



Spiritual Intelligence (SQ) and Their Relationship with Intellectual Intelligence (IQ) of MI Quhas School Students

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ABSTRACT

Spiritual intelligence is closely related to intellectual intelligence. The purpose of this study is to analyze and describe spiritual intelligence and its relationship to the intellectual intelligence of MI Quhas Jambi City students. In this study, MI Quhas Jambi City students will be evaluated based on the level of spiritual intelligence and intellectual intelligence and their relationship to each other. With a complete sampling technique, this study uses a quantitative approach. Based on the results of the study based on the data collected and discussed above, MI Quhas Jambi City students showed a relationship between spiritual intelligence and intellectual intelligence which was dominated by students who scored "very good" (31.25%), "good" (35.42%), "moderate" (20.83%), and "low" (12.50%). Regarding students' intellectual intelligence, students are in the "very good" category with 35.42%, the "good" category with 37.50%, the "moderate" category with 18.75%, and the "low" category with the remaining 8.33%. A significant relationship between students' intellectual intelligence and spiritual intelligence can also be concluded from the results of the correlation test. Thus, this shows that students' intellectual intelligence is significantly influenced by spiritual intelligence.

Keywords: Spiritual Intelligence (SQ); Intellectual Intelligence (IQ)

ABSTRAK

Kecerdasan spiritual berkaitan erat dengan kecerdasan intelektual. Tujuan penelitian ini adalah untuk menganalisis dan mendeskripsikan kecerdasan spiritual dan hubungannya dengan kecerdasan intelektual siswa MI Quhas Kota Jambi. Dalam penelitian ini, siswa MI Quhas Kota Jambi akan dievaluasi berdasarkan tingkat kecerdasan spiritual dan kecerdasan intelektual serta keterkaitannya satu sama lain. Dengan teknik pengambilan sampel secara lengkap, penelitian ini menggunakan pendekatan kuantitatif. Berdasarkan hasil penelitian yang didasarkan pada data yang dikumpulkan dan dibahas di atas, siswa MI Quhas Kota Jambi menunjukkan hubungan antara kecerdasan spiritual dan kecerdasan intelektual yang didominasi oleh siswa yang memperoleh skor "sangat baik" (31,25%), "baik" (35,42%), "sedang" (20,83%), dan "rendah" (12,50%). Mengenai kecerdasan intelektual siswa, siswa berada pada kategori "sangat baik" dengan 35,42%, kategori "baik" dengan 37,50%, kategori "sedang" dengan 18,75%, dan kategori "rendah" dengan sisanya 8,33%. Kaitan yang signifikan antara kecerdasan intelektual dan kecerdasan spiritual siswa juga dapat disimpulkan dari hasil uji korelasi. Dengan demikian, hal ini menunjukkan bahwa kecerdasan intelektual siswa dipengaruhi secara signifikan oleh kecerdasan spiritual.

Kata Kunci: Kecerdasan Spiritual (SQ); Kecerdasan Intelektual (IQ)

INTRODUCTION

Education has a significant impact on raising educational standards through fostering learning to promote Indonesia's overall growth. The most significant action in providing educational services to the community is learning. "Schools are allowed the option to select instructional methodologies and frameworks by the peculiarities of the subjects, students, teachers, and the state of the school's resource inventory." Student-centered learning strategies, methods, and procedures, in general, are better suited to empower student learning. Additionally, students are influenced by the development of science and technology along with the modern era, thus in addition to that, we must have IMTAQ (Faith and Taqwa) and the capacity for analytical thought. As a result, it is required of all students to be able to resist outside and internal pressures that could undermine or endanger the social order, ideologies, personalities, cultures, and environments.

Thus, teachers must develop spiritual intelligence in their students as guidance from religion, as this can help students better understand what values in life imply. Students that possess this skill can avoid the negative cultural impacts of contemporary cultures, such as the ability to behave or behave well. Spiritual intelligence (SQ) is the capacity to give significance to worship to every action and conduct through instinctive movements and ideas, towards a fully developed human being who has an extraterrestrial mind pattern and is principled solely because of God. (Layli Marhamah, 2020) Spiritual intelligence, they will also live in a culture with low spiritual standards. It is distinguished by a materialistic mindset, constrained self-centeredness, loss of religion, and a lack of commitment. A human being must therefore be schooled to have some intelligence in him to avoid becoming a careless pupil. (Handayani 2019)

In contrast, spiritual intelligence, as defined by (Priadi, 2018) is thought, inspiration, and efficiency that are motivated by the divine from whom we are all separate. That "cosmic intelligence, both qualitative and quantitative, can transcend heart intelligence as the pinnacle of intelligence. (Saleh, 2015) Spiritual intelligence (SQ) is the ability to address and resolve issues of meaning and value, namely the ability to situate one's actions and way of life within a wider and richer meaning, the ability to recognize when one's activities or way of life are more significant than those of others. (Ratnasari et al., 2022) The wisdom that exists outside of the conscious ego or soul is connected to the awareness that lies within the self and aids in the healing and development of the entire human being, where people not only recognize the values that already exist but also act with greater creativity. learn new, more comprehensive values. (Hartini, 2017)

Based on the aforementioned reasoning, it is clear how crucial it is to establish spiritual ideals in pupils from a young age. Therefore, efforts are made to instill spiritual values to alter students' attitudes and behaviors to develop understanding, mindset, and good and bad values through teaching, observation, and training efforts whose implementation is sustained so that students develop into moral, moral, ethical, and virtuous individuals. According to (Daud, 2012) spiritual

intelligence serves as the foundation for intellectual intelligence, and it is intelligence (IQ).

A student must have academic aptitudes in addition to spiritual aptitudes. Since students in the present period can think critically and analyze situations with this intelligence, they can make the best decisions that do not contravene the directives of Allah SWT, the universe's creator. Because pupils' ideas must be clean if they already have a nice body, soul, and excellent morals or ethics in the sense of a clean body. The soul and body will likewise be clean if the mind is. Free from everything that could diminish one's piety and faith. Students with intellectual aptitude can therefore behave with purpose and reflect deeply. Intellectual intelligence is the cognitive capacity that all people have that enables them to act purposefully and think critically to solve difficulties. (Jaeni et al., 2019)

Many definitions of intelligence, such as creativity, personality, character, knowledge, and wisdom, are clarified through numerous situations. A clever mind that manages the right and left brains in a balanced manner is referred to as intellectual. (Antara et al., 2022) A person's capacity for rational thought in the face of challenges and the capacity to address a variety of problems is what is meant by intelligence. To increase cognitive intelligence, intelligence is therefore a skill that supports a mentality and is creative and intelligent in making decisions. (Yuriza et al., 2018) To perform their jobs to the best of their ability, That individuals must have acceptable intellectual intelligence (IQ). The three components of cognitive intelligence under consideration are linguistic aptitude, numerical understanding, and numerical reasoning. (Rohmah, 2018)

A person's level of cognitive intelligence is what determines whether they are smart or not. Students can make a variety of inferences based on their ratios thanks to cognitive intelligence measured in terms of (IQ). (Darlis et al., 2015) Assertion that logical thought is a mental capacity. Since many real activities are outward expressions of the rational thought process itself, intelligence/intelligence must be inferred from these actions rather than immediately witnessed. (Hakim, 2021) Emphasize that since general intelligence is a mental capacity involving rational thought processes, it cannot be directly observed. instead, it needs to be deduced from a variety of real acts that are signs of the rational mental process. (Ratnasari et al., 2020)

The importance of intelligence or intellectual ability in every human being (student) can thus be seen. With this ability, a person can enhance their cognitive abilities, encourage deeper and more meaningful thought, and filter the information obtained so that what and how to proceed to remain consistent. Therefore, having a high IQ can at least increase one's quality of life and chances of success in both this world and the next. There are other characteristics, such as the ability SQ or EQ, thus this is not a true indicator of success. According to ¹ (Suparto, n.d.) research findings a person's achievement is not primarily influenced by intellectual intelligence. There are a few exceptions to the assumption that intelligence (IQ) predicts success, meaning that many (or more) examples from real-world situations support that

theory. "At best, factors other than IQ make up around 20% of what determines success in life; the remaining 80% are determined by other influences.

The framework presented above shows that to deal with the current world's onslaught, we must have both intellectual and spiritual intelligence (SQ) so that, in the future, students can develop a clean and pure soul and body as well as a healthy and meaningful attitude. To steer, guide, and help students develop their skills, teachers must be aware of each student's intelligence level (SQ) and IQ. want them to be able to follow their Lord's fortunate path in the future (the straight path). The goal of this study is to ascertain the IQ and SQ scores of the pupils at MI Qohas School in Jambi City. In other words, the question that will be addressed in this study is the degree of the relationship between spiritual capacity (SQ) and intellectual intelligence (IQ) among students at MI Qohas School in Jambi City.

METHOD

This study employs a quantitative methodology and a model of data collecting through observation and questionnaire reporting. This is based on the tool, the data collection procedure, and the data analysis that is quantified or in the form of numbers, and it concludes with a generalization procedure. (Rukajat, 2018) The sample of pupils (children) in this study at MI Quhas School in Jambi City included 48 kids (students). As a result, the study's whole participant population served as the research sample. A questionnaire about observations was used to collect data in this investigation. The panel employed an instrument created by (Risela, 2017) to assess the pupils' spiritual intelligence (SQ). The applicability of this study to his research is taken into account in doing so. Additionally, this is accomplished by taking into account the reliability of the spiritual intelligence (SQ) tool that has been approved by professionals for it to be immediately utilized. The method used to gauge students' intellectual ability (IQ) was developed by (Alwi et al., 2021) and it was modified for use with students Similar considerations are given to this as when using the tool to gauge pupils' level of spiritual intelligence (SQ). Additionally, the study's data were quantified and divided into four classes, namely: Very Good. Well. Moderate and low. This procedure is carried out based on the grade each youngster receives (student). After that, data processing was carried out by doing a correlation analysis, specifically to determine the impact (correlation) between students' intellectual intelligence and spiritual intelligence. Using the SPSS 25 program, a correlation analysis was performed to provide more reliable data. Data analysis concludes with a thorough discussion of the findings.

RESULTS AND DISCUSSION

The results of this study relating to spiritual intelligence and its relationship with the intellectual intelligence of MI Quhas students in Jambi City:

1. **Spiritual Intelligence (SQ) and its Relationship with Intelligence (IQ) of MI Quhas School Students, Jambi City.**

Each study variable is quantified based on the findings of tests and measurements performed using various prepared instruments. This is done to

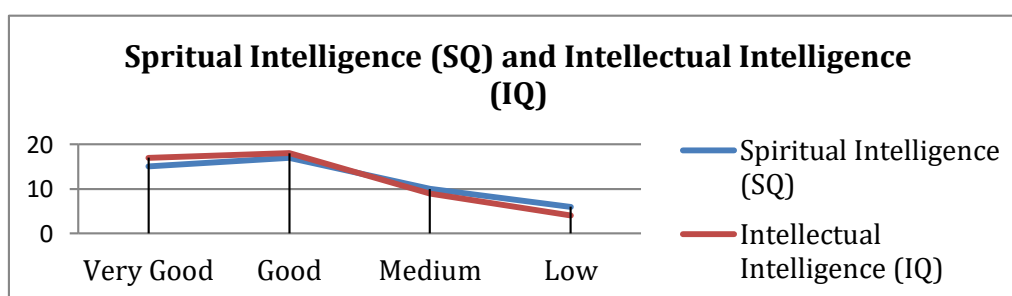
classify or categorize each variable's capacity. Table 1 below shows the outcomes of categorizing each variable:

Table: 1
Spiritual Intelligence (SQ) and Intellectual Intelligence (IQ) of MI Quhas School Students, Jambi City

Aspect	Score	Total	Percentage (%)	Category
Spiritual Intelligence (SQ)	76-100	15	31,25	Very Good
	51-75	17	35,42	Good
	26-50	10	20,83	Medium
	0-25	6	12,50	Low
	Total	48	100	
Intellectual Intelligence (IQ)	76-100	17	35,42	Very Good
	51-75	18	37,50	Good
	26-50	9	18,75	Medium
	0-25	4	8,33	Low
	Total	48	100	

As shown in Table 1, a majority of children's skills that fall into the "very good" group, or as many as 15, or around 31.25%, are those that are spiritually intelligent (SQ). There are 17 kids, or around 35.42 percent, in the "good" group after that. Up to 10 individuals, or roughly 20.83%, fell into the "mid" category, while up to 6 individuals, or roughly 12.50%, fell into the "low" category. Regarding student intellectual intelligence (IQ), children in the ability category "very good" accounted for 17 students, or around 35.42%, of the total. The ability comes next, with up to 18 people, or around 37.5%, falling into the "good" category. More than 4 people, or approximately 8.33%, fall into the "low" group, whereas up to 9 people, or approximately 18.75%, fall into the "medium" category.

In Figure: 1 below, the link between students' levels of spiritual intelligence (SQ) and intellectual intelligence (IQ) is compared:



2. Correlation of Spiritual Intelligence (SQ) with Intellectual Intelligence (IQ) of MI Quhas School Students Jambi City

With the aid of the SPSS 25 program, an analysis is subsequently completed based on the data that has been collected. Bivariate product-moment correlation analysis is the planned analysis.

Table: 2
The analysis findings are displayed in below

Correlations			
		Spiritual Intelligence (SQ)	Intellectual Intelligence (IQ)
Spiritual Intelligence (SQ)	Pearson Correlation	1	.938**
	Sig. (2-tailed)		.000
	N	48	48
Intellectual Intelligence (IQ)	Pearson Correlation	.938**	1
	Sig. (2-tailed)	.000	
	N	48	48

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient (sig., 2-tailed) between students' intellectual intelligence and X (spiritual intelligence) was determined to be 0.000, which is equal to 0.05. These findings demonstrate a strong relationship between students' intellectual intelligence (IQ) and spiritual intelligence (SQ). As a result, it also demonstrates that students' academic intelligence is significantly influenced by their spiritual intelligence. The determined R-value (Pearson correlation), known as Recount is $0.938 > R \text{ table } 0.284$, which is also demonstrated by the correlation data, indicating that there is a significant link between the influence of spiritual intelligence (SQ) and students' intellectual intelligence (IQ). Additionally, both variables have two asterisks (**), which indicates that there is a substantial association when assessed based on the SPSS analysis with an asterisk (*).

As stated above in (Table 1), the "very good" category accounted for up to 15 or approximately 31.25% of students' spiritual intelligence (SQ), the "good" category for up to 35.42%, the "medium" category for 20.83%, and the remaining 12.50% fell into the "low" category. This demonstrates that the kids at MI Quhas School in Jambi City generally have strong spiritual abilities. The procedure of improving pupils' spiritual intelligence at the school is quite simple given their degree of spiritual intelligence. The predicament should, however, increase the challenge for educators and students to pursue greater growth. Given that students still require more systematic support to advance and put into practice what they learn to become honorable and helpful citizens for their home and country through their spiritual intelligence.

As for the student's degree of intellectual intelligence, it is dominated by those who fall into the "very good" category, which includes 17 kids or around 35.42%, "good," which includes 37.50%, and "medium," which includes 18.75%, and "low," which includes the remaining 8,33%. This demonstrates how pupils of MI Quhas School in Jambi City have varying levels of intellectual intelligence, with the "excellent" and "very good" categories predominating. Therefore, it is necessary to continue fostering kids' intellectual development for these circumstances to persist. Such development is desperately needed to produce thoughtful, analytical, and open-minded individuals who can fulfill the objectives and standards of Islamic education.

There is a clear relationship between students' intellectual and spiritual intelligence, as shown by the presentation of the data in Table 2. Or put another way, it may be said that pupils' intellectual intelligence is significantly influenced by their spiritual intelligence. The two factors thus have a significant mutual influence. Students' academic performance will mirror their spiritual intelligence, and vice versa if the outcomes are positive. This circumstance demonstrates the interdependence and mutual determination of the two variables. Consequently, in a learning process led by the teacher, the two can likewise be developed simultaneously.

The students' spiritual intelligence and intellectual intelligence are generally of a high caliber, as shown by the presentation of the statistics above (Table 1). However, coaching and development must continue to be done to maximize the child's understanding and potential. One crucial method for maximizing students' potential is through the educational process. (Masni, 2018) Additionally, the maximizing students' potential is an essential component of educational endeavors and even the fundamental nature of those efforts. Thus, students at MI Quhas School in Jambi City must achieve their potential. (Nurhasanah et al., 2016) Self-potential is a fundamental talent that everyone possesses but is currently untapped. If encouraged by the environment, training, and proper resources, it can be developed. (Masni, 2017)

Discussion

Thus, students at MI Quhas School in Jambi City must fulfill their potential. The potentials of spiritual intelligence and intellectual intelligence are among those that must be grasped in the current era. Where pupils can develop a pure soul, a stronger relationship with the creator, and the ability to serve as a guard against stumbling into life's negative experiences. this. Students who possess spiritual intelligence can control their thoughts and emotions because they become one with people and cannot be separated from them. According to Spiritual Quotient (SQ), IQ and EQ cannot function properly without the support of the Spiritual Quotient (SQ). The ultimate form of intelligence is even spiritual. It follows that other aspects of intelligence, such as IQ and EQ, will not properly grow without a good (SQ).

Realizing the significance of fostering pupils' capacity for self-awareness and intellectual development to foster the development of a strong soul with a strong desire to seek happiness in this life and the next. The point that everyone has this

potential, comparing it to an uncut diamond. It is also everyone's responsibility to see each other's potential, polish it to a brilliant sheen with tremendous resolve, and use it for eternal enjoyment. (Wahidah, 2016) Spiritual intelligence (Spiritual Quotient), also known as SQ, is the ability to solve problems of meaning and value, specifically the ability to view behavior and daily life in the context of wider and richer meaning and the ability to determine whether one's actions or way of life are better. in comparison to others, important (Lubis, 2018).

Additionally, (Aridhona, 2017) concept of spiritual intelligence refers to the potential of the non-material aspect of the human spirit. This assertion To creatively transform sorrow into a high spirit of life so that suffering changes into happiness in life, humans must be able to discover the meaning of life. The ability to use intelligence to overcome the challenges that humans experience in life is known as spiritual intelligence (Cahyani & Pratama, 2021).

In his research, Irma (Irma, 2021) claimed that kids with spiritual intelligence will eventually mature into admirable adults who have the patience to work through problems or difficulties in life well and the capacity to find spiritual purpose. With this spiritual intelligence (SQ), we can employ the (IQ) and EQ that we have to the fullest extent possible, because (SQ) can integrate all of our intelligence, making us whole people in the intellectual, spiritual, and spiritual senses." Therefore, it is clear that spiritual intelligence is an intellect that is capable of integrating all of one's inner potential to create a soul that is calmer and more focused, capable of solving issues without conflict, full of knowledge, and full of serenity. (Wachidah & Habibie, 2021)

Intellectual intelligence is equally important as spiritual intelligence, which is a quality that every human being must possess. This is because intellectual ability is not the only factor that determines whether students or people will succeed in living their lives successfully in this world or the next. specifically, intellectual intelligence. Because these two pieces of information are related to one another. A person's capacity to apply religious principles is the core of their beliefs and the foundation for carrying out all the necessary actions and being able to comprehensively energize their (IQ), (EQ), and (SQ) skills. (Farida, 2019)

The potential of SQ and IQ intelligence will become every person's or student's self-control in controlling his passions to avoid falling into the valley of misguidance, and his intellect or intellect must be clean. The relationship between the two cannot be separated to navigate this fully digital and modern world. as stated. A person who uses his mind places his thoughts in control of every action he takes and does not allow his desires to take control of him. Because reason plays an extremely important function in assisting every process of human life, reason is one of the greatest gifts that God has given to mankind. (Hanum, 2020)

The ability to discriminate between right and wrong, good and bad, to live this life, is therefore crucial for kids to develop intellectual or reasonable reason. Intellectual intelligence is a skill made up of three abilities: a) the capacity to guide thoughts or direct actions; b) the capacity to modify the direction of action once it has been taken; and c) the capacity to evaluate oneself. (Anam & Ardillah, 2016)

continued by stating that intellectual intelligence is the capacity required to engage in a variety of mental tasks, such as problem-solving, inference, and thought. Intellectual intelligence is the capacity to learn, remember, and apply knowledge to comprehend abstract and concrete concepts as well as the connections between ideas and objects, and to apply knowledge effectively. (Asholihah, 2018)

It is crucial to comprehend and study the Qur'an and carefully consider each verse so that it always has a beneficial influence on one's life, who claim that the intellectual intelligence bits that humans possess as described in the Qur'an paint a true picture of how God endowed humans with extraordinary potential in the form of reason and mind that will make the difference between humans and other God's creatures. Therefore, it is clear that some intellectual intelligence refers to a person's capacity to learn, master, and use knowledge in solving issues. (Ansoriy & Gontor, 2021)

Giving case study assignments that more accurately reflect actual accounting practice is one way to work on enhancing students' intellectual and spiritual intelligence. other; comprehension skills. Additionally, (Kusmiyati et al., 2013) emphasized that when faced with obstacles, the world around them thinks logically and successfully utilizes resources. Research conducted in Yogyakarta in 2008 discovered 29,234 instances of children's intellectual capacity declining as a result of health issues. 1,2 An intelligence test that seeks to reveal whether someone can reason better than others is one technique to gauge intellectual intelligence. Attention to different tasks and exercises, storing and retrieving factual information, thinking aloud, working with numbers, abstract and analytical reasoning, problem-solving, and applying prior knowledge are all mentioned. (Kusuma & Rizki, 2017).

CONCLUSION

Based on the data collected, the discussion that followed, and the results of the study, it can be said that the students at MI Quhas School in Jambi City have a spiritual intelligence profile that is dominated by capable students, with a "very good" category of up to 31.25%, a "good" category of up to 35.42%, a "medium" category of up to 20.83%, and a "low" category of more than 12.50%. In terms of students' intellectual aptitude, pupils with abilities in the "very good" category account for 35.42%, the "good" category for 37.50%, the "medium" category for 18.75%, and the remainder 8.333% in the "low" category." A significant association between students' intellectual intelligence and spiritual intelligence (SQ) can also be inferred from the correlation test's findings (IQ). As a result, it demonstrates that students' intellectual intelligence (IQ) is significantly influenced by their spiritual intelligence (SQ).

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