

The Relationship between Students' Spiritual and Emotional Intelligence with Subjects Learning Outcomes

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Abstract

The purpose of this study is to ascertain how student learning outcomes and emotional and spiritual intelligence are related. The quantitative approach with correlational study is the methodology employed. Techniques for gathering data in the form of surveys with questionnaires and measures of learning outcomes in the form of midterm exams (PTS). Assessing students' emotional and spiritual intelligence is done using questionnaires. This study used a simple random sampling method to select 106 students as its sample. The study's findings indicate a favorable correlation between emotional intelligence and student learning outcomes, a favorable correlation between emotional intelligence and spiritual intelligence, and a favorable correlation between emotional intelligence and spiritual intelligence and student learning outcomes.

Keywords: Emotional Intelligence, Spiritual Intelligence, Learning Outcomes

Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana hubungan hasil belajar siswa dengan kecerdasan emosional dan spiritual. Pendekatan kuantitatif dengan studi korelasional adalah metodologi yang digunakan. Teknik pengumpulan data berupa survei dengan angket dan pengukuran hasil belajar berupa ujian tengah semester (PTS). Penilaian kecerdasan emosional dan spiritual siswa dilakukan dengan menggunakan kuesioner. Penelitian ini menggunakan metode simple random sampling dengan memilih 106 siswa sebagai sampelnya. Temuan penelitian menunjukkan adanya korelasi positif antara kecerdasan emosional dengan hasil belajar siswa, korelasi positif antara kecerdasan emosional dan kecerdasan spiritual, dan korelasi positif antara kecerdasan emosional dan kecerdasan spiritual dengan hasil belajar siswa.

Kata Kunci: Kecerdasan Emosional, Kecerdasan Spiritual, Hasil Belajar

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INTRODUCTION

Education is a conscious and planned effort to produce competent individuals. Education is one way to improve the quality of human resources throughout the world. Based on that, education is very important for human life. Education can produce competent individuals through learning activities carried out in the classroom. These competencies will be used for future purposes as one of a person's skills. Through learning activities, students are taught about things that are abstract so that they become something concrete (Ashshidieqy, 2018).

Learning is an activity of learning something so that changes occur in students, both positive and negative changes. These changes are reflected and can be seen in the daily behavior of students. Learning is an activity that can be done at any time. By learning, all knowledge, skills, attitudes, and character competencies will be formed and developed. Learning can be said to be a person's provision

to stay alive and preserve his life through the competence he has acquired from learning outcomes. Learning outcomes are products resulting from learning activities in the form of values. As is well known, Indonesia is still struggling with low student learning outcomes (Daheri et al., 2022). This is evidenced by the results of the PISA test in 2018, which said that Indonesia had experienced a decrease in test scores on literacy, mathematics, and science skills. In addition, based on interviews conducted with teachers, who said that there were still problems with obtaining learning outcomes at school, the low learning outcomes of these students can have an impact on the low quality of education in Indonesia. Many factors influence the success of student learning, including internal factors (factors from within), external factors (factors from outside oneself), and learning approach factors. The intelligence, attitudes, talents, interests, motivation, and personality of students are internal variables that may have an impact on student learning results (Ali, 2009).

Based on the author's personal observations and experiences, many pupils still struggle with their spiritual and emotional intelligence, such as not being able to understand and know their emotions well, not being motivated in learning, being lazy in learning, lacking empathy for others, lacking the ability to appreciate and respect teachers or older people, not being active during class learning, and so on, so that the learning process is not optimal and has an impact on the achievement of learning outcomes (Darmadi, 2017). Not long ago, there was also a case circulating in the technology and information media that students at SMP Blitar were found hanging to death in front of their classroom door. Until now, the motive that caused the high school teenager to decide to end his life is still being explored. This demonstrates that students' emotional and spiritual intelligence is still lacking; students are still not able to control themselves or their emotions.

Emotional intelligence relates to a person's character or personality, how a person can control and process existing emotions, and also the ability to socialize with other people (Mahmudah, 2016). This ability is influential and can increase the success of one's learning and success in life (Paramita et al., 2023). While spiritual intelligence is a complement that can help students obtain maximum learning outcomes, this is because having high spiritual intelligence allows students to be flexible, farsighted, ask questions to get answers, and also interpret everything religiously and positively (Zohar & Marshall, 2007). Someone who has spiritual intelligence will be smarter to face and respond to all the sufferings of life with positive emotions. This causes people who have this intelligence to have positive traits and emotions and a tendency to always place themselves in the right position in dealing with any situation (Rukajat, 2018).

Additionally, the study of biology requires both emotional intelligence and spiritual intelligence. As Suciati Sudarisman said, the characteristics of learning biology are closely related to scientific activities or scientific methods (Sabiq & Djalali, 2012). This scientific activity includes experimental activities to solve problems or obtain facts, theories, principles, and laws. Experimental activities in schools include practicum activities (Sukmawati et al., 2022). This process requires skills to think critically, curiosity, asking questions to get answers, problem-solving skills, and the ability to

work with others, and so on. In addition, students who have good emotional intelligence and spiritual intelligence will find it easy to motivate themselves to learn because they consider learning to be their obligation as part of worshipping God (Sukmawati, 2009). This is also reinforced by previous research, who says that if a child has spiritual intelligence, he will always feel less than optimal in achieving his goals in terms of learning. So that the existence of spiritual intelligence in the child will lead him to have a clear mind, and when receiving material, he always feels lacking in existing knowledge. Thus, the learning outcomes obtained will also increase, along with spiritual intelligence as well.

METHOD

A survey based correlational study is being conducted in this study. A total of 106 students from three science classrooms made up the sample for this study. Simple random sampling was used as the sample strategy in this investigation. In this study, questionnaires and documentation were the primary data collection methods. The emotional intelligence and spiritual intelligence questionnaire, which is presented as a Likert scale, was employed in this study. The precondition tests, hypothesis testing, and statistical hypotheses were all used as data analysis procedures in this study.

RESULT AND DISCUSSION

An r-count value of 0.205 with a significance value of 0.035 was obtained based on the findings of the correlation test performed using SPSS. It is well known that the significance threshold is 0.05 and the r-table value is 0.19. Based on these findings, the significant value for $r\text{-count} > r\text{-table}$ is $0.035 < 0.05$, and its value is $0.205 > 0.19$. This demonstrates that there is a strong and positive correlation between student learning outcomes and emotional and spiritual intelligence. The r-count value is 0.205 if it is interpreted as belonging to the weak category relationship. The empathy indicator obtained the highest average total score. This suggests that pupils in class XI exhibit strong altruism or empathy. This is consistent with other study, which claims that empathic people are better able to detect covert social cues that reveal what other people need and want so that others feel at ease and calm around them. While the self-regulation indicators of students are still low, which includes low emotional control, they should recognize and optimize their strengths and weaknesses.

The findings of this study support the idea that there is a connection between student learning outcomes and emotional intelligence and spiritual intelligence. Also, the correlation coefficient's (r-count) value is positive, indicating that as students' emotional intelligence rises, so will learning results. The ability to recognize and cultivate students' self-awareness, self-regulation, motivation, empathy, and social skills is key to understanding emotional intelligence, which in turn improves learning outcomes. This is in accordance with previous research that emotional intelligence is the ability possessed by someone to respond to emotional knowledge in the form of receiving, understanding, and managing it. According to earlier research, self-awareness, self-regulation, motivation, empathy, and strong social skills will aid students in realizing their potential in order to

boost their self-confidence, inspire their desire to learn, and uphold positive interpersonal relationships so that there are no issues that hinder their ability to learn. Previous studies, including earlier research, which claimed that emotional intelligence, which comprises elements of self-awareness, self-regulation, self-motivation, empathy, and social skills, improves students' learning outcomes in mathematics, supported the findings of the present study.

Using SPSS, the Product Moment Correlation Test results, an r -count value of 0.223 with a significance value of 0.021 was achieved. It is well known that the significance threshold is 0.05 and the r -table value is 0.19. Based on these findings, the significant value for r -count $>$ r -table is $0.021 < 0.05$, and its value is $0.223 > 0.19$. This demonstrates that there is a strong and positive correlation between student learning outcomes and emotional and spiritual intelligence. If viewed as belonging to a weak category association, the r -count value is 0.223. The findings of this study are consistent with other research, which found that students' learning achievement in economics classes is significantly and positively influenced by spiritual intelligence. Also, earlier studies have shown a favorable and strong correlation between spiritual intelligence (SQ) and the results of learning Indonesian. The indicator that received the highest average overall score was "ask to acquire basic answers." Previous research said the steps in the scientific method include curiosity, asking "Is there a problem?" formulating the problem, and so on. Meanwhile, indicators of quality of life inspired by the vision and values of students are still low.

Spiritual intelligence is the ability of the soul to do everything based on the positive side and be able to give spiritual meaning to every action. Based on this, students who have good spiritual intelligence will do and encourage themselves to do positive things, such as being diligent in studying and gaining knowledge, because they realize that every action they take will have a certain meaning or significance, especially for themselves. Previous research said that if a child has spiritual intelligence, he will always feel less than optimal in achieving his goals in terms of learning.

Using SPSS, the multiple correlation test produced findings with a sig. of 0.018. It is also well known that 0.05 represents the significance value. Based on these findings, it is clear that there is a positive and substantial correlation between student learning outcomes and emotional intelligence and spiritual intelligence (sig. $0.018 < 0.05$). The value of R square is 0.075, according to the calculation's findings. Research demonstrates that spiritual and emotional intelligence account for 7.5% of learning outcomes. Several variables affect learning outcomes, yet 92.5% are influenced by other elements that have not been looked at. Learning success is significantly influenced by a number of aspects, including emotional intelligence and spiritual intelligence. But a lot of other things can also affect it. The findings of this study concur with those of Rini Sefriani, who found a strong and favorable correlation between learning outcomes and both emotional intelligence and spiritual intelligence. In order to achieve balanced learning and the desired learning results, emotional intelligence and spiritual intelligence need to be strengthened once more, with a special focus on teachers who instruct and mentor pupils.

CONCLUSION

It is possible to draw the following conclusion from the study and debate that has been done: There is a significant and positive association between student learning outcomes and emotional intelligence. Spiritual intelligence and academic achievement of students are positively and significantly correlated. Emotional and spiritual intelligence have a favorable and considerable impact on students' academic performance.

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