The Influence of Spiritual Sense and Emotional Insights on the Learning Achievement of PAI High School Students in Jakarta

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Abstract
Education is a process and strategy carried out by humans in order to prepare the next generation to be able to solve various problems of social life. This study aims to determine and analyze the influence of spiritual intelligence and emotional intelligence on PAI learning achievement at Panglima Besar Soedirman Islamic High School. The research method used is a survey method. The research sample was selected using a random sample method, from a population of 190 taken 42% of the total population. It means that the sample size is 80 students. The results of the research can be seen: (1) Spiritual Intelligence has a direct positive effect on PAI Learning Achievement, the path coefficient y1 = 0.391 with tcount = 2,997 and p-value = 0.004/2 = 0.002 <0.05 or H0 is rejected; (2) Emotional Intelligence does not have a direct positive effect on PAI learning achievement, the path coefficient y2 = -0.452 with tcount = -3.466 and p-value = 0.001/2 = 0.0005 <0.05 or H0 is accepted; (3) Spiritual Intelligence has a direct positive effect on Emotional Intelligence, the path coefficient X1 to X2 (P21) = 0.592, with tcount = 6.487 and p-value = 0.000 = 0.000 <0.05 or H0 is rejected.

Keywords: *Spiritual Intelligence and Emotional Intelligence; PAI Learning Achievement*

1. INTRODUCTION

Education is a process and strategy carried out by humans in order to prepare the next generation to be able to solve various problems in social life. Referring to Article 3 (Sulaiman et al., 2018)of Law No. 20 of 2003, The objective of national education is to cultivate skills and mold the character and culture of a respectable nation. The essence of education itself is a process to improve the quality of life and it is hoped that a person understands the meaning of

the essence of life and runs life well. Education aims to shape a person's personality by the maturation process of logic, heart, morals, and faith. Achieving the perfection of quality of life is the breaking point of Education.

Islamic religious education (PAI) is one of the subjects taught in schools that has a role in shaping the personality of the nation in terms of morals, science and technology(Aziz et al., 2021). Islamic religious education includes the embodiment of harmony, harmony, and balance of human relationship with Allah Almighty, oneself, human sesame, other beings and their environment (*Hablun minallah wa hablun minannas*). Consequently, Islamic religious education is a deliberate effort made by educators to prepare pupils to believe, comprehend, and follow Islamic teachings through guiding, teaching, or training activities that have been determined to attain the defined aims. In fact, nowadays PAI learning in schools is widely criticized by the community because it is considered that it has not been able toproduce moral human beings.

However, so far, the learning process that occurs has only focused on children's cognitive abilities so that the realm of character education listed in the national education objectives is only slightly or no touched at all. The criticism arises when there are many phenomena of juvenile delinquency such as brawls, sex outside of marriage and others. It is undeniable that technological advances bring negative influences, one of which is the easy access of pornographic films by students.

If you look at history and a very long-time span, brain ability (IQ), the ability to think is considered a prima donna. The potential of the other is marginalized. Such paradigms and perspectives have given birth to an educated human being with an intelligent brain, but his attitudes, behaviors, and lifestyles are in stark contrast to his intellectual abilities. There are not a few people who are academically intelligent but in terms of their work and social life they are gagal. They have a *split personality*. That is, there is no integration between the brain and the liver. These conditions in turn give rise to a multi-dimensional crisis that is very concerning.

Therefore, it is not surprising that parents expect a lot ofIslamic education, because with an understanding of PAI subjects, students are expected to be able to practice the teachings of the Islamic religion in their daily lives. This practice is usuallyIslamic behaviors usually manifest this practicehe Islamic personality will be formed and the number of juvenile delinquency can be alleviated.

Emotional and spiritual intelligence / *Emotional Spiritual Quotient* (ESQ) as one of the answers in alleviating weaknesses in Islamic Religious Education. ESQ departs from a problem that develops in human reason, that success cannot be measured by mere intellectual intelligence. But there are many other intelligences such as emotional intelligence and spiritual intelligence. So far, the thought has developed that the measure of a person's success is only seen from a mere IQ, so it is not surprising that many human beings are clever but unscrupulous. Many people are clever but not successful in living life.

However, such a concept has existed in educational orientation for so long. Success is measured by the numbers students get from school. So, it is not surprising that students in learning are only oriented towards chasing numbers. Students care less about the values in everyday life. But they prefer how to be able to complete the tasks given that are able to bring in numbers. Even more ironically, that kind of thing also exists in Islamic Religious Education. So far, Islamic Religious Education has only been oriented towards the assessment of numbers. A measure of student intelligence is measured by student success in solving questions that are able to bring in numbers.

The Emotional Spiritual Quotient seeks to unite the intelligences of IQ, EQ, and SQ in the form of a complete integration. IQ can be achieved from the lessons that have been developing. Meanwhile, the intended EQ is intelligence in understanding one's own feelings and the feelings of others. People who are able to withstand emotions such as anger, resentment, envy, covetousness, and so on are examples of emotionally intelligent human beings, while in spiritual intelligence (SQ), it is centered on bringing out feelings of affection, love, beauty, justice, honesty and so on. Those values almost all over the world community yearn for them because they are not shaped by the environment as the scientists say, but they are already *built in the* heart of every human being. EQ and SQ have equally important charges to be able to synergize with each other.

The importance of Islamic Religious Education is to assist in a success in carrying out its ideals, with honesty it will always be trusted by people, with discipline will always get more attention from people, and will also be able to carry out the mandates given. From the background mentioned above, it is necessary to conduct a more in-depth study of the influence of Spiritual and Emotional Income on the learning achievement of PAI high school students in Jakarta.

2. METHODOLOGY

Quantitative, factual, and accurate research techniques are employed by distributing questionnaires to respondents who will reply to questions on the effect of Spiritual Intelligence and Emotional Intelligence on PAI learning achievement. This study uses a survey method, namely to examine the population by selecting and reviewing samples selected from the population to find the indence, distribution, and relative interrelationships of variables.

The design used is an associative design, which is a study that aims to determine the relationship between two or more variables whose nature is to connect *independent* variables with *dependent variables*. With this research, a theory will be built that can function to explain, predict and control a symptom. There are three variables to be studied, namely consisting of two free variables and one bound variable, the two free variables are Spiritual Intelligence (X_1)

and Emotional Intelligence (X_2) and the bound variable is PAI Learning Achievement (Y). The design of the study is presented in figure 1:
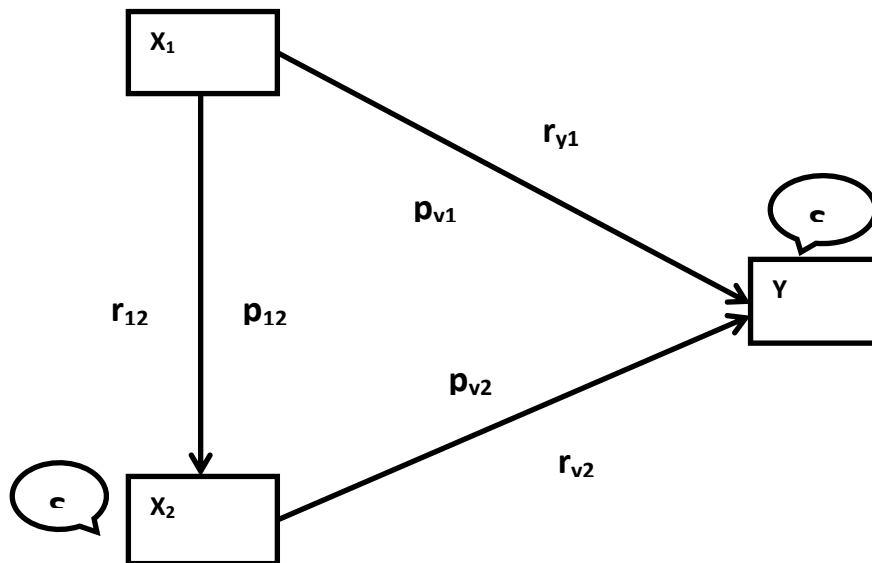

Figure 1   **Research Design**

Table 1 Lattice of Spiritual Intelligence Instruments

NO.	INDICATORS	SEQUENCE NUMBER
1	Ability to be flexible	1, 2, 3, 4, 5
2	Ability to face and take advantage of suffering	6, 7, 8, 9
3	Ability to face and surpass pain	10, 11, 12, 13
4	Quality of life inspired by vision and values	14, 15, 16, 17
5	Unwillingness to cause unnecessary losses	18, 19, 20, 21

Table 2 Emotional Intelligence Instrument Grid

NO.	INDICATORS	SEQUENCE NUMBER
1	Self-awareness	1, 2, 3, 4, 5, 6
2	Self-management	6, 7, 8, 9, 10, 11, 12, 13, 14
3	Motivation	15, 16, 17, 18, 19, 20, 21, 22
4	Empathy	23, 24, 25, 26, 27,28
5	Skills in fostering relationships with others	29, 30, 31, 32, 33, 34, 35, 36

Population is the total number of individuals intended to be investigated or called universum (Hadi, 2000:220). Or it can also be called an element in a research area. The population in this study was all class XI students at the PB Islamic High School. Soedirman Cijantung east Jakarta with a total of 190 students.

According to Maholtra the sample is a subgroup of population elements selected to participate in the study. According to Sugiyono, the sample represents a portion of the population's total number of traits (Sugiyono, 2013: 91).

A sample is said to be representative when it reflects the characteristics of the population. According to Arikunto there is no provision on how many samples are taken from the population. If the respondents are less than 100, all of them are taken as study subjects, and if the population is more than one hundred, then a sample of 10% - 15% or 20% - 25% and or more can be taken (Arikunto, 1991: 102). Based on these data, researchers sampled 42% of the total population. This means that the number of samples is80 students (190x42%=80).

3. FINDINGS

This section is the main part for the author state the result but does not interpret them. If you have subfield you can write them as;

1. Lattice Instruments of spiritual intelligence and spiritual intelligence, can be seen in table 1 and table 2.
2. Lattice of Learning Achievement Instruments in the realm of this study there are Learning achievement instruments as follows:
    a. K1, living and practicing the religious teachings he adheres to. Found in nomor questions 1&14.
    b. K2, develop behavior (honesty, discipline, responsibility, care, courtesy, environmentally friendly, mutual cooperation, cooperation, peace-loving, responsive and proactive) and show attitudes as part of the solution to various national problems in interacting effectively with the inner social environment and in placing oneself as a reflection of the nation in world relations. It is contained in question numbers 2 to 10.
    c. K3. Understand and apply factual, conceptual, procedural knowledge in science, technology, art, culture and humanities with insights into humanity, nationality, statehood and civilization related to phenomena and events, as well as apply procedural knowledge to specific fields of study in accordance with their talents and interests in solving problems. It is contained in questions number 11 to 26.
    d. K4, processing, reasoning, and examining in the concrete realm and abstract realm related to the development of what he learned in school independently and being able to use methods according to scientific rules. There are numbers 22 to 50.
3. Validity
    To obtain a valid and reliable instrument, a trial is first carried out. Validity tests are conducted to evaluate the measuring instrument's precision and accuracy in executing its measurement function (Azwar, 2011:5). To test the validity of the questionnaire, a

statistical formula of the Product Moment Correlation Coefficient from Pearson with the following formula is used:

$$r_{xy} = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{n\Sigma X^2 - (\Sigma Y)^2}\sqrt{n\Sigma Y^2 - (\Sigma Y)^2}}$$

Where:

r_{xy} : Correlation coefficient

N   : Number of subjects

X   : Score each item

Y   : Total score

ΣX^2 : Sum of squares of item scores

$(\Sigma X)^2$: Square the number of item scores

ΣY^2 : Sum of squares of the total score

$(\Sigma Y)^2$: Square of the total score sum

4. Reliability

The reliability test is intended to see the extent to which the results of a measurement can be trusted. The statistical formulation that can be used to test the reliability is *Alpha Cronbach*, with the following formula:

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_b^2}{V_t^2}\right]$$

Where:

r_{11} = reliability of the instrument

k   = the number of question items or the number of questions

$\sum \sigma_b^2$ = number of item/item variants

V_t^2 = total variance

Path Analysis of Variable X_1 Against Y and Variable X_2 against Y

His calculated as the coefficient of determination of the variables X1, X2 against Y using SPSS ver. 22. It is not that the coefience of determination (R^2) of 0.148 means that 14.8% variability of Learning Achievement (Y) can be explained by the variables Spiritual Intelligence (X_1) and

Emotional Intelligence (X_2) so that the error () = $1\text{-}R\varepsilon^2$ = $1 - 0.148$ = 0.852 0.85. $\approx$ It can be seen in from table 3.

Table 3 Coefficients of Determination of Variables X_1, X_2 against Y
Model Summary^b

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,385^a	,148	,126	6,54251

a. Predictors: (Constant), X2, X1b. Dependent Variable: Y

Table 4 Coefficients of Determination of Variables X_1, X_2 against Y
ANOVA^b

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	573,245	2	286,623	6,696	,002^a
	Residual	3295,942	77	42,804		
	Total	3869,188	79			

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

Table 5 Effect of Variabel X_1, X_2 on Y
Coefficients^a

Type		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,389	7,589		4,136	,000
	X1	,312	,104	,391	2,997	,004
	X2	-,256	,074	-,452	-3,466	,001

a. Dependent Variable: Y

Table 6 Coefficients of Determination of Variables X_1 to X_2
Model Summary^b

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,592^a	,350	,342	10,02953

a. Predictors: (Constant), X1
b. Dependent Variable: X2

Table 7 Coefficients of Determination of Variables X_1 to X_2
ANOVA^b

Type		Sum of Squares	df	Mean Square	F	Sig.

1	Regression	4232,858	1	4232,858	42,080	,000ª
	Residual	7846,130	78	100,591		
	Total	12078,988	79			

a. Predictors: (Constant), X_1
b. Dependent Variable: X_2

Table 8 Effect of Variable X_1 on X_2
Coefficientsª

Type		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	67,725	8,749		7,741	,000
	X1	,835	,129	,592	6,487	,000

a. Dependent Variable: X_2

Table 9 Summary of hypothesis testing results with SPSS

Direct influence Between Variables	Path Coefficient(p_{ij})	Standard Error(sb_i)	t_{count}	p-value	conclusion
X_1 against Y (p_{y1})	0,391	0,104	2,997	0,002	Sig
X_2 against Y (p_{y2})	-0,452	0,074	-3,466	0,0005	Sig
X_1 against X_2 (p_{21})	0,592	0,129	6,487	0,000	Sig

Based on the results of the analysis in table 4, it is obtained that, Fo = 6.696; db1 = 2; db2 = 77, p-value = 0.002 < 0.05 or H_0 rejected. Thus, the variables of spiritual intelligence and emotional intelligence affect the variables of pai learning achievement. As for the positive direct influence, it can be learned from the following outputs.

Based on table 5, the path coefficient shown by the *standardized Coefficients (Beta)* column is obtained, namely $\rho_{y1} = 0.391$ and $\rho_{y2} = -0.452$. The hypotheses tested are:

a) $H_0: \gamma_{y1} \leq 0$
$H_1: \gamma_{y1} > 0$

b) $H_0: \beta_{y2} \leq 0$
$H_1: \beta_{y2} > 0$

Based on the results of the analysis in table 5 obtained the coefficient of the path $\rho_{y1} = 0.391$ with $t_{count} = 2.997$ and p-value = 0.004/2 = 0.002 < 0.05 or H_0 rejected. Thus, Spritual Intelligence has a direct positive effect on PAI Learning Achievement.

Furthermore, the results of the analysis in table 5, also obtained the path coefficient ρ_{y2} = -0.452 with t_{count} = -3.466 and p-value = 0.001/2 = 0.0005 < 0.05 or H_0 received. Thus, Emotional Intelligence has a direct negative effect or does not have a positive effect on PAI Learning Achievement.
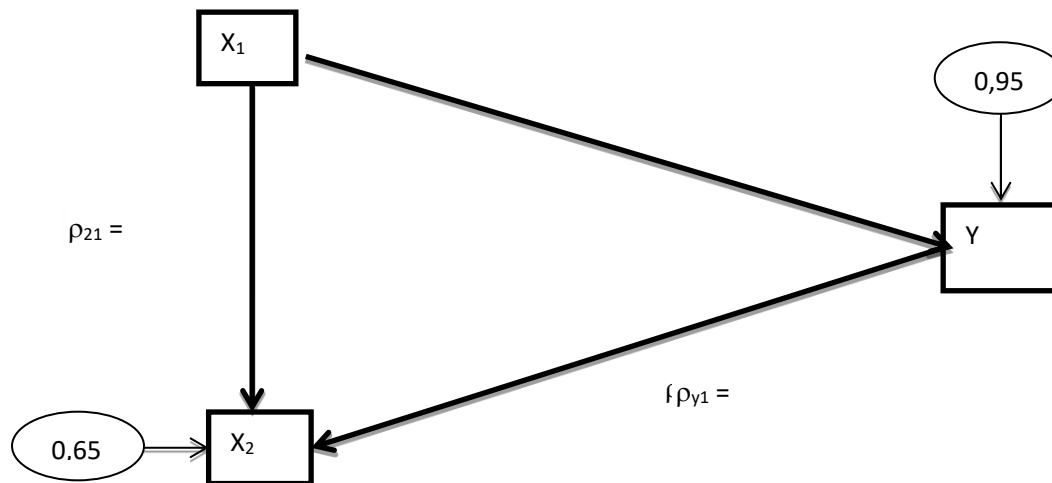

Figure 2 Empirical Causal Model Between X_1, X_2, and

Variable Path Analysis X_1 to X_2

The following is the result of calculating the coefficient of determination of variables X_1 against X_2 using SPSS ver. 22. Itis not that the coefience of determination (R^2) of 0.350 means that 35% of the variability of Emotional Intelligence (X_2) can be explained by the variable Spiritual Intelligence (X_1) so that errors () = $1-R\varepsilon^2$ = 1-0.350= 0.6500.65≈. Can be seen in table 6

Based on the results of the analysis in table 6, it is obtained that, Fo = 42,080; db1 = 1; db2 = 78, p-value = 0.000 < 0.05 or H_0 rejected. Thus, the variables of spiritual intelligence have an effect on the variables of emotional intelligence. Next:

Based on the results of the SPSS analysis in table 7, the path coefficient obtained in the Beta column (standardized coeficients), namely the path coefficient X_1 to X_2 (P_{21}) = 0.592, The hypothesis to be tested is:

1. $H_0: \gamma_{21} \leq 0$
2. $H_1: \gamma_{21} > 0$

3. From the table 8 coefficients are obtained the price $t_0 = 6.487$ and p-value $= 0.000 = 0.000 < 0.05$ or H_0 rejected. Thus, the variable Spiritual intelligence (X_1) has a direct positive effect on emotional intelligence (X_2).

The following is a summary of the results of testing research hypotheses using the

help of SPSS ver. 22. Can be seen in table 10. Thus, based on the results of hypothesis testing with the application of SPSS, empirical causal models X_1, X_2 with Y, are visualized in figure 2.

Discussion of the results of the study to determine the influence of spiritual intelligence and emotional intelligence on the learning achievement of class XI students of Sma Islam Panglima Besar Soedirman is explained as follows:

1. The Influence of Spiritual Intelligence (X_1) on Learning Achievement (Y) The results showed that spiritual intelligence had a direct positive effect on PAI learning achievement ($\rho_{y1} = 0.391$ with $t_{count} = 2.997$ and p-value $= 0.004/2 = 0.002$).
2. The Effect of Emotional Intelligenceoanl on Learning Achievement In this study, Emotional intelligence had a direct negative effect on PAI Learning Achievement ($\rho_{y2} = -0.452$ with $t_{count} = -3.466$ and p-value $= 0.001/2 = 0.0005 < 0.05$).
3. The influence of Spiritual intelligence on Emotional intelligence Spiritual Intelligence is the intelligence to deal with problems and place our behavior and life in the context of a broader and richer meaning, intelligence to judge that a person's actions or life paths are more valuable and meaningful.

While emotional intelligence is the ability to use emotions effectively in managing oneself and influencing relationships with others. When observed from the notion of spirtual intelligence, then spiritual intelligence affects a person's emotional intelligence. If only a person is able to maximize his emotional intelligence but does not have spiritual intelligence, then the person's state will only be limited to doing things that are sensory, without knowing the nature or value of his actions. A person who has spiritual intelligence and emotional intelligence in his life will become a polite, friendly human being, always helping others selflessly and everything he does will not conflict with the norms and values that exist in society or the religion he adheres to.

In this study, spiritual intelligence had a direct positive effect on emotional intelligence ($P_{21} = 0.592$, with $t_{count} = 6.487$ and p-value $= 0.000 = 0.000$).

5. CONCLUSION

Based on the results of the analysis of the variables of PAI Learning Achievement, Spiritual Intelligence, and Emotional Intelligence can be concluded as follows, it is proven that:

1. Spiritual Intelligence has a direct positive effect on PAI Learning Achievement ($\rho_{y1} = 0.391$ with $t_{count} = 2.997$ and p-value = 0.004/2 = 0.002).
2. Emotional Intelligence has no positive effect on PAI Learning Achievement ($\rho_{y2} = -0.452$ with $t_{count} = -3.466$ and p-value = 0.001/2 = 0.0005)
3. Spiritual Intelligence has a direct positive effect on Emotional Intelligence ($P_{21} = 0.592$, with $t_{count} = 6.487$ and p-value = 0.000 = 0.000)

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