

## **Developing Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence in Secondary School Level Students**

**Haziratul Qudsiyah<sup>1\*</sup>, Fathurrahman Muhtar<sup>1</sup>**

<sup>1</sup> *Universitas Islam Negeri Mataram, Indonesia*

 [haziratulqudsiyah25@gmail.com](mailto:haziratulqudsiyah25@gmail.com)\*

### **Abstract**

Intelligence is the perfection of the development of the mind, intelligence is also said to be a person's ability to solve problems faced and demands the ability of the mind. This research aims to determine the development of intellectual intelligence, emotional intelligence and spiritual intelligence of secondary school students. The research results show that intellectual intelligence is the human ability to absorb things that are phenomenally factual, the human ability to respond to the universe. Emotional intelligence is the human ability to motivate oneself and others, recognize one's own feelings and in dealing with other people, the ability to empathize and sympathize with others. Spiritual intelligence is intelligence that is used to face and solve problems of meaning and value, as well as placing our behavior and life in a broader and richer context of meaning and assessing that one's actions and way of life are more meaningful than others.

**Keywords:** Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence

### **ARTICLE INFO**

*Article history:*

Received

July 03, 2024

Revised

August 08, 2024

Accepted

August 27, 2024

Published by

ISSN

Website

This is an open access article under the CC BY SA license

CV. Creative Tugu Pena

2774-4299

<https://attractivejournal.com/index.php/bse/>

<https://creativecommons.org/licenses/by-sa/4.0/>



## **INTRODUCTION**

Islamic education is education that is full of values, both divine values and human values (Dodi, 2016). It is not enough for an education to be equipped with intellectual intelligence alone, it is also important to hone intellectual intelligence, which is due to the rapid advances in technology. However, in facing life's challenges, it is not enough to only have intellectual and emotional intelligence without spiritual intelligence, where spiritual intelligence becomes the basis for the functioning of intellectual and emotional intelligence. This does not mean denying other types of intelligence, but rather improving the quality of spiritual intelligence. Spiritual intelligence is one solution in shaping the character of a student so that he has a rabban personality and has noble morals and can sort and choose what is good for him and what is bad. Not only that, with increasing spiritual intelligence, students will have high morals and be able to adapt to their environment. (Hasanah & Maziyah, 2020)

Education at the secondary school level plays an important role in developing students' potential. One very important aspect of education is the development of students' intelligence. Intelligence can be divided into three types, namely intellectual intelligence, emotional intelligence, and spiritual intelligence. Intellectual intelligence relates to students' ability to solve problems and think logically. Emotional relationship

intelligence refers to students' ability to manage emotions and interact with other people. Spiritual relationship intelligence refers to students' ability to know themselves and relate to God.

The development of students' intelligence at the secondary school level is very important because this period is a transition period from childhood to adolescence. This period is very sensitive and can affect students' future development. Therefore, research on the development of students' intelligence at the secondary school level is very important to find out how students develop their intelligence and how education can help in developing students' intelligence.

This research aims to determine the development of intellectual intelligence, emotional intelligence and spiritual intelligence of secondary school students. This research also aims to find out how education can help develop students' intelligence. Thus, it is hoped that this research can contribute to knowledge about the development of student intelligence and how education can help in developing student intelligence.

Seeing the importance of education for human civilization, the government has formulated very noble goals for the national education system, which are also similar to what Islam has taught based on primary sources. Education is a reflection of the nation's personality, this is of course in accordance with the mandate of Law No. 20 of 2003 concerning the National Education System which states that the aim of national education is "to create people who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens". But what happens in the implementation of the current education system which is more oriented towards developing intellectual intelligence (IQ), while other dimensions of intelligence such as emotional and spiritual intelligence (SQ) are marginalized.

Once the purpose of national education is formulated and it is in accordance with what is in the purpose of Islamic education, the hope is that the purpose can be achieved, because the most important thing in the purpose of education is to make students become human beings who are close to the creator and can cultivate a sense of fear to him. According to Islam, education should be able to make people who can worship Allah SWT by worshiping him because it is a form of realizing the purpose of human life on this earth (Tafsir, 2016).

Intellectual Development is a statement that is always addressed on education at school. For this reason, the development of intelligence in the school environment So far it seems to be doctrine *mainstream* education, especially for teachers and people old student. This paradigm has implications for emergence *stigma* that school is a place where a person develops impactful intellectual abilities directly is the submission of the child's intellectual development only to the school.

Until now, *stigma* This is still etched in the minds of the people so can have unfavorable implications for the development process and results child intellectual. The thinking of parents who then hand over all matters their children's intellectual development at school makes them forget their roles parents and families for the intellectual development of their children. This can be done This is a problem in itself considering that students spend more time they are with the family at home and not with the teacher at school. With Honestly, rationally and in plain view that is the role of parents and family at home is greater for students' intellectual development. Another problem arises when the above assumptions are seen from the perspective of teachers at school. Starting from the assumptions above, the teacher seems to be the sole player in the effort Increasing the intellectual capacity of students will have implications for the paradigm teach that *cognitiforiented* (always oriented to students' thinking abilities). Thus, every teacher's behavior in teaching will definitely be biased towards effort

investing only in cognitive aspects and tending to ignore other aspects. By Psychologically, this is certainly disproportionate because students not only need it not only cognitive aspects but also affection (kindness of attitude).(Atas et al., 2020)

Spiritual intelligence can motivate students to be more enthusiastic in learning and applying the knowledge they have learned so that they can find the meaning of what has been conveyed by educators. (Azis, n.d.). Because if the knowledge gained is only used as decoration in the brain or only used as an addition to knowledge and has no application in daily life, some scholars say that the knowledge gained will have two possibilities in the afterlife, namely knowledge that will help someone in the afterlife ( Hujjatun laka), knowledge that will harm someone in the afterlife (Hujjatun 'alaika). So when a person practices the knowledge he has gained, this knowledge will help him in the afterlife and vice versa, when this knowledge only becomes additional knowledge and there is no implementation of it, this knowledge can be detrimental to him in the afterlife.

Spiritual intelligence is also needed to feel devout, devoted and serve sincerely, nobly and selflessly. This feeling encourages a Muslim to bind himself to all the commandments and all prohibitions of Allah SWT with full pleasure and calm. From here, parents must be able to instill piety in their children as a form of instilling spiritual values and the importance of every child knowing God. Children will grow into good individuals if they can grow in a good environment.

The human brain has a layer called the neo-cortex. The human neo-cortex brain is capable of calculating, learning algebra, operating computers, learning English, and so on. Through the use of the neo-cortex brain, the concept of IQ (intellectual intelligence) was born (Agustian, 2001). Intellectual intelligence (IQ), which had been so proud of, finally collapsed with the findings about emotional intelligence (EQ). Intellectual intelligence only contributes no more than 20% to a person's success, the remaining 80% is determined by other factors, including emotional intelligence and spiritual intelligence. Howard Gardner's findings about multiple intelligences, which believe that individuals have many intelligences, not just intellectual intelligence, have opened up new horizons regarding human potential that has not been explored to encourage success in life. Research in the field of psychology continued to develop until finally Soloverly and Mayer (1996) discovered emotional intelligence as an important factor for the success of human life (Rifda, 2014: 95).

Based on a number of studies, it can be seen that the superiority of emotional intelligence can actually be far ahead of brain intelligence (IQ) in competence. The IQ and EQ theories only emphasize or are oriented towards material things and human relationships which are only temporary. Therefore, people who recognize the existence of God or extraordinary powers other than humans will seek eternal, long-term and absolute goals. The theory that achieves all of this is spiritual intelligence (SI/SQ). A spiritually intelligent individual is not only able to solve life problems rationally or emotionally, but he connects them to the spiritual meaning of life. Intellectual development in children is in the operational period, namely the stage where children are not yet able to master logical mental operations. In this case, what is meant by operations are activities that are completed mentally, and not physically. This period is marked by the development of representational or "symbolic function", namely the ability to use something to represent something else using symbols in the form of words, gestures and objects.

Emotional development in children begins when they are four years old where they understand themselves, who are different from other people. He understands that his desires are in conflict with other people's desires, so that other people are not always able to fulfill his desires. Several types of emotions that develop during childhood are fear, anxiety, anger, jealousy, joy, pleasure, affection and curiosity.

Moral development and religious (spiritual) awareness children begin to recognize the concepts of good and bad, right and wrong, discipline and have basic moral attitudes

towards their social group, what they can and cannot do. This understanding is obtained through interaction, practice and habituation within the social group (Rifda, 2014: 95-98).

Based on the initial description above, this study will focus on formulating problems related to intellectual intelligence in child development, emotional intelligence in child development and spiritual intelligence in child development.

## **METHODS**

This research method uses library research, which is a type of qualitative research that collects data through various literature such as books, magazines, journals, and others. This literature study emphasizes and finds various theories, postulates, principles, opinions, ideas of figures and so on. After the data was collected, the researcher analyzed (content analysis) various data from book literature, articles, research results and others related to methods for developing emotional and spiritual intelligence in children. The data analysis technique in this research is carried out by presenting the collected data and then summarizing it by drawing conclusions. Data analysis in this research was carried out in depth by sorting data according to the research theme from various information that was relevant to the problem being studied.

## **RESULTS AND DISCUSSION**

### **A. Understanding Middle School**

Middle school is the level of junior high school (SMP) and high school (SMA) are educational units which are included in the general secondary education level which aims to prepare graduates to achieve several goals. The first target is continuing studies, as the general secondary education level of junior high school prepares its graduates to continue their education to a higher level, namely high school and higher education, therefore junior high school students must be equipped with the knowledge and academic skills that underlie their knowledge. The second suggestion is that personality development for middle school and high school students has the function of developing students' personalities which leads to the formation of healthy, moral and independent individuals who are able to fulfill their own needs in developing their potential. The third target is to develop students as citizens/society, apart from having moral and healthy individuals, they are also equipped to have responsibility, be able to work together and live peacefully and in society with other citizens (Syaodih et al., 2008).

This is in line with what is stated in Law of the Republic of Indonesia no.2 Th. 1989 concerning the national education system in chapter v, part three, article 15 paragraph 1, that secondary education is organized in order to continue and expand basic education and prepare students to become members of society who have the ability to have reciprocal relationships with the social, cultural and natural environment around them as well as can develop further abilities in the world of work or higher education (Sirozi, 2004).

### **B. Development of Intellectual Intelligence of Middle School Students**

In the KBBI (Big Indonesian Dictionary) what is meant by intellectual is an intelligent, talented person who has clear reasoning based on knowledge. In everyday life, people work and use their intellect to think. Quickly or not and whether the problem can be solved depends on his intellectual intelligence abilities. A person can be considered intelligent, sensible and clear-headed based on his knowledge, those who have high intelligence, especially regarding thinking and understanding, can be seen from his intellect.

Intellectual intelligence is intelligence used for rational logical thinking, namely a linear way of thinking which includes the ability to calculate and analyze to evaluating and so on. Humans who have intellectual intelligence

high, his brain intelligence is often compared to the sophistication of computers so that a child who has a high IQ becomes the pride of the parents, even though Intelligence does not guarantee that someone can develop and be successful in life because intellectual intelligence does not measure creativity, emotional capacity, spiritual nuances and social relationships. According to Robert, quoted by Taufik Pasiak,

Intellectual intelligence only contributes about 4% to most life success. Importantly, 90% of success is determined by other intelligences (Rus'an, 2013: 93).

Sperman and Wynn stated that intelligence in Latin is *intellectus* which means complementing the power of the human brain through universal abstract thinking. A major figure in measuring intelligence, Alfred Binet, defined intelligence as having 3 components, including:

1. Direction: Your ability to focus on a problem that must be solved
2. Adaptation: The ability to adapt to the problems faced, or can be interpreted as flexibility in solving problems.
3. Criticism: The ability to criticize oneself and others. Willian Stern also stated that intelligence is an individual who consciously adapts his comprehensive abilities and skills according to the situation he faces.

Intellectual Intelligence is intelligence in each individual that is used in carrying out the nature of the mind which includes a number of abilities to adapt to new things such as reasoning, sharpening mental thinking, using appropriate language, and solving problems that arise and putting them into practice. Intellectual intelligence also refers to a person's ability to be able to act in a direction according to goals, be able to think meaningfully, and be able to interact efficiently.

The results of the literature study state that the factors that support children's intellectual development are (1) Psychological and physical maturity that develops optimally. (2) Physical experiences experienced by an individual. (3) Mathematical logic experience, namely a person's understanding of an object based on actions taken on the object in the child's mind. (4) The process of learning culture from parents as a step in taking adaptive action to the environment in the form of values and norms in society. (5) Equilibration, or balancing understanding of objects through assimilation and accommodation. Obstacles in children's intellectual development are: slow brain development, false and erroneous concepts caused by wrong information and difficulty in justifying false and unrealistic concepts.

The formulation of the function of Indonesian national education aims to develop national civilization, which can be broadly divided into two things, namely the development of cognitive abilities and good attitudes. These two goals are a relationship that influences each other so that these two aspects need to receive serious attention from educators so that the teaching that teachers carry out leads to the development of these two aspects which are the goals of Indonesian national education.

In practice, an educator must understand the factors that can support increasing the intellectual capacity of students so that the teaching program carried out by the educator leads to factors that support the intellectual development of their students. For example, providing examples of good speaking, providing material appropriate to the students' stage of intellectual development, using the environment as a source and medium for learning and so on. Because if educators do not understand the intellectual development patterns of their students, there is a big potential for an educator to make a mistake in providing treatment for their students.

#### C. Development of Emotional Intelligence in Middle School Students

To increase children's emotional intelligence, it should be carried out with love. For this reason, it is necessary to use the concept of compassion. In an effort to attain the book and wisdom given by Allah SWT, it must be accompanied by love. Allah

SWT will give love and purity from His side. This means that the process of increasing emotional intelligence is greatly influenced by psychological factors, namely the interaction between people involved in this process is very determining. Therefore, the basis of love must be possessed by all those involved in it, so that everything that is done in the educational process must be done on the basis of love so that sincere, selfless behavior will be realized apart from hoping for the pleasure of Allah SWT. On the basis of this love, all heavy burdens will become light.

Emotional development in children begins when they are four years old where he already understands himself, who is different from other people. He understands that his desires are in conflict with other people's desires, so no other people are always able to fulfill their desires. Several types of emotions developed during childhood is fear, anxiety, anger, jealousy, happiness, joy, love dear, and curious. (Syarif et al., 2023)

According to mufassirin, *hanan* is compassion, love for humans or the love of a child for its parents. This is related to increasing emotional intelligence because a child's ability to control emotions will be greatly influenced by the process that occurs. The family is the first and main institution that a child knows when he is just born until he is able to socialize with the wider environment. In a family, a child learns various things such as how to share with others, be polite to others, how to know himself and be able to place himself in the middle of a social environment.

In addition to going through the process of love, in order to control emotions it is necessary to purify oneself from everything that hinders the process. These things include purification from polytheism, sin, following the behavior of the devil and others that cause a prayer to be rejected (Fakhrudin Muhammad, tth: 164). Therefore, if a child wants to improve emotional intelligence (emotional quotient/EQ), then he must go through the process of *tazkiyah* (self-purification). This is as Allah explains in QS. Maryam: 13. *Tazkiyah* is purifying oneself from all kinds of dirt, deviations and the negative past (Khalil Al-Musawi, 1998: 23).

The concepts of *Tazkiyah* among them are: *Tazkiyah* from polytheism, *Tazkiyah* from Satan's actions, *Tazkiyah* from immorality, *Tazkiyah* from major sins, *Tazkiyah* from forbidden food, *Tazkiyah* from ambassadors' speech, *Tazkiyah* from losers, *Tazkiyah* from losers and *Tazkiyah* from turning away and ignoring others. . When this concept of *tazkiyah* has been passed by someone, then the next level is *taqwa* or the concept of piety. *Taqwa* is obeying the instructions of Allah swt and not violating them. Piety is based only on Allah swt, so that the child will feel calm and peaceful because he is close to Allah swt.

#### D. Development of Spiritual Intelligence of Middle School Students

According to Danah Zohar, spiritual intelligence, commonly abbreviated as (SQ), is an intelligence that is used to face and solve problems of meaning and value, as well as placing our behavior and life in the context of a broader and richer meaning and assessing that a person's actions and way of life are more meaningful than others. with others, then explained again that SQ is the basis for the effective functioning of IQ and EQ, even according to him SQ is the highest intelligence in humans (Zohar et al., 2000).

In order for the level of spiritual intelligence of students to increase, there needs to be something called spiritual (spiritual) education so that the heart remains in a clean and pure state where the heart will be the container of knowledge that a person obtains and the soul will always be in goodness when connected and always remember the its creator. The degree of knowledge that will enter a person depends on the degree of purity of his heart, if the degree of purity of his heart increases, then the acceptance of the knowledge he obtains will also increase, so whoever wants to

gain knowledge, then beautify his heart and purify his heart from all forms of impurities of the heart .

Improving the spiritual intelligence of secondary school level students requires a method in which there is an activity program with which it is hoped that students will be more encouraged to carry out activities that can support increasing their spiritual intelligence as well as make it easier to control and evaluate. The methods of modeling (exemplary), habituation (familiarization), graduation (phasing), demonstration (demonstration), are one form of method that is quite effective in the school environment.

- a) According to Zohar and Marshall, aspects of spiritual intelligence are as follows:  
Ability to be flexible. The individual's ability to be adaptive spontaneously and actively, has considerations that can be taken into account when facing several choices.
- b) High level of self-awareness. The ability of individuals to know the boundaries of areas that are comfortable for themselves, which encourages individuals to reflect on what they believe and consider valuable.
- c) The individual's ability to face suffering and use the suffering experienced as motivation to get a better life in the future.
- d) Quality of life that is addressed by vision and values. The quality of an individual's life is based on life goals that are definitely based on values that are able to encourage them to achieve these goals.
- e) The tendency to ask why and what if in search of basic answers.
- f) Agus Manto, revealed aspects of spiritual intelligence as follows:
  - Self-awareness. Self's ability to be aware of situations, consequences and reactions caused by oneself.
  - Ability to make changes for the better. This will require thinking honestly about what will have to be endured for that change in the form of energy and sacrifice.
  - Contemplation of every action. This will make us recognize ourselves better, appreciate things and make us motivated to do better.
  - Quality in life and meaning of life. Living life means turning thoughts and daily activities into continuous worship, bringing out the natural holiness that exists in meaningful situations.

## CONCLUSION

Middle school students include individuals who are still in their teenage years whose level of curiosity is very high. Middle school students' intellectual intelligence can be improved through interactive and technology-based learning methods. Students' emotional intelligence can be increased through the use of compassion and the process of tazkiyah (self-purification) as well as by developing social and emotional abilities. Meanwhile, spiritual intelligence can be done by following spiritual programs which can become students' intrinsic motivation. Planned religious activity programs will of course run according to what is expected with the participation of teachers who guide and direct high school level students in carrying out religious activity programs.

## REFERENCES

- Agustian, A.G. (2001). *ESQ (Secret to Success in Building Emotional and Spiritual Intelligence) Based on the 6 Pillars of Faith and 5 Pillars of Islam*. Jakarta: Arga.
- Above, Study, Factors Supporting Children's Intellectual, Development, and Implications. "AL-FATIH JOURNAL," 2020
- Basori, B. (2020). Innovation in Islamic Religious Education Learning Methods Schools and Madrasas. *Creativity: Scientific Journal of Islamic Education*, 9(2),

- Ekowati, S., Finthariasari, M., Yulinda, A. T., & Sonitra, S. (2020). The Influence Of Intellectual Intelligence, Emotional Intelligence, And Spiritual On The Performance Of Sdn Teachers In Pio District, South Bengkulu. (JEMS) Journal of Entrepreneurship and Management Science, 1(1)
- Gultom, E. (2020). The Influence of Emotional Intelligence, Spiritual Intelligence and Intellectual Intelligence on Nurse Performance during the COVID-19 Pandemic at Surya Insani Pasir Pangaraian Hospital, Rokan Hulu. Ilman Journal: Journal of Management Science, 8(2)
- Hadisubrata, MS. *Increasing the Intelligence of Toddlers: Educational Patterns for Making Toddlers Smarter*. Jakarta: BPK Gunung Mulia.tt.
- Hakim, N. (2018). Intellectual, Emotional and Spiritual Intelligence from the Bidayatul Hidayah Perspective. Indonesian Journal of Islamic Education Studies (IJIES), 1(2)
- Hamalik, Oemar, *Psychology of Learning and Teaching*. Bandung: Sinar Baru Algensindo. 2014
- Hanafi, I. (2018). Human Development in Review of Psychology and the Koran. IQ (Al-Qur'an Science): Journal of Islamic Education, 1(01)
- Handriani, N., & Subhan, M. (2020). The Relationship between Intellectual Intelligence, Emotional Intelligence and Spiritual Intelligence on Physics Learning Achievement. GRAVITY EDU: Journal of Physics Learning and Teaching, 3(1)
- Hanum, S. (2020). Al-Qur'an Based Intellectual Intelligence Education. AL-HIKMAH (Journal of Islamic Education and Education), 2(1)
- Hasanah & Maziyah, 2020)
- Hendriani, S., & Garnasih, R. L. (2013). The Influence of Intellectual Intelligence and Emotional Intelligence on Teacher Performance at SMAN 8 Pekanbaru. Economic Journal, 21(04).
- Hofur, H. (2020). The Concept of Multiple Intelligences Al-Quran/Hadith Perspective and its Implications for Islamic Religious Education Learning. Tarbawi: Journal of Islamic Education, 17(2).
- Huda, A. M. (2020). Brain and Intellect in the Study of Al-Quran and Neuroscience. Indonesian Journal of Islamic Education, 5(1)
- Izzati, Rita Eka, et al. *Student Development*. Yogyakarta: UNY Press. 2007.
- Kartini Kartono, General Psychology. Bandung, Mandar Majene, 1996.
- Kurnia, Inggrit Wati, et.,all, *Unit 3 Student Learning Development*. Jakarta: Director General of Higher Education, Ministry of National Education. 2008.
- Nuraeni, N., & Syihabuddin, S. A. (2020). Overcoming Student Learning Difficulties with a Cognitive Approach. *BELAINDIKA Journal (Learning and Educational Innovation)*, 2(1), <https://doi.org/10.52005/belaindika.v2i1.24>.
- Rifai, Wanto. "Intellectual Factors that Determine Personality" in *Journal Education Sociology and Humanities*, Vol 2 No 1 April 2011.
- Sirozi, M. (2004). Politics of Education Policy in Indonesia (The Role of Islamic Figures in Drafting Law No.2/1989). Jakarta: INIS Leiden.
- Sugiyono. (2015). *Research Methods Quantitative Qualitative R & D*. Bandung: Alfabet
- Syaodih, N., Novi, A., Ahman. (2008). Quality Control of Secondary School Education (Concepts, Principles and Instruments). Bandung: Refika Aditama.
- Syarif, Muhammad, Development of Children's Intellectual, Emotional and Spiritual Intelligence. "Muhammad Syarif: [Development of Children's Intellectual, Emotional and Spiritual Intelligence] 31" 2, no. 1 (2023)
- Tafsir, A. (2016). Islamic Education Science. Bandung: PT Teen Rosdakarya Offset
- Yusuf, Shamsu. *Psychology of Child and Adolescent Development*. Bandung: Teenagers Rosdakarya. 2005.

---

**Copyright Holder :**  
© Haziratul Qudsiyah, Fathurrahman Muhtar (2024).

**First Publication Right :**  
© Bulletin of Science Education

**This article is under:**  
CC BY SA