) with a significance value < 0.05

(0.002 < 0.05). There is a positive influence of Intellectual Intelligence on Students' Ethical Behavior During the Learning Process. This is evidenced by the results of the T-test on the Intellectual Intelligence variable (X2) obtained that $t_{count} > t_{table}$ ($3.023 > 2.048$) with a significance value < 0.05 ($0.005 < 0.05$). There is a negative influence of Spiritual Intelligence on Students' Ethical Behavior During the Social Studies Learning Process. This is evidenced by the results of the T-test on the Spiritual Intelligence variable (X3) obtained that $t_{count} > t_{table}$ ($-1.812 > 2.048$) with a significance value < 0.05 ($0.081 < 0.05$). There is a positive influence of Emotional Intelligence, Intellectual Intelligence, and Spiritual Intelligence on Students' Ethical Behavior During the Learning Process. This is evidenced by the results of the F test obtained that $f_{count} > f_{table}$ ($5.529 > 2.95$) with a significance value < 0.05 ($0.004 < 0.05$).

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