

The Influence of Spiritual Intelligence, Emotional Intelligence and Intellectual Intelligence towards Student Learning Achievement

doi <https://doi.org/10.31004/jele.v10i2.682>

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ABSTRACT

This study investigates the influence of Spiritual Intelligence, Emotional Intelligence, and Intellectual Intelligence on students' English learning outcomes. The primary objective of this research is to determine the extent to which these three forms of intelligence influence students' academic performance in English, and to assess how strong the impact of each form of intelligence is on learning achievement. This study uses a survey method with correlational and regression analysis techniques to examine the relationships between the three independent variables—Spiritual Intelligence, Emotional Intelligence, and Intellectual Intelligence—and one dependent variable, English learning achievement. The key findings of this study reveal a significant simultaneous influence of Spiritual Intelligence, Emotional Intelligence, and Intellectual Intelligence on English learning achievement, with a Sig value of 0.000 and an F count of 43.27. These three intelligences together account for 60.3% of the variance in English learning achievement, while the remaining 39.7% is attributed to other factors not studied. Additionally, each form of intelligence individually shows a significant impact on learning achievement: Spiritual Intelligence (Sig = 0.000, t = 4.001), Emotional Intelligence (Sig = 0.001, t = 3.684), and Intellectual Intelligence (Sig = 0.001, t = 3.687). These findings suggest that enhancing Spiritual, Emotional, and Intellectual Intelligence can significantly improve students' academic performance in English.

Keywords : *Spiritual Intelligence, Emotional Intelligence, Intellectual Intelligence, Student Learning Outcomes*

Article History:

Received 04th February 2025

Accepted 10th March 2025

Published 16th March 2025



INTRODUCTION

Indonesia is preparing itself to face the Asian Economic Community (AEC) which is an effort by this nation to compete in the ASEAN free market in order to improve the quality of the economy. So as an initial step to realize all of that is to improve the quality of Human Resources (HR). With high HR qualifications, Indonesia is able to have high competitiveness and competition in the international arena.

The influence of Spiritual Intelligence, Emotional Intelligence, and Intellectual Intelligence on English learning achievement can be understood through the unique roles each type of intelligence plays in the learning process. Spiritual Intelligence (SQ) refers to the ability to apply spiritual values and principles to everyday life, which can enhance students' self-awareness, motivation, and resilience in facing academic challenges (Amram, 2007). This form of intelligence has been shown to improve students' ability to cope with stress and engage in reflective practices, fostering a deeper understanding of learning material. Emotional Intelligence (EQ), which involves the ability to perceive, control, and evaluate emotions, is also critical for academic success. Research suggests that students with high EQ tend to have better

interpersonal relationships, higher motivation, and greater emotional regulation, all of which contribute to more effective learning environments (Salovey, 1990). Furthermore, Intellectual Intelligence (IQ), which encompasses cognitive abilities such as problem-solving, logical reasoning, and memory, directly affects how students process and retain information. Studies have consistently linked higher IQ scores with better academic performance, particularly in language learning, where cognitive flexibility is essential for mastering grammar, vocabulary, and syntax (Gottfredson., 1997). Together, these forms of intelligence provide a comprehensive framework for understanding how students engage with and excel in learning English.

Meanwhile, English language skills for human resources in Indonesia are considered capable of being a catalyst to move towards the MEA with full confidence. Because English has a very significant role in the global world. It is undeniable that science and technology develop along with the development of the language itself. So that in the current era of continuous progress, English is the key to opening the door to broader knowledge, both in literacy and communication.

English is able to be a benchmark for individual competence in facing world developments, both in the fields of economics, business, technology and politics. Success that will be achieved in certain targets begins with mastery of English as a requirement that must be met. This ability automatically legitimizes the character in individuals to be optimistic and not stutter when faced with spontaneous progress and development.

What needs to be realized is that English cannot be separated from the growth and development of children. The education system in Indonesia always presents English in the learning curriculum. Since elementary school to college there are always English lessons, even in religious majors, English is always there as a capital skill to support the knowledge that has been achieved.

Teachers as the main actors in formal education in Indonesia generally carry out the task as professional educators who must pay attention to the quality of students in understanding the lessons. Because this is a determinant of student success in learning. This statement is in line with Law No. 14 of 2005 which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

The success of student learning, especially in English subjects, can be measured through increased learning achievement, namely in the form of student grades and abilities in communicating in English, both orally and in writing. Teacher awareness to improve students' English learning achievement. In order to respond to the changing times, it is emphasized by the National Education System Law No. 20 of 2003, chapter 2, article 1, which explains that national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times.

To realize the achievement of maximum learning outcomes, it is necessary to develop three dimensions of intelligence, namely; Spiritual intelligence, Emotional intelligence, and Intellectual intelligence. The application of these three intelligences in the Indonesian education system is very essential, because its application is able to form ideal student characters in the learning process. As stated in Law No. 20 of 2003 concerning the National Education System which states that the goal of national education is to create humans who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Spiritual, emotional and intellectual intelligence must go hand in hand, it cannot be prioritized on only one aspect of intelligence. Because in reality so far, intelligence development has only focused on intellectual intelligence, not holistically covering all aspects. So that emotional intelligence that is oriented towards attitudes and spiritual intelligence that instils divine values are often neglected. In fact, both of these intelligences are the most important parts that cannot be left behind to realize ideal students according to the constitution. These three elements are entities of intelligence that must be mastered by students to achieve maximum

learning achievement, as mentioned in the book by (Gouinlock, 1972) which explains the essence of the three intelligences as a whole, namely:

"Intelligence describes the behaviour involved in attempting to solve the difficulties of problematic situations. Thus, for present purposes, it can be said that "Intelligence" describes those operations by which the meaning of the events of the environment are discovered, developed, manipulated, and tested. Intelligence, of course, implies distinctive capacities in the organism as well as in the environment".

The meaning of the statement above is that intelligence projects human behaviour involved in efforts to solve various problems. It can be understood from the statement above that intelligence is able to find, develop, manipulate and test the meaning of every event that occurs in the environment, intelligence implies a special capacity in managing the environment. (Ulric Neisser, 1996) in his scientific journal defines intelligence as: "Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought."

Intelligence in humans is what differentiates one individual from another in various ways such as; the ability to understand complex ideas, the ability to adapt to the environment effectively, the ability to learn from experience, the ability to engage in various forms of reasoning, and the ability to solve problems by thinking of the best way out. The synergy between each intelligence according to (Cairnes, 2011) is " While IQ allows us to think and EQ helps us relate, SQ allows us to do both these things during times of rapid change. IQ & EQ were sufficient in a relatively static world. SQ provides the linkage in times of paradigm shift and chaos."

Intellectual intelligence allows humans to think and emotional intelligence helps to connect with what is thought, while Spiritual intelligence allows us to do both of these things in a short time. Intellectual and emotional intelligence are sufficient in a relatively static world. Spiritual intelligence is also able to create connections on paradigm shifts and chaos. (Helliwell, 2022) emphasizes; "There are three type of intelligence that determines our inner and outer success in life. IQ (intellectual or rational intelligence). Usually equated with having high logical, strategic, mathematical and linguistic talents. Good for solving problems. EQ (emotional intelligence). Equally important as IQ in determining success. People with a high EQ relate well with others, have high self-esteem and respond appropriately to situations. SQ (Spiritual Intelligence). Not a recognized intelligence to date but just as essential to our well-being. Puts our individual lives in larger context. Gives meaning and purpose in life and allows us to create new possibilities.

These three types of intelligence are the determinants of achieving success, both success from within and outside of oneself. Intellectual intelligence forms high logical, strategic, mathematical and linguistic talents. Good for solving problems. Emotional intelligence forms character and attitudes to be able to relate well to others, have high self-esteem and respond appropriately to all situations. While spiritual intelligence has welfare values, which place individual lives in a broader context. Provides meaning and purpose in life and allows each individual to create new possibilities.

These three types of intelligence have their own meanings, namely the first is spiritual intelligence, according to (Marshall, 2001) Spiritual intelligence is the intelligence we use to create goodness, truth, beauty, and compassion in our daily lives, families, organizations, and institutions. Spiritual intelligence is how we use those meanings, values, goals, and motivations in our thinking and decision-making processes.

Second, emotional intelligence. (Sawaf, 1998) define emotional intelligence as the ability to feel, understand, and selectively apply the power and sensitivity of emotions as a source of human energy and influence. Emotional intelligence requires knowing the types of feelings, to learn to recognize, appreciate feelings in oneself and others and respond to them appropriately, effectively applying energy. While Intellectual Intelligence is an intelligence that gives the individual the ability to calculate, analogize, imagine and have the power of creativity and

innovation. Intellectual intelligence is a single intelligence of each individual which is basically only related to the cognitive aspect of each individual. (Sholichin, 2013). Because these three types of intelligence cannot be separated from the achievement of student learning achievement. Because each other complements and contributes to the process of student learning development. Cannot only rely on intellectual intelligence alone, or Spiritual Intelligence alone, then if that happens efforts to achieve maximum learning achievement will not be realized.

METHOD

This study uses a survey method using correlational and regression analysis techniques, namely looking for the relationship of influence between three independent variables and one dependent variable. This method will reveal factual data based on the information found. As mentioned by (Suwartono, 2014) that surveys include research that aims to collect factual information to describe existing phenomena. A sample is a subset or representation of the population being studied (Akunto, 2006). According to Sudjana (Sudjana, 2009), a sample is a portion taken from the population. The technique used in this study is proportional random sampling, where the sample size is determined proportionally from the population. Sampling is carried out evenly across each school, ensuring that all respondents have an equal opportunity to be selected as participants in the study.

Sugiono (Sugiyono, 2007) states that in studies using multivariate analysis (such as ANOVA or multiple regression), the minimum sample size should be 10 times the number of variables being studied. Based on this, the sample size for this study was determined by selecting 20 respondents from each school.

Table 1. shows the distribution of respondents from the target population

No	School Name	Population of Grade VIII	Sample Size
1	SMP Tahfidz Nurul Muthofa	168	20
2	SMP Hasbunallah	193	20
3	SMP Plus Pertamina	180	20
Total		541	60

From the accessible population, 10% was taken as a sample for the study. Therefore, the sample size was determined as $541 \times 10\% = 54.1$, rounded to 60 respondents. The selection of 60 students as respondents was carried out using the **two-stage random sampling** technique, where the sampling is randomly done from the entire population without considering the strata present in the population (Sugiyono, 2007). Research with this method is by visiting the research object directly with an instrument in the form of a questionnaire or multiple-choice questions. The research that I will do is sample research, namely research that makes some of the research subjects to represent the population.

The relationship between these variables can be described in the following problem constellation:

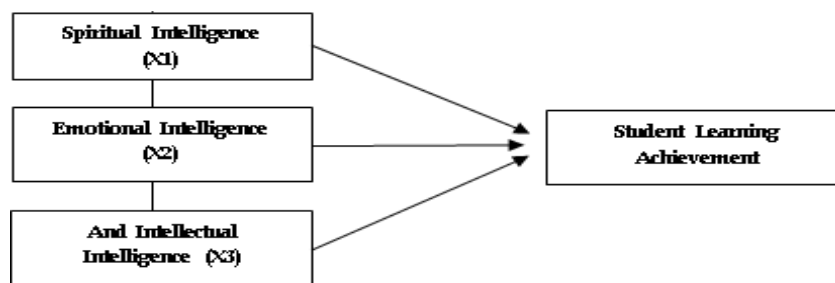


Figure 1. Research Paradigm

- X1 : Spiritual Intelligence
- X2 : Emotional Intelligence
- X3 : Intellectual Intelligence

Y : English learning achievement

According to (Akunto, 2006) population is the entire subject of research. Meanwhile, according to (Sudjana, 2009) population is the totality of all possible values, calculating results or measurements, quantitative or qualitative regarding certain characteristics of all members of a complete and clear collection whose properties are to be studied. So, the population is the entire subject of research in the form of quantitative and qualitative data from measuring and calculating. Based on the opinion above, the population in this study were grade VII students at private junior high schools in Tabalong regency which were limited to grade VIII students of Tahfidz Nurul Musthofa Junior High School, Hasbunallah Junior High School, and Pertamina Plus Junior High School in Tabalong regency.

The technique used in this study is proportional random sampling, namely from the population the number of samples is determined as research objects, sampling is carried out evenly to each school so that all respondents have the same opportunity as research samples. (Sugiyono, 2007) said that if in a study that conducts multivariate analysis (annova or multiple regression), then the number of samples is at least 10 times the number of variables to be studied. Based on that, it can be determined as a sample in this study. The number was taken from each school as many as 20 respondents. To find out the students' English learning achievement, the data needed in this study are the students' English scores on their report cards, while for intellectual intelligence, it is taken from the results of the IQ test at the research location and emotional and spiritual intelligence, data collection is done by distributing questionnaires to students as respondents as many as 60 people. The collected questionnaires are then scored by giving a score of 4 for very high answers and 1 for very low answers.

This study consists of 3 independent variables and 1 dependent variable. The independent variables in this study are Spiritual intelligence (X1), emotional intelligence (X2), intellectual intelligence (X3) while the dependent variable is English learning achievement. The variable of spiritual intelligence is the mental ability possessed by a person to build himself as a whole through various positive activities so that he is able to solve various problems by seeing the meaning contained therein.

The Emotional Intelligence variable is a score obtained from students' abilities which include recognizing emotions, managing emotions, motivating themselves, recognizing other people's emotions and building relationships with other people. The variable of intellectual intelligence is intellectual ability, analysis, and ratio. If someone has good intellectual intelligence, for him/her, no information is difficult, everything can be stored and processed, at the right time and when needed, processed and re-informed. In other words, intellectual intelligence is intelligence to receive and process information into facts. English learning achievement variable is the value obtained by students after taking a test given by the teacher with indicators of mastery of the material that has been delivered by the teacher. So, in the study, student report card scores will be used as a measuring tool to assess learning achievement.

To calculate the validity of students' emotional intelligence items, the Product moment person correlation formula is used, where the criteria for accepting instrument items with r table, which is determined by a one-sided test with a significance level (α) = 0.05 and a degree of confidence (df) = $k-2$ (where k = number of trial respondents). The criteria for the validity of the test items are if r count is greater than r table then the item is considered valid, while if r count is smaller than r table then the item is invalid and is not used or the statement item is discarded. The results of the test were conducted on 40 respondents outside the research sample using a significance level of 5%.

FINDINGS AND DISCUSSION

Statistical description of the results of calculations and tests carried out with the help of a computer through the SPSS 20 application program, as well as its analysis and discussion. Statistical description of the research data can be seen in the following table:

Table 2. Research Data Description

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Spiritual_Intelligence	60	71.00	129.00	98.00	100.00	12.7691
Emotional_Intelligence	60	69.00	121.00	100.25	101.00	12.3722
Intellectual_Intelligence	60	68.00	126.00	99.09	100.50	15.655
English_learning_achievement	60	50.00	95.00	74.33	75.00	10.74
Valid N (listwise)	60					

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Table 3. The Description of data

Variable	Description
Spiritual Intelligence	Scores range from 71.00 to 129.00, with a mean of 98.00 and a standard deviation of 12.77.
Emotional Intelligence	Scores range from 69.00 to 121.00, with a mean of 100.25 and a standard deviation of 12.37.
Intellectual Intelligence	Scores range from 68.00 to 126.00, with a mean of 99.09 and a standard deviation of 15.66.
English Learning Achievement	Scores range from 50.00 to 95.00, with a mean of 74.33 and a standard deviation of 10.74.

The Spiritual Intelligence score obtained from the respondents had an average of 98.09 with a standard deviation of 12.77, a median of 100, a minimum score of 71 and a maximum score of 129. The number of questions in the Spiritual Intelligence instrument is 36 questions with a maximum score of 4 for each question, so the average score for each question is 3.7692 or 75.38%. This shows that the average Spiritual Intelligence score of the respondents is moderate. The standard deviation score of 12.77 or equal to 13.03% of the average, shows that the differences in answers between respondents are moderate. This shows that the Spiritual Intelligence of the respondents is quite diverse.

From the description it can also be seen that the average and median values are almost the same, namely 98.00 and 100. This shows that the data on students' Spiritual Intelligence scores in this study are quite representative. While the scores above the average are more than those below the average. This shows that respondents who have high Spiritual Intelligence are more than those who are low.

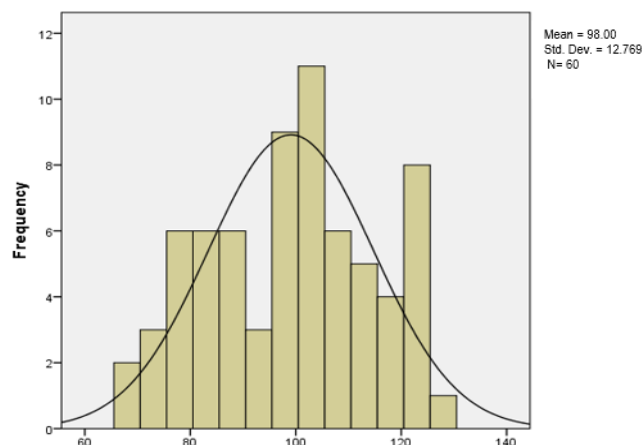


Figure 2. Spiritual Intelligence score

The Emotional Intelligence score obtained from the respondents had an average of 100.25 with a standard deviation of 12.37, a median of 101, a minimum score of 69 and a maximum score of 121. The number of questions in this instrument is 21 with a maximum score of 4 for each question, so the average score for each question is 3.713 or 74.26%. This shows that the average Emotional Intelligence of students is moderate. The standard deviation score of 12.37 or equal to 12.34% of the average, shows that the difference in answers between respondents is moderate. This shows that the Emotional Intelligence possessed by respondents is quite diverse.

From the description it can also be seen that the average value and the middle value (median) are almost the same, namely 100.25 and 101. This shows that the Emotional Intelligence score data obtained in this study is quite representative. While the scores above the average are more than those below the average. This shows that respondents who have high Emotional Intelligence are more than those who have low Emotional Intelligence.

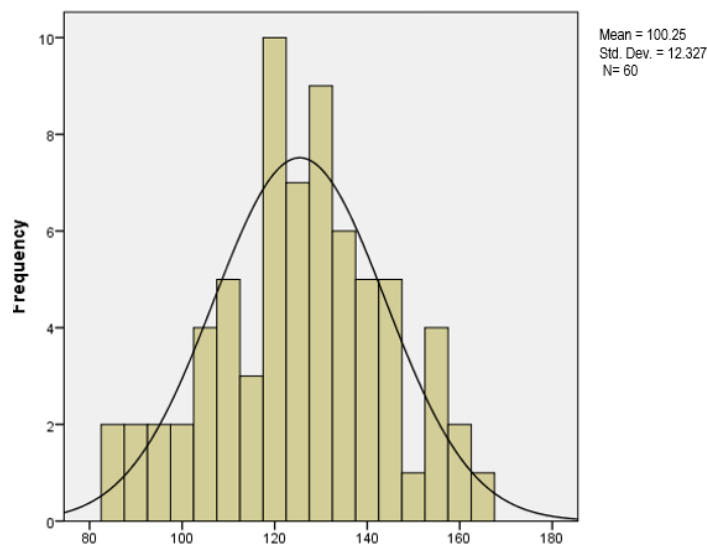


Figure 3. The Emotional Intelligence score

The Intellectual Intelligence Score obtained from the respondents has an average of 125.41 with a standard deviation of 18.577, a median of 126.00, a minimum score of 105 and a maximum score of 140. This shows that the average Intellectual Intelligence score of students is good. If we consider the standard level of intellectual intelligence where students have a good level of intellectual intelligence if they get a score above 90. The standard deviation score of 18.577 or equal to 67.5 %, shows that the level of Intellectual Intelligence of students varies.

From the description it can also be seen that the average value and the middle value (median) are almost the same, namely 125.41 and 126.00. This shows that the Intellectual Intelligence score data obtained in this study is quite representative. While the scores above the average are more than those below the average. This shows that respondents who have high Intellectual Intelligence are more than those who have low Intellectual Intelligence.

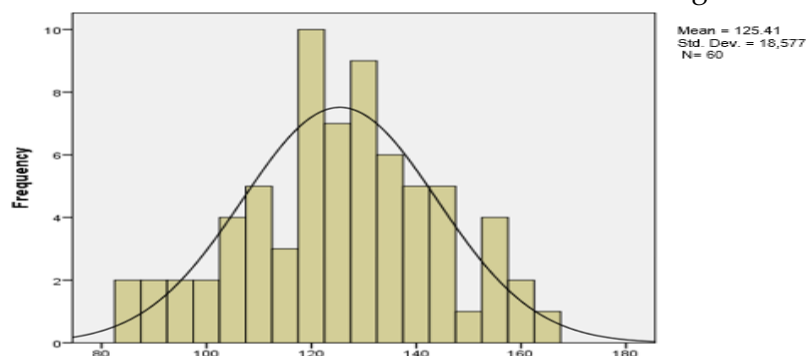


Figure 4. Intellectual Intelligence Score

English learning achievement data obtained from respondents has an average of 74.33 with a standard deviation of 10.7, a median of 75.00, a minimum score of 50 and a maximum score of 95. This shows that the average learning achievement of respondents is moderate. If we consider learning completeness where students are said to have completed learning if the value obtained is above the Minimum Completion Criteria (KKM) set by the school. In this study, the KKM for English courses at the school where the research was conducted was students who achieved a minimum score of 75, so the number of respondents who completed it was 39 people or 65%. So, if we look at learning completeness, the English learning achievement of respondents is also quite good. The standard deviation score of 10.7 or equal to 14.4% of the average, shows that the difference in answers between respondents is moderate. This shows that the English-speaking skills of respondents are quite diverse.

From the description it can also be seen that the average value and the median value are almost the same, namely 74.33 and 75.00. This shows that the data on students' English learning achievement in this study are quite representative. While the scores that are above the average are more than those below the average. This shows that the respondents' English learning achievement that is above the average is more than those below the average. The regression equation has also met the necessary requirements, including the dependent variable follows a normal distribution, there is no multicollinearity between independent variables, homoscedastic data, errors follow a normal distribution and there is a good fit for the multiple regression equation that is aligned to the research data.

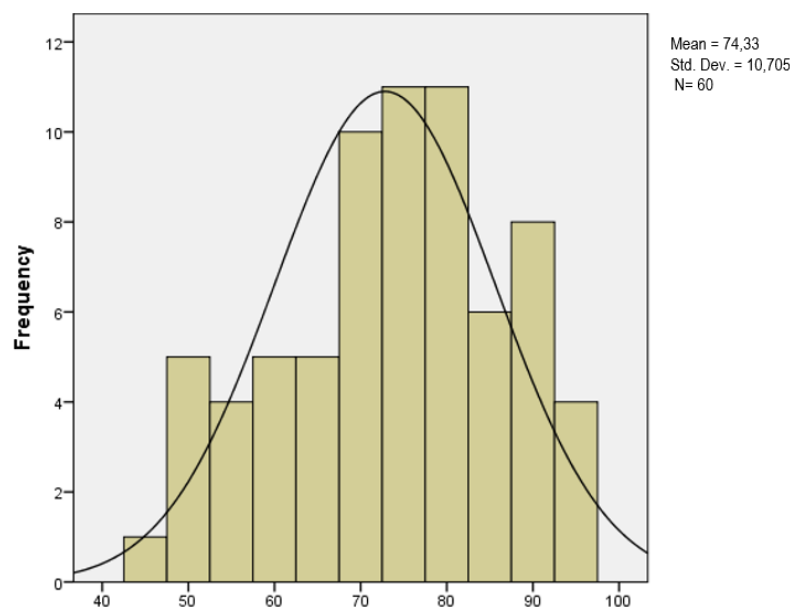


Figure 5. English learning achievement

The results of the study indicate that there is an influence of spiritual intelligence on English learning achievement. Every increase of one unit of Spiritual intelligence will be followed by an increase in English learning achievement of 0.327 units *ceteris paribus* or emotional intelligence and Intellectual intelligence do not change. Furthermore, there is an influence of the Emotional intelligence variable on English learning achievement. Every increase of one unit of emotional intelligence will be followed by an increase in English learning achievement of 0.354 units, *ceteris paribus* or the variables of Spiritual Intelligence and Emotional Intelligence do not change. Furthermore, the variables of Spiritual Intelligence, Emotional Intelligence and Intellectual Intelligence together have a significant effect on English learning achievement. Every increase of one unit of Spiritual intelligence and at the same time with an increase of one unit of emotional intelligence and Intellectual Intelligence will be followed by an increase in English learning achievement of 0.915 units.

The results of the hypothesis testing show that there has been a direct influence of the Spiritual intelligence variable on English learning achievement. The same thing applies to the variables of emotional intelligence and students' Intellectual intelligence. Furthermore, together the variables of Spiritual intelligence, Emotional Intelligence and Intellectual Intelligence determine the English learning achievement variable by 53.6% or (R square = 0.603) or 60.3%. Based on the value, it shows that the Spiritual intelligence variable is more significant than Emotional Intelligence and Intellectual Intelligence (To Spiritual Intelligence = 4.001 is greater than the value of Emotional Intelligence = 3.684 and Intellectual Intelligence = 3.687).

CONCLUSIONS

The research demonstrates that Spiritual Intelligence (X1), Emotional Intelligence (X2), and Intellectual Intelligence (X3) significantly influence English learning achievement (Y), with a Sig value of 0.000 and an F count of 43.27. These factors together account for 60.3% of the variation in learning achievement, with the remaining 39.7% attributed to other unexamined factors. Additionally, each form of intelligence has a significant individual effect: Spiritual Intelligence (Sig = 0.000, t = 4.001), Emotional Intelligence (Sig = 0.001, t = 3.684), and Intellectual Intelligence (Sig = 0.001, t = 3.687).

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