

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, SPIRITUAL INTELLIGENCE IN STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

The current research is entitled Relationship between Emotional Intelligence, Spiritual Intelligence in Students' Academic Achievement. The objective of this research which were: 1) is there any significant correlations between Spiritual Intelligence and Emotional Intelligence simultaneously students in academic achievement. 2) Which one the aspects that influence spiritual intelligence and emotional Intelligence in academic achievement. This sample was taken simple purposive sampling. Instruments of this study used questionnaires and documentation. This study used a quantitative descriptive method. To know the answer hypothesis the researcher used analysis of multiple correlations. Based on the analysis quantitative descriptive showed that sig F change = 0.177, it means that the correlation between emotional intelligence and spiritual intelligence with simultaneously to the students' academic achievement is negligible refers to the table interpretation by Sugiyono (2012) who stated that the coefficient interval between 0,00-0,199 the qualification is negligible. The result of the formula about the significant multiple correlations between emotional and spiritual intelligence in students' academic achievement is = 1.8701652319935. Because the total significance is = 1.8701652319935 > 0,05, it concludes if there was no significant correlation between emotional and spiritual intelligence in students' academic achievement.

Keywords: Correlation, Emotional Intelligence, Spiritual Intelligence.

ABSTRAK

Judul penelitian ini adalah; Hubungan antara kecerdasan emosional dan kecerdasan spiritual terhadap prestasi akademik siswa. Tujuan penelitian ini adalah : 1) Apakah antara kecerdasan emosional, kecerdasan spiritual memiliki hubungan terhadap prestasi akademik siswa, 2) Aspek apa yang mempengaruhi prestasi akademik siswa dari kecerdasan emosional dan spiritual. Sampel ini di ambil dengan menggunakan tehnik sample purposive. Instrumen berupa angket dan dokumentasi telah digunakan dalam penelitian ini untuk mendapatkan hasil yang valid. Penelitian ini juga menerapkan metode kualitatif deskriptif. Untuk menjawab hipotesis, peneliti menggunakan analisis multiple korelasi. Berdasarkan analisa secara kuantitatif deskriptif hasil menunjukkan bahwa sig F change= 0.177, yang bermakna hubungan antara kecerdasan emosional, kecerdasan spiritual secara simultan terhadap prestasi akademik siswa itu sangat lemah mengacu kepada table interpretasi oleh Sugiyono (2012) yang menyatakan bahwa koefisien interval antara 0.00-0.199 kualifikasinya adalah sangat lemah. Hasil perhitungan

tentang signifikan multiple korelasi antara kecerdasan emosional, kecerdasan spiritual terhadap prestasi akademik siswa adalah $= 1.8701652319935$. Karena hasil perhitungan $= 1.8701652319935 > 0.05$, maka di simpulkan bahwa tidak terdapat hubungan yang signifikan antara kecerdasan emosional, kecerdasan spiritual terhadap prestasi akademik siswa

Kata Kunci: Hubungan, Kecerdasan Emosional, Kecerdasan Spiritual

1. Introduction

Puspasari (2010) argued that emotional intelligence is an ability to control emotion and rational as one with an acceptable condition. See Miao, Humphrey, & Qian, 2016 explain that emotional intelligence has received a tremendous amount of attention from the organizational sciences of psychology and management, as this ability has been found to influence individuals' mental and physical health, trust, job performance, and leadership effectiveness. Besides, emotional intelligence can be involved in the problem that relevant to educational success and therefore holds great promise for educational applications (Zeidner & Matthews, 2012). Goleman (2009) divides five aspects that influence the emotional intelligence of people contains Self-awareness, Self-regulation, Motivation, Empathy, Social skill.

According to Geraci, R. M. (2006), Spiritual Intelligence can be explained as "The capability of humans to act wisdom and compassion, while maintaining inner and outer peace, regardless of the situation. Biberman and Mckeage (2002), who claimed that spiritual intelligence refers to people experience interpersonally about god along with something fab or something pure. In Islam's perspective, Baharuddin & Ramli, (2014) described that spiritual intelligence principally based on the context of *Amar ma'aruf Nahi munkar* or the ability to maintain a good relationship with Allah (SWT) and the relationship with other human beings. (Khavari, 2000) explains the aspects of spiritual intelligence. He divides the aspects consist of three-point as follows: Spiritual-Religion view, Relation social religion-view, and Social ethics-view.

Academic achievement stated as the knowledge that has been achieved or skills which have developed in a specific subject, regularly establish by score test (Suryabrata, Psikologi Pendidikan 2011). KBBI (Indonesian Dictionary), achievement is a result that has been achieved (from what has been done, etc.) Besides, Setiawan (2006) stated that academic achievement is a term to show any goal attainment after doing effort optimally.

The researcher commits to conduct this research. The researcher interested to find out the relationship between emotional and spiritual intelligence in students' academic achievement and also wants to know which one the aspect that influences students' academic achievement related to spiritual and emotional intelligence

2. Method of the Research

This present research was applied a qualitative descriptive method. The students of English Department from Madako University were taken as the population and the sample are 26 students selected by purposive technique sampling. The data was taken from documentation (the result of students' academic achievement) and the score of the questionnaire (60 items for emotional intelligence and 29 items for spiritual intelligence). After collecting the data, the

researcher recapitulates the score of the questionnaire. Next, the researcher applied normality test one sample Kolmogorov-Smirnov. The last the researcher used formula statistics by Sugiyono and SPSS 24 program.

3. Findings and Discussion

3.1 Finding

The result of recapitulation data variable of Emotional Intelligence (X₁), Spiritual Intelligence (X₂), and Students' academic achievement (Y)

Number of Students	Emotional Intelligence	Spiritual Intelligence	Student's Achievement
1	214	127	3.64
2	187	120	3.88
3	177	113	3.79
4	211	133	3.74
5	217	114	3.87
6	180	114	3.73
7	193	103	3.77
8	193	112	3.77
9	239	98	3.71
10	211	121	3.71
11	201	114	3.65
12	188	98	3.79
13	172	106	3.65
14	206	114	3.43
15	183	116	3.52
16	205	113	3.97
17	198	118	3.38
18	219	123	3.70
19	186	125	3.79
20	160	120	3.80
21	184	54	3.30
22	217	132	3.95
23	191	111	3.55
24	201	110	3.83
25	250	135	3.46
26	192	111	3.65
N= 26	X₁= 5175	X₂= 2955	Y= 85.23

The table above describe that the result of recapitulation data from variable X₁, X₂ and Y. For emotional intelligence as variable X₁ the highest score that the students reach is 250 and the lowest score is 172, meanwhile for spiritual intelligence as variable X₂ the highest score is 135 and the lowest score is 54 and for academic achievement as variable Y, the highest score that the students reach is 3.97 and the lowest score is 3.30. The conclusion is the total of sample=26, X₁= 5175, X₂= 2955 and Y= 82.53

3.2 Analysis Multiple correlation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.374 ^a	.140	.065	.16391	.140	1.866	2	23	.177

a. Predictors: (Constant), Spiritual Intelligence, Emotional Intelligence

Based on the result above sig F change = 0.177, it means that the correlation between emotional intelligence and spiritual intelligence with simultaneously to the students' academic achievement is negligible refers to the table interpretation by Sugiyono (2012) who stated that the coefficient interval between 0,00-0,199 the qualification is negligible.

To find out the significant level of emotional intelligence and spiritual intelligence simultaneously to the students' academic achievement, formula from Sugiyono (2011) about the significant of the multiple correlations was applied. It is written below:

$$Fh \frac{R^2/k}{(1-r^2)/(n-k-1)}$$

R = Multiple correlation coefficient

K = The total of variable independent

N = The total of sample

$$\frac{0,374^2/2}{(1 - 0.139876)/(26 - 2 - 1)}$$

$$\frac{0.139876/2}{(0,860124)/(23)}$$

$$\frac{0.069938}{(0,860124)/(23)}$$

$$\frac{0.069938}{0,0373966956521}$$

$$=1.8701652319935$$

The result of the formula above can be concluded that the significant correlation between emotional intelligence as the X₁ and spiritual intelligence as the variable X₂ in students' academic achievement as the variable Y in students' academic achievement is =

1.8701652319935. Because the total significance is $= 1.8701652319935 > 0,05$, it concludes if there was no significant correlation between emotional and spiritual intelligence in students' academic achievement.

So, it can be concluded that H_0 accepted. So, there was no significant correlation between emotional intelligence and spiritual intelligence simultaneously to the students' academic achievement.

3.3 Discussion

The researcher describes the result of the data analyzed from questioner about Emotional Intelligence and Spiritual Intelligence to know the significant correlation or not between Emotional Intelligence and Spiritual Intelligence in students' academic achievement at Madako University.

For the first step, the researcher distributes questioner to the students to know students' level of emotional and spiritual intelligence. For the questioner consist of sixty number for emotional intelligence and twenty-nine items for spiritual intelligence. After the researcher collects the data, the researcher checking whether the respondents fill all items or not. Then, the researcher makes the recapitulation of data from the questionnaire.

In the second step, the researcher collects the result of students' academic achievement (KHS) from the participants. It is collected to provide the KHS as documentation data to support the questionnaire as the main data.

Then, the researcher applied normality test to find out whether data is normal or not, that test is questioner of both intelligence, The result of students' emotional intelligence found that test statistic 0,603 is higher than 0.05. So, it can be concluded that the data of emotional intelligence was distributed normally. The result of spiritual intelligence found that test statistic 1,092 is higher than 0,05 so it can conclude that the data of spiritual intelligence was distributed normally. Then, the result of students' academic achievement found that statistic 0.742 is higher than 0.05. So, it can be concluded that the data on students' academic achievement was distributed normally.

The next, the researcher used formula of regression linear. The researcher put the score of emotional intelligence, the score of spiritual intelligence and the result of students' academic achievement to know the correlation between the three variables above. The result showed that the value sig F change = 0.177, it means that the correlation between emotional intelligence and spiritual intelligence with simultaneously to the students' academic achievement is negligible refers to the table interpretation by Sugiyono (2012) who stated that the coefficient interval between 0,00-0,199 the qualification is negligible.

The last step is to answer the second problem statement about which one the aspect that influences students' academic achievement, the researcher analyses the score of every aspect in emotional intelligence as the X_1 and spiritual intelligence as the variable X_2 . The aspects that reach a higher score than the other aspects it means that affects students' academic achievement. For emotional intelligence, self-awareness get 1089 point that state it is affected that the other aspects. For spiritual intelligence,

spiritual religion get 1191 point that state it is affected that the other aspects.

3.4 Conclusion

Based on the result that the research found, it can be described that there was no correlation between emotional intelligence as the X_1 and spiritual intelligence as the variable X_2 in students' academic achievement as the variable Y, this result depends on the result showed sig F change = 0.177, it means that the correlation between emotional intelligence and spiritual intelligence with simultaneously to the students' academic achievement is fair refers to the table interpretation by Sugiyono (2012) who stated that the coefficient interval between 0,00-0,199 the qualification is negligible.

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