The Effect of Emotional Intelligence and Intelligence Spiritual with Student Characters

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Abstract

This study aims to analyze the effect of emotional intelligence on students characters, to analyze the influence of spiritual intelligence with student characteristics, analyzing the influence of emotional intelligence and spiritual intelligence on the character of students. This research method is a quantitative study using correlational analysis. The population in this study were students of class VII SMP Negeri 2 Wonosobo Tanggamus. The research sample of 69 students, the sampling technique used was simple random sampling. This research uses data collection techniques using observation, interviews, questionnaires, documentation, literature study. The results of this study indicate that: 1) there is an effect of emotional intelligence on the character of class students with tcount> ttable or 3.268> 1.996; 2) there is an influence of spiritual intelligence on the character of students with tcount> ttable or 3,112> 1,996; and 3) there is an influence of emotional intelligence and spiritual intelligence on the character of students with Fcount> Ftable or 10.139> 3.14. This indicates that the higher the emotional intelligence and spiritual intelligence, the better the character of the students.

Keywords: *Influence; Emotional Intelligence; Spiritual Intelligence; Character*

Introduction

In the world of formal education, learning can show positive changes so that at the final stage new characters, skills, skills and knowledge will be obtained. One of the most important factors in the education system, because through this process the goals of education can be achieved in the form of changes in student behavior. Many people argue that to have superior character and achieve high achievement in learning, a person must have a high intelligence quotient (IQ), because IQ is a potential provision that will facilitate learning and in turn will result in optimal learning achievement. In schools, it is often found that there are students who have high intelligence abilities but get relatively low learning achievement, but there are students who, although their intelligence abilities are relatively low, can achieve relatively high learning achievement.

Education in schools does not only need to develop rational intelligence, which is a model of understanding that is usually understood by students, but also needs to develop students emotional and spiritual intelligence. Emotional intelligence also determines a person attitude in making decisions in life.

Spiritual intelligence also influences the success of one education. Emotional intelligence and spiritual intelligence are an amalgamation of the idea of two energies. Emotional intelligence as a straight, horizontal line between humans and humans. Meanwhile, spiritual intelligence is a vertical straight line between humans and God. Emotional intelligence and spiritual intelligence are also needed to guide students thoughts and actions.

The formation of character is based on the fact that character plays a very important role in directing humans to achieve their goals. Social studies learning has an important role in shaping the character of the nation. Because social studies learning has character education that aims to make students good citizens, then also cares about social and environmental problems, and has a high sense of nationality. Student character can be formed by developing two aspects of intelligence, namely emotional and spiritual.

Emotional intelligence is the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves and the ability to manage emotions well in ourselves and in dealing with others (Goleman, 2005). Emotional intelligence is a subset of social intelligence that involves the ability to monitor feelings and emotions both in oneself and in others, sort everything out, and use this information to guide thoughts and actions (Solovey in Aunurrahman, 2016: 87). The emotional intelligence component places Gardner personal intelligence in the basic definition of emotional intelligence into five main areas, namely; 1) recognizing one's emotions; 2) managing emotions; 3) motivate yourself; 4) recognizing other people's emotions; 5) building relationships (Salovey in Goleman, 2005: 58-63).

Spiritual intelligence is more of a concept that relates to how a person is intelligent in managing and utilizing the meanings, values, and qualities of his spiritual life, spiritual life here includes the desire to live meaningfully (the will to meaning) which motivates human life to always seek. the meaning of life and yearning for the meaningful life (Mujib, 2005). Seven aspects of spiritual intelligence (leader) related to personality include: 1) having self-awareness; 2) have a vision; 3) flexible; 4) have a holistic view; 5) make changes; 6) source of inspiration; 7) self-reflection (Zohar, 2007).

Character is the psychological, moral or character traits that characterize a person or group of people as well as the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality manifested in thoughts, attitudes, feelings words and actions based on religious norms, law, manners, culture, and customs (Alwi, 2002).

Human character development is a hard and deliberate effort to build the character of students (Mu'in, 2011: 296), namely:

1) Children in our lives have different backgrounds, have different potentials which are shaped by experiences from family and intelligence tendencies obtained from anywhere so that we must accept the fact that character building is a process of building from raw materials into molds according to their respective talents.

2) We must accept the fact that character building is a process so that it doesn't matter that the child's abilities are different, it doesn't matter if the child is stupid.

Research Methods

This research is a quantitative study using correlational analysis to determine whether there is an influence between emotional intelligence and spiritual intelligence with the characters in integrated social studies subjects. This research design uses a survey by distributing a questionnaire to test the presence or absence and strength of the influence of the variables involved in an object or subject under study.

The population in this study were students of class VII SMP Negeri 2 Wonosobo Tanggamus. The sample used was 69 students. The sampling technique used in determining sample members is the simple random sampling technique. To determine students from each class who will be taken as sample members, the lottery method is used. Data collection techniques that researchers use in research, including: observation, interviews, questionnaires, documentation, literature study.

This study consists of two variables, namely the independent variable and the dependent variable. The independent variable in this study is emotional intelligence (X1) and spiritual intelligence (X2), while the dependent variable is student character (Y).

Result and Discussion

1.1 Variable Data Description

Data on Emotional Intelligence, Spiritual Intelligence, and Character Building for eighth grade students of SMP Negeri 2 Wonosobo Tanggamus were obtained using a valid questionnaire. The researcher gave the questionnaire to respondents in class VII SMP Negeri 2 Wonosobo Tanggamus who had been drawn as a sample. The data will be used as a barometer to answer the hypothesis in this study.

a. Description of Emotional Intelligence Variable

Emotional intelligence data were obtained using a questionnaire consisting of several question items with a scale of strongly agree, agree, neutral, disagree, and strongly disagree. Emotional intelligence is a specific process of information intelligence which includes the ability to generate and express one's own emotions to others, controlling emotions, and using emotions to achieve goals. That Class VII students of SMP Negeri 2 Wonosobo have high category emotional intelligence as many as 12 students (17.4%), medium category 46 students (66.7%) and low category amounted to 11 students (15.9%). So that, the tendency of students emotional intelligence variables is in the medium category.

b. Description of Spiritual Intelligence Variable

Data on students spiritual intelligence were obtained from the results of distributing questionnaires. The categorization of students spiritual intelligence is divided into high, medium and low categories. Of the 69 students who were given a questionnaire, there were 15 students or 21.7% who had high spiritual intelligence, 46 students or 66.7% were in the moderate category, and 8 students or 11.6% were in the low category. So the tendency of the spiritual intelligence variable for class VII SMPN 2 Wonosobo Tanggamus is in the medium category.

c. Description of Character Variable

Student character data were obtained using a questionnaire containing several character indicators. The results of the statistical test of the character variables for the VII grade students of SMP 2 Wonosobo, where the high category was 15 students (21.7%), the medium category was 46 students (66.7%) and the low category was 8 students (11.6%). Classically, the tendency of the student character variables is in the medium category.

Table 1. Categorization of Student Character

Variable	Frequency		Category
	F	**%**	
Emotional Intelligence	46	66,7	Medium
Spiritual Intelligence	46	66,7	Medium
Character	46	66,7	Medium
Amount	**69**	**100,0**	

Source: Researcher data processing 2020

1.2 Data Analysis Prerequisite Test

a. Normality Test

This normality test aims to determine whether the captured data from each variable is normally distributed or not. The data requirement is that the data is normally distributed if the Sig (2-tailed) value obtained from the calculation is greater than the 5% alpha level or Sig. (2-tailed) > 0.05. The output of normality test results using SPSS) version 16.0 windows.

The data is normally distributed where the significance value is 0.967. Overall, the data is normally distributed because the significance value is greater than the significant level of 0.05.

b. Linearity Test

The linearity test can be done by looking at the significance value and the f_{count} value, which is carried out on the independent and dependent variables in the study, with the criterion that if the significance value of the linearity test is greater than the significant level value which in this research is set at 0.05, the data is linear, whereas if the significance value of the linearity test is smaller than the significant level value which in this research is set at 0.05, the data is non-linear.

Table 2. Recapitulation of Regression Linearity

Variable	Sig.	Condition	Decision	Conclusion
Emotional Intelligence (X_1)	0,690	0,690 > 0,05	Accept H_0	Linear
Spiritual Intelligence (X_2)	0,456	0,456 > 0,05	Accept H_0	Linear

Source: Research Primary Data Processing 2020

Based on the table above, the calculation results for all variables (Sig. Value) in all deviation from linearity> 0.05, thus H_0 is accepted, which states that regression is linear.

c. Multicollinearity Test

The multicollinearity test is carried out in order to determine whether there are deviations from the classical assumptions, namely the existence of a linear relationship between the independent variables. The basis for decision making in the mulicollinearity test is as follows.

1) Looking at the tolerance value, if the tolerance value is greater than > 0.10, multicollinearity does not occur.

2) Looking at the VIF value, if the VIF value is less than 10.00 then multicollinearity does not occur.

Table 3. Multicollinearity Test Recapitulation

Variable	Tolerance	VIF	Explanation
Emotional Intelligence (X1)	0,353	1,015	Multicollinearity does not occur
Spiritual Intelligence (X2)	0,336	1,015	Multicollinearity does not occur

Source: Research Primary Data Processing 2020

Based on the table above, the independent variable has a Tolerance value above 0.10 and a VIF value far below the number 10. So it can be concluded that in this model there is no multicollinearity problem or there is a strong relationship or correlation between the independent variables.

1.3 Hypothesis Testing

a. The Influence of Emotional Intelligence with Student Character

The first hypothesis is the influence of emotional intelligence on students characters. Based on the results of the analysis with the SPSS program, the following data were obtained.

Table 4. Results of SPSS Variable X1 Regression Processing Output

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,256	10,222		7,655	,000
	X1	,209	,064	,371	3,268	,002

Source: Research Primary Data Processing 2020

Based on the results of the calculation of the SPSS regression variable X1, it is revealed that emotional intelligence has an influence on student character. The result of the calculation using simple regression shows that there is an influence with $t_{count} > t_{table}$, namely 3.268 > 1.996. This means that H0 is rejected and H1 is accepted, or thus "There is an influence of emotional intelligence on the Character of Class VII Students of SMP Negeri 2 Wonosobo Tanggamus academic year 2019/2020".

b. The Influence of Spiritual Intelligence on Student Character

The second hypothesis is the influence of spiritual intelligence on the character of students. Based on the results of the analysis with the SPSS program, the following data were obtained.

Table 5. Results of the SPSS Variable X2 Regression Processing Output

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	77, 210	11,064		6,979	,000
	X2	,282	,091	,355	3,112	,003

Source: Research Primary Data Processing 2020

Based on the results of the analysis using SPSS, it shows that the regression coefficient for X1 is 0.355 which states that each addition of one unit of the X variable will increase the Y variable or if spiritual intelligence is good it will increase the character of the students by 35.5%. Obtained partially t_{count} for spiritual intelligence of 3,112 and ttable with dk = 67 at 0 0.05 at 1.996 thus $t_{count} > t_{table}$ or 3.112 > 1.996 this means that H0 is rejected and H1 is accepted, or in other words there is an influence of spiritual intelligence on student characteristics. Class VII SMP Negeri 2 Wonosobo Tanggamus academic year 2019/2020. The results showed that spiritual intelligence has an influence on the character of

students. The result of the calculation using simple regression shows that there is an influence with $t_{count} >$ t_{table}, namely $3,112 > 1,996$.

c.   The Influence of Emotional Intelligence and Spiritual Intelligence on Student Character

The third hypothesis "there is an influence of emotional intelligence and spiritual intelligence". Based on the results of the analysis with the SPSS program, the following data were obtained.

Table 6. Results of SPSS Processing Output Variable X1 & X2

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1639,797	2	819,898	10,139	,000(a)
	Residual	5337,276	66	80,868		
	Total	6977,072	68			

Source: Research Primary Data Processing 2020

The table above tests the hypothesis and is analyzed using the F statistic, from the results of data analysis with SPSS 15.0, it is obtained that $F_{count} = 10.139$ with a significance (sig.) Of 0.000, while F_{table} with degrees of freedom (dk) for the numerator = 2 and the denominator nk-1 = 66 with α = 0.05 from the list of tables obtained = 3.14, thus $F_{count} > F_{table}$ or $10.139 > 3.14$ then H0 is rejected and accepts H1.

Based on the results of the multiple regression test $(Ry_{(1,2)})$ shows that the sig. equal to $0.000 < 0.05$ and the results of the F test obtained $F_{count} = 10.139$ with, while the F_{table} with degrees of freedom (dk) for the numerator = 2 and the denominator nk-1 = 66 with α = 0.05 from the table list obtained = 3.14, thus $F_{count} > F_{table}$ or $10.139 > 3.14$. This indicates that there is an effect of X1 and X2 simultaneously on Y. So, the higher the emotional intelligence and spiritual intelligence, the better the character of the students.

Conclusion

Based on the results of the research and discussion above, it can be concluded that:

1) The influence of emotional intelligence on the character of grade VII students of SMP Negeri 2 Wonosobo Tanggamus academic year 2019/2020, with $t_{count} > t_{table}$ or $3.268 > 1.996$.

2) The influence of spiritual intelligence on the character of grade VII students of SMP Negeri 2 Wonosobo Tanggamus academic year 2019/2020, with $t_{count} > t_{table}$ or $3,112 > 1,996$.

3) The influence of emotional intelligence and spiritual intelligence on the character of class VII students of SMP Negeri 2 Wonosobo Tanggamus in the academic year 2019/2020, with $F_{count} > F_{table}$ or $10.139 > 3.14$. This indicates that the higher the emotional intelligence and spiritual intelligence, the better the character of the students.

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