THE INFLUENCE OF INTELLECTUAL INTELLIGENCE, EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE ON STUDENT ACHIEVEMENT IN MANAGEMENT STUDY PROGRAM STIE MANDALA JEMBER

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ABSTRACT

This study aims to see the influence of the variables intellectual intelligence, emotional intelligence and spiritual intelligence on student achievement in the STIE Mandala Management Study Program, either partially or simultaneously. The population of this study were students of the Management Study Program. The research sample was second, fourth, sixth and eighth semester students. Non-probability sampling method, sampling technique is purposive sampling. The data analysis method used multiple linear regression. The conclusions obtained partially intellectual intelligence and emotional intelligence have a significant effect on student achievement in Management Study Program, while spiritual intelligence has no effect on student achievement in Management Study Program STIE Mandala. Simultaneously the three of them have a significant effect on student achievement in the management study program of STIE Mandala. The implications that can be formulated are the need to maintain and improve the three intelligences related to their effect on learning achievement.

Keywords: Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence, Learning Achievement.

INTRODUCTION

Indonesia is currently entering the era of the industrial revolution 4.0 and society 5.0. In a situation like this, various efforts are needed to increase the nation's competitiveness. Efforts to improve the nation's competitiveness is a mission set out in the National Long-Term Development Plan (RPJPN) 2005-2025. Based on the RPJPN, the Ministry of Education and Culture formulates a vision for the development of Long-Term National Education 2005-2025, namely "Producing intelligent and competitive Indonesian people". The world of education plays

an important role in efforts to produce intelligent and competitive Indonesian people, including the role of higher education. At this time higher education in Indonesia is faced with a future full of challenges, this is because the pace of change is moving very fast, Stakeholder demands are increasingly varied and competition is fierce between universities. Today's increasingly fierce competition conditions require universities to continue to spur themselves to adapt and innovate to environmental changes in order to survive and surviveexist in the course of the development of educational services.

Talking about educational problems, of course, cannot be separated from the learning process itself. The definition of learning according to the Big Indonesian Dictionary (KBBI) is trying to gain intelligence or knowledge. Learning here also includes all mental or psychic activities that take place in an active interaction with an environment where the end result is a change. The measure of the success of the learning process is a visible achievement of the graduates. Graduates with competences are a reflection of the success of the learning process in an educational institution. Many assume that the results of student or student achievement are only determined by the presence of intellectual intelligence as evidenced by the presence of a high IQ as representation intellectual intelligence. In fact, there are students or students whose intelligence or intellectual ability is high, but obtains learning achievements that are not appropriate, but it is not uncommon to find students whose intellectual abilities are lacking but get high learning achievements. This fact shows that intellectual intelligence is not the only determinant of one's success. The success of graduates in the workplace will not only be determined by high intellectual intelligence which is shown by the value of the transcripts obtained by students or students who show most of the hard skills they have. Hard skills are needed especially to enter the world of work, but if they are already in it, it will show that someone can be superior to others, more on the soft skills they have. Hard skills are the entrance, while soft skills are the driving force for further performance. but if it's already inside that will show someone can be superior to others more in the soft skills they have. Hard skills are the entrance, while soft skills are the driving force for further performance. but if it's already inside that will show someone can be superior to others more in the soft skills they have. Hard skills are the entrance, while soft skills are the driving force for further performance.

Psychologists mapped human intelligence (quotient mapping) consisting of intellectual intelligence, emotional intelligence and spiritual intelligence. The three of them have a role in building one's success or achievement. Goleman (2008) states that pure people only have high academic intelligence, they tend to be anxious, critical, tend to withdraw from life, seem cold and find it difficult to express their annoyance and anger appropriately.

Intellectual intelligence is the first intelligence to be developed, which is able to make students have the competence or ability to think rationally to learn. According to Prawironegoro and Utari (2016: 98) intellectual intelligence (Intelligence Quotien / Intellectual Intelligence) is intelligence of the mind, sharpness of thinking, able to see objects far ahead, namely looking at business processes. Several studies that conclude that intellectual intelligence affects learning achievement include: Ranti Melasari (2021), Dita Maharani Suwardi (2021), Anis Erika (2021), Nur Ashri Kurnia Febrianti (2015). Emotional intelligence (Emotional Intelligence) has an influence on student achievement. Emotional intelligence plays a role in providing the ability to manage feelings, the ability to motivate oneself, regulate moods and be able to empathize and cooperate with others. Emotional intelligence according to Sudaryo., Aribowo and Sofiati, (2018: 95) is a person's ability to use feelings to solve a problem and lead a more effective life. Rahmi (2010) wrote that emotional intelligence will support a student in achieving his goals and

ideals,this is also in accordance with research from Legina Anggraeni (2021), Ranti Melasari (2021), Anis Erika (2021), Soraya Elly (2009). The last intelligence is spiritual intelligence. Learning that only focuses or pursues intellectual intelligence without juxtapose it with spiritual intelligence will only produce a smart generation but will lose its spiritual side. Spiritual intelligence is the basis for encouraging the functioning of intellectual intelligence and emotional intelligence. Spiritual intelligence according to Zohar and Marshal in (Wahab and Umiarso, 2017:49) is intelligence that is used to deal with problems of meaning and value, namely intelligence to place behavior and life in the context of a wider and richer meaning, intelligence to judge that an action or path One's life/way of life is more meaningful than another's.

Based on the description above, the formulation of the problem and research objectives can be formulated as follows whether intellectual intelligence, emotional intelligence and spiritual intelligence partially influence the learning achievement of STIE Mandala Management Study Program students, whether intellectual intelligence, emotional intelligence and spiritual intelligence simultaneously influence the learning achievement of STIE Mandala Management Study Program students. The objectives of this research are to partially test and analyze the effect of intellectual intelligence, emotional intelligence and spiritual intelligence on student achievement in the Management Study Program of STIE Mandala. To test and analyze the simultaneous influence of intellectual intelligence, emotional intelligence and spiritual intelligence on student achievement of STIE Mandala Management Study Program.

RESEARCH METHODS

This research is a quantitative research. According to Silaen (2018: 18) quantitative research is a research procedure that produces numbers and is generally analyzed by descriptive or inferential statistics. The variables studied in this study were intellectual intelligence (X_1), emotional intelligence (X_2), spiritual intelligence (X_3) and learning achievement (Y). The samples taken were 80 sampling methods using purposive sampling. The sample was taken from management study program students who are active in the even semester of 2021/2022. The data analysis method used is multiple linear regression analysis.

RESULT ANALYSIS

Respondents in this study as many as 80 were taken from students of even-universal management study program. There are 37 students in the second semester, 14 in the fourth semester, 16 in the sixth semester and 13 in the 8th semester. As for when viewed from the gender as male or man as 47 men and 33 female or women.

Description of Research Variables:

Table 1. Variables of intellectual intelligence
Frequency distribution of respondents' answers to intellectual intelligence

NO	INDICATOR	STS	%	TS	%	N	%	S	%	SS	%	Total
1	$X_{1.1}$	0	0	0	0	10	12.5	28	35	42	52.5	100
2	$X_{2.12}$	0	0	2	2.5	18	22.5	40	50	20	25	100
3	$X_{2.3}$	0	0	2	2.5	23	28.75	27	33.75	28	35	100
4	$X_{2.4}$	0	0	0	0	11	13.75	39	48.75	38	35	100
5	$X_{2.5}$	0	0	4	5	26	32.5	22	27.5	28	35	100
6	$X_{2.6}$	0	0	3	3.75	14	17.5	27	33.75	36	45	100

Sources: Data Processed

Based on the data in table 1 above, it can be explained related to the intellectual intelligence variable as measured by 6 indicators, the respondents' answers varied from disagreeing to strongly agreeing. The higher prosentase was Strongly agree is $X_{1.1}$, $X_{1.6}$; Agrre $X_{1.2}$; $X_{1.1}$

Table 2. Variables of emotional intelligence
Frequency distribution of respondents' answers to emotional intelligence

NO	INDICATOR	STS	%	TS	%	N	%	S	%	SS	%	Total
1	$X_{2.1}$	0	0	2	2.5	17	21.25	32	40	29	36.25	100
2	$X_{2.2}$	0	0	0	0	10	12.5	40	50	30	37.5	100
3	$X_{2.3}$	0	0	2	2.5	23	28.75	33	41.25	22	27.5	100
4	$X_{2.4}$	0	0	0	0	12	15	32	40	34	42.5	100
5	$X_{2.5}$	0	0	0	0	14	17.5	39	48.75	27	33.75	100
6	$X_{2.6}$	0	0	0	0	21	26.25	31	38.75	28	35	100
7	$X_{2.7}$	0	0	0	0	15	18.75	31	38.75	34	42.5	100
8	$X_{2.8}$	0	0	1	1.25	24	30	31	38.75	24	30	100

Sources: Data Processed

From the table above shows the distribution of answers from respondents. The answers are in neutral, agree and strongly agree. Indicators $_{2.1}$ and $_{2.8}$ found the answer to disagree.

Table 3. Variables of spiritual intelligence
Frequency distribution of respondents' answers to spiritual intelligence

NO	INDICATOR	STS	%	TS	%	N	%	S	%	SS	%	Total
1	$X_{3.1}$	0	0	2	2.5	28	35	26	32.5	24	30	100
2	$X_{3.2}$	0	0	0	0	13	16.25	41	51.25	26	32.5	100
3	$X_{3.3}$	0	0	1	1.25	12	15	26	32.5	41	51.25	100
4	$X_{3.4}$	0	0	2	2.5	27	33.75	27	33.75	24	30	100
5	$X_{3.5}$	0	0	1	1.25	19	23.75	38	47.5	22	27.5	100
6	$X_{3.6}$	0	0	2	2.5	19	23.75	29	36.25	30	37.5	100
7	$X_{3.7}$	0	0	1	1.25	30	37.5	29	36.25	20	25	100
8	$X_{3.8}$	0	0	0	0	23	28.75	29	36.25	28	35	100
9	$X_{3.9}$	0	0	0	0	12	15	28	35	40	50	100
10	$X_{3.10}$	0	0	0	0	18	22.5	30	37.5	32	40	100
11	$X_{3.11}$	0	0	0	0	16	20	29	36.25	35	43.75	100
12	$X_{3.12}$	0	0	0	0	26	32.5	27	33.75	27	33.75	100
13	$X_{3.13}$	0	0	0	0	14	17.5	26	32.5	40	50	100
14	$X_{3.14}$	0	0	0	0	12	15	22	27.5	46	57.5	100
15	$X_{3.15}$	0	0	0	0	18	22.5	36	45	26	32.5	100
16	$X_{3.16}$	0	0	0	0	25	31.25	29	36.25	26	32.5	100
17	$X_{3.17}$	0	0	1	1.25	26	32.5	31	38.75	22	27.5	100
18	$X_{3.18}$	0	0	0	0	18	22.5	30	37.5	32	40	100

Sources: Data Processed

Spiritual intelligence is measured using 18 indicators. Most of the respondents' answers were in neutral, agree ($X_{3.2}$) and strongly agree.($X_{3.3}$; $X_{3.9}$; $X_{3.13}$)

Description of learning achievement variable

Table 4. Variables of learning achievement
Frequency distribution of respondents' answers to the achievement variable

NO	INDICATOR	STS	%	TS	%	N	%	S	%	SS	%	Total
1	$Y_{1.1}$	0	0	1	1.25	31	38.75	30	37.5	18	22.5	100
2	$Y_{1.2}$	0	0	0	0	29	36.25	33	41.25	18	22.5	100
3	$Y_{1.3}$	0	0	0	0	25	31.25	29	36.25	26	32.5	100
4	$Y_{1.4}$	0	0	0	0	18	22.5	39	48.75	23	28.75	100
5	$Y_{1.5}$	0	0	1	1.25	24	30	32	40	23	28.75	100
6	$Y_{1.6}$	0	0	0	0	24	30	29	36.25	27	33.75	100

Sources: Data Processed

Learning achievement variable is measured by 6 variables, and respondents' answers are spread on neutral (the highest was Y1.1) agree (the highest was Y1.4), and strongly agree (the hughest score was Y1.6)

The data analysis method used in this research is multiple linear regression. The data analysis process starts from testing the measurement model, including validity and reliability, then continues with classical assumption tests, multiple regression analysis and hypothesis testing, namely t-test and F-test. Meanwhile, Validity test the r count > r table than from the reliability test, the results obtained from the Cronbach' Alpha value of all variables above 0.70. From the results of the classical assumption test, the following results are obtained, for the normality test it shows a normal distribution because the significance value of all indicators of each variable is <0.05, for multicollinearity the value can be seen from the Tolerance or VIF value. All Tolerance values are at values > 0.10 and VIF < 10 so it can be concluded that there is no multicollinearity. For the heteroscedasticity test using a scatter plot, where the results of the scatter plot image do not show a clear pattern, the points are spread out, indicating that there is no heteroscedasticity.

The results of multiple linear regression give the equation:

Y = 1.301 + 0.323 X1 + 0.295 X2 + 0.026X3

From the results of the above equation can be interpreted that:

The constant value of 1.301 shows that if the value of the variables of intellectual intelligence, emotional intelligence and spiritual intelligence is equal to 0 then learning achievement is 1.301 units. The regression coefficient value of the intellectual intelligence variable is positive and the value is 0.323. This means that if there is an increase of 1 unit of the intellectual intelligence variable, there will be an increase of 0.323 units of student achievement. The value of the regression coefficient of the emotional intelligence variable is 0.295 and is positive, this means that if there is an increase of 1 unit of the emotional intelligence variable, there will be an increase in student achievement of 0.295 units. The value of the spiritual intelligence variable regression coefficient is 0, 026 and a positive sign means that every 1 unit increase in the spiritual intelligence variable will increase the student learning achievement variable by 0.026 units. Furthermore, to prove the truth of the hypothesis, a hypothesis test was carried out. The t-test was carried out to see the partial effect and the F-test was to see the simultaneous effect.

Before conducting hypothesis testing, it is necessary to know that the hypotheses proposed in this study are:

The first hypothesis, intellectual intelligence, emotional intelligence and spiritual intelligence partially affect student achievement in the STIE Mandala Management Study Program. The second hypothesis is intellectual intelligence, emotional intelligence and spiritual intelligence have a simultaneous effect on student achievement in STIE Mandala management study program. Hypothesis testing was carried out using the t test and F test with the following results:

Tabel 5. T-test results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.301	.471		2.761	.007
	X1	.323	.107	.357	3.032	.003
	X2	.295	.130	.301	2.260	.027
	X3	.026	.165	.024	.158	.875

a. Dependent Variable: Y

Sources: Data Processed

From the data analysis, it was found that the significance level of intellectual intelligence (α) was 0.003. This value was <0.05. This figure shows that the first hypothesis is accepted. This means that intellectual intelligence has an effect on student achievement. The significance value of emotional intelligence (α) is 0.027, this value is <0.05, so it can be concluded that the second hypothesis is accepted, meaning that emotional intelligence has an effect on student achievement. The value of the significance of the spiritual intelligence variable is 0.873 this value is > from 0.05. This means that the third hypothesis is rejected . This means that spiritual intelligence has no effect on student achievement.

Tabel 6. F . test results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.458	3	2.819	11.564	.000^b
	Residual	18.529	76	.244		
	Total	26.988	79			

a. Dependent Variable: Y
b. Predictors: (Constant), X3, X1, X2

Sources: Data Processe

From the data analysis, the results obtained a significance value (α) of 0.000. This value < 0.005. This means that the third hypothesis is rejected, spiritual intelligence has no effect on student learning achievement.

INTERPRETATION

From the results of the analysis of the partial hypothesis test (t test) the results of the value (α) < 0.05, which means that intellectual intelligence has a significant effect on student achievement in the management study program of STIE Mandala. Most of the management study program students are able to think logically, analytically and critically, able to make consideration of the best steps in making decisions by considering the consequences of a decision, able to communicate well. Some of these conditions will support the improvement of student achievement. The results of this study are in accordance with research fromRanti Melasari (2021), Dita Maharani Suwardi (2021), Anis Erika (2021), Nur Ashri Kurnia Febrianti (2015) who wrote that intellectual intelligence affects academic achievement (2009).

From the results of the analysis of the partial hypothesis test (t test) the results obtained the value of (α) < 0.05, which means that emotional intelligence has a significant effect on student achievement in the management study program of STIE Mandala.Emotional intelligence provides the ability to manage feelings, the ability to motivate oneself, regulate moods and be able to empathize and cooperate with others, trying to improve from mistakes. This condition encourages student achievement. The results of this study are in accordance with the research from Legina Anggraeni (2021), Ranti Melasari (2021) Anis Erika (2020), Soraya Elly (2009).

Different results are obtained in this analysis. From the results of the partial hypothesis test analysis (t test) the results obtained. The significance level value is 0.875 and this value is > 0.05, which means spiritual intelligence does not significantly affect student achievement in the management study program of STIE Mandala. . Not having a significant effect does not mean that there is no effect at all, there is an influence but it is very weak so that various efforts are still needed to increase spiritual intelligence. From observations in the field, there are still many students who are often in doubt, still often complain that even though they do a lot of assignments, there are still many students who do not meet the deadline for collecting assignments, starting activities do not always begin with prayer, it is still found that some students do not take advantage of the opportunities and learning facilities that have been provided by the campus. The results of this study are not in accordance with or contrary to several studies such asDita Maharani Suwardi (2021), Legina Anggraeni (2021, Anis Erika (2020), Nur Ashri Kurnia febrianti (2015) Soraya Elly (2009)

From the results of the F test analysis, it is proven that simultaneously the three independent variables, namely intellectual intelligence, emotional intelligence and spiritual intelligence have an effect on student achievement in STIE Mandala management study program. The three intelligences together form and contribute to student learning achievement. The results of this study are in accordance with research from Anis Erika (2021), Nur Ashri Kurnia Febrianti (2015), Soraya Elly (2009).

There are several limitations in this study, including the lack of sample size, the distribution of questionnaires via google form, so that researchers cannot fully control the answers given by respondents, because respondents may be less honest, do not understand the list of statements that exist.

CONCLUSION

Based on the results of the analysis, several conclusions can be drawn from the research conducted that intellectual intelligence partially affects student learning achievement, in this case students of STIE Mandala management study program. Emotional Intelligence partially affects student learning achievement, in this case students of STIE Mandala management study

program. Spiritual intelligence partially has no effect on student learning achievement, in this case students of STIE Mandala management study program. Meanwhile, Simultaneously intellectual intelligence, emotional intelligence and spiritual intelligence affect student learning achievement, in this case students of STIE Mandala management study program

IMPLICATIONS

Based on the conclusions obtained from this research, the policy implications that can be drawn are basically the intellectual intelligence and emotional intelligence of management study study students are good, this means that the academic atmosphere, learning system, curriculum and several supporting activities are able to make management study students have good intellectual intelligence. This needs to be maintained, even strived to be improved, for example by always reviewing the curriculum with more soft skills, student-centered learning systems, often involving, conducting or enrolling students in scientific activities such as involving students in lecturer research, attending seminars, training, workshops. , urges students to be more active in participating in MBKM activities organized by STIE Mandala itself and outside STIE Mandala.

To further improve the spiritual intelligence of students, several things need to be pursued, including: always remind students to always worship according to their respective beliefs., Reflecting on the meaning of life, Participate in social service activities, Willing to accept and open up to changes in life, Doing good to others, both known and unknown.

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