

# The Effect Of Spiritual Quotient On Students' Learning Achievement Through Students' Learning Efforts

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**Abstract:** *The objective of the study was to determine the effect of spiritual quotient on students' learning achievement through students' learning efforts. The study used a correlational study. The participants of the study were 195 college students of Institute of Technology and Business of Indragiri which was taken by using cluster sampling. The data were collected using questionnaire and was analyzed using multiple linear regression analysis. The finding showed there was no significant effect between students' spiritual quotient on students' learning achievement, there was a significant effect between students' efforts on students' learning achievement, there was no significant effect between students' spiritual quotient on students' learning achievement through students learning efforts.*

**Keywords:** *Learning Achievement, Learning Efforts, Spiritual Quotient.*

## INTRODUCTION

Education is something that is very important in human life, through education it will produce quality human resources. Learning is one of the processes in education. Baharudin (2007:13) Learning means trying to gain intelligence or knowledge. Learning is an activity to achieve intelligence or knowledge. Muhibbin (2006:63) Learning is a process activity and is a very fundamental element in the implementation of every type and level of education. Every student who participates in the education or learning process wants good achievement. But to achieve it is not an easy thing. It is because learning successfully is strongly influenced by many factors, some of them are the spiritual quotient and efforts or activities in learning.

Effort and spiritual quotient have a very important role in students' life and have a great impact on attitudes and behavior. Students who are trying in learning activities will have good

abilities compared to students who are less trying to learn. In learning requires a concentration of attention, a skill in solving problems, a good management in personal management so that what is learned can be understood. Efforts to learn and spiritual quotient have very big influence on learning achievement. Effort and spiritual quotient in students must be nurtured continuously so that it will increase in students. With high effort and spiritual quotient, students can gain knowledge and insight as well as good learning achievement. Efforts and spiritual quotient not only affect a person's behavior, but also can encourage people to keep trying and doing something. In this case, Efforts and spiritual quotient are important things for someone to try to do and get something.

Learning will run smoothly if there is a good effort and supported by the students' spiritual quotient. Students who are lazy to learn then fail because there is no good effort and is not supported by spiritual quotient. In learning activities, many things have a very important role as a benchmark for the success or failure of the learning process and results. If the students learn well then the students have good spiritual quotient and great attention to the object being studied, then the results obtained will be better. In this case, the learning efforts and student spiritual quotient are very influential on students learning achievement. Learning achievement are abilities that students have after they receive their learning experiences. Good learning achievement can be seen from how much the child understands the lesson delivered and how much interest the child has in the lesson.

Pertaining to preliminary research, it was observed that even though the students have been studying and learning, the students have been doing some efforts but most of the students still have problems in learning achievement especially in English learning achievement. The students of Institute of Technology and Business of Indragiri have studied and learned English, but their scores in English are still insufficient. Their scores seem far from the target of the curriculum and standard competency. It is contrary to theory of learning which stated that learning as behavior change. Muhibbin (2000:95) there are many changes in human depend on learning, so that the quality of human also depend on what and how they learn. It means learning affect students' quality and quality of the students can be seen from their score or learning achievement.

There were some researches conducted about spiritual quotient and learning achievement,

they are Ade, et al (2017) conducted a research entitled *The Effect of Emotional Intelligence, Learning Motivation, and Spiritual Intelligence on Understanding of Behavioral Accounting Subject*. The the research finding showed that emotional intelligence and spiritual intelligence affected the understanding of behavioral accounting subject. While the variable learning motivation did not affect the understanding of behavioral accounting subject. Rayung and Ambotang (2018) conducted a research entitled *The Influence of Emotional and Spiritual Intelligence on the High School Student Outcomes*. The research finding showed that there was a strong positive relationship between EQ and SQ with SO. Yahya, et al (2020) conducted a research entitled *The Effect of Intellectual, Emotional, and Spiritual Intelligence on the Economic Learning Achievement of SMA Negeri 1 Soppeng*. The research finding showed that intellectual, emotional and spiritual intelligence significantly influence on economic learning achievement of students. Rajeswari and Selvam (2019) conducted a research entitled *A Study on Students Academic Achievement in Relation to Emotional Intelligence and Spiritual Intelligence of M.Ed Students*. The research finding showed that there is significant relationship between academic achievement, emotional intelligence and spiritual intelligence. Villagonzalo (2016) conducted a research entitled *Intelligence Quotient, Emotional Quotient, Spiritual Quotient, and Adversity Quotient and The Academic Performance of Students*. The research findings showed that there is a positive significant relationship between intelligence quotient and the academic performance, there is a high significant relationship between emotional quotient and the academic performance, there is a negative significant relationship between spiritual quotient and the academic performance, there is a negative significant relationship between adversity quotient and the academic performance of student.

Some of the research finding found that spiritual quotient has a significant effect on students' learning achievement, but there is also a research finding found that spiritual quotient has no significant effect on students' learning achievement. Based on the research findings above, it is clear that the further research is needed to conduct.

The differences of the research from others is the mediating variable between students' spiritual quotient and students' learning achievement. Where the mediating variable in this research is student's learning efforts.

## LITERATURE REVIEW

### Spiritual Quotient

Joshi (2019) stated that spiritual intelligence as most fundamental intelligences and source of all other intelligences. Agustian in Lisda Rahmasari (2012) stated that spiritual quotient is an ability to give worship meaning to every behavior and activity, through steps and thoughts that are natural, towards a complete human being and having a monotheistic mindset and principles only because of God. Spiritual intelligence is intelligence to deal with and solve problems of meaning and value, namely intelligence to place human behavior and life in the context of a broader and richer meaning, intelligence to judge that one's actions or way of life are more meaningful than others.

Zohar and Marshal in Lisda Rahmasari (2012) stated that spiritual quotient as a moral sense, the ability to adjust rigid rules coupled with understanding and love as well as an equal ability to see when love and understanding reach their limits, also allows us to grapple with good and evil, imagine that hasn't happened yet and lifts us up from our lowly. This intelligence places our behavior and life in the context of a broader and richer meaning, the intelligence to judge that someone's actions or way of life are more valuable and meaningful.

The principles of spiritual intelligence according to Agustian in Lisda Rahmasari are:

1. The star principle is a principle based on faith in Allah SWT. All actions are done only for Allah and do not expect anything from others and do it yourself.
2. The angel principle is a principle based on faith in Angels. All tasks are carried out with discipline and good according to the nature of angels who are trusted by Allah to carry out all the commands of Allah SWT.
3. The principle of leadership is a principle based on faith in Rasulullah SAW. A leader must have firm principles, in order to be able to become a true leader. Like Rasulullah SAW is a true leader who is respected by everyone.
4. Learning principles are principles based on faith in the book. Likes to read and learn to increase knowledge and seek the ultimate truth. Think critically about everything and make the Qur'an a guide in action.
5. Future principles are principles based on faith in the "last day." Oriented towards goals, both short term, medium term and long term, accompanied by the belief that there will

be a "last day" where every individual will get a reply for every action taken.

6. The principle of order is a principle based on faith in "God's provisions".

The characteristics of people who have spiritual intelligence based on the theory of Zohar and Marshall are:

1. Have self awareness
2. Have a vision
3. Be flexible
4. Holistic view
5. Make a change
6. Source of inspiration
7. Self reflection

### **Learning Efforts**

According to Syaiful (2002) learning is some activities involve mental and physical activities to get changes in behavior as a result of experience and interaction with the environment which has a relationship with cognitive, affective and psychomotor. Some activities in learning involve: watching, listening, writing, reading, thinking, and practicing.

1. Watching something related to learning. Watching or viewing activities are included in learning activities. When learning, students have to look at the objects or the point of learning. Watching activities will give an impression and then it will be stored in the brain.
2. Listening something related to learning. When the subject matter is explained, each student must listen carefully. Students must be good listeners in order to concentrate in learning process to achieve learning goals.
3. Writing something important or writing something needed. Writing activities are often used in traditional learning. Writing was an important activity even though at one time students had to listen to a teacher's explanation, they could not ignore that writing was an important activity. Taking notes or summarizing can help students remember or repeat the subject matter. Students can make a summary from a book, article, research result or from the teacher's explanation.
4. Reading the material related to learning. Reading is the most activity which have to do

in learning because reading is a way to get that knowledge. What is meant by reading here is not only reading books, but also reading magazines, newspapers, journals, research results, notes on learning outcomes and other things related to learning needs.

5. Thinking is an activity in processing information. It is a psychological ability to learn, store, and remember things as one of the efforts in understanding concepts or informations. Remembering or memorizing is entering learning material in memory so that it can be brought back.
6. Practicing the materials of the lessons or implementing the theories of the lessons. Learning while acting is a learning concept which requires a cohesive effort to get impressions by doing. Learning by doing can maximize the quality of learning, learning by doing in this case includes practice. Practicing is a good way to strengthen memory.

### **Learning Achievement**

Learning achievement are certain competencies or abilities, both cognitive, affective and psychomotor that are achieved or mastered by students after participating in the teaching and learning process. Learning achievement are patterns of actions, values, understandings, attitudes, appreciation and skills. Learning outcomes that become the object of class assessment are in the form of new abilities obtained by students after they participate in the teaching-learning process about certain subjects. In the national education system, the formulation of educational objectives refers to the classification of learning outcomes in general are cognitive aspects, affective aspects and psychomotor aspects.

According to Kunandar (2014), the objectives of assessing student learning outcomes are:

1. Track student progress.
2. Check the achievement of student competencies.
3. Detect competencies that have not been mastered by students.
4. Become feedback for improvement for students.

While the benefits of assessment of learning outcomes are:

1. Knowing the level of achievement of competence during and after the learning process takes place.
2. Provide feedback for students to find out their strengths and weaknesses in the process

of achieving competence.

3. Monitor progress and diagnose learning difficulties experienced by students.
4. Feedback for teachers in improving the methods, approaches, activities, and learning resources used.
5. Provide alternative assessment options to teachers.
6. Provide information to parents about the quality and effectiveness of learning carried out by schools.

## RESEARCH METHOD

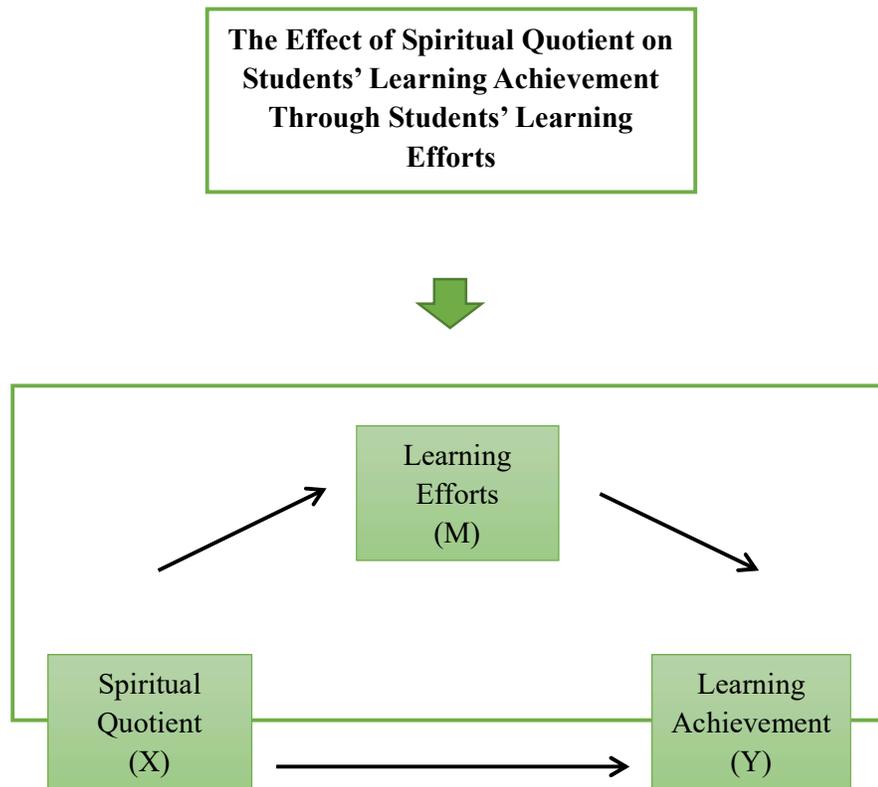


Figure 1. Research Model

## Hypothesis

Hypothesis 1: there is a significant effect between students' spiritual quotient on students'

learning achievement.

Hypothesis 2: there is a significant effect between students' learning efforts on students' learning achievement.

Hypothesis 3: there is a significant effect between students' spiritual quotient on students' learning achievement through students' learning efforts.

The research conducted using quantitative approach and correlational research method. Williams (2007) quantitative research creates meaning through objectivity uncovered in the collected data. Quantitative approach uses mathematical models as the methodology of data analysis. A correlational study is a quantitative method of research in which two or more quantitative variables from the same group of subjects are taken through series of computations to determine if there is a relationship between variables or a similarity between them, but not a difference between their means. Correlational research, represents a general approach to research that focuses on assessing the covariance among naturally occurring variables. This research method is correlational research which aims to determine the effect of spiritual quotient on students' learning efforts, students' learning efforts on students' learning achievement, spiritual quotient on students' learning achievement through students' learning efforts. The variables of this research are independent variable in the form of spiritual quotient, dependent variable in the form of students' learning achievement, and intervening variable in the form of students' learning efforts. The population in this study are 431 students and the sample are 195 students. There are three types of variables in this study, they are independent variable, intervening variable, and dependent variable. Independent variable is spiritual quotient which is symbolized by X, Intervening variable is students' learning efforts which is symbolized by I, and dependent variable is student learning achievement which is symbolized by Y. The data collected of student's spiritual quotient, students' efforts and students' achievement are interval. The instruments used to collect the data are questionnaire and observation. Further data is analysed with descriptive and inferential statistics using SPSS 26.

## **RESULTS AND DISCUSSION**

The data of this research are the score of students' spiritual quotient, students' efforts and

students' achievement. The score from the students' spiritual quotient, efforts and achievement results are analyzed by using quantitative data analysis for the findings. Both descriptive and inferential statistical analyses are included. Frequency counts, percentages, mean scores and standard deviation of the variables are presented in the descriptive statistical analyses. The data of the students' spiritual quotient, students' efforts and students' achievement are obtained from students scores in answering the questionnaires given. The descriptions of the data are as follows:

### 1. The Data Presentation of Students' Spiritual Quotient

The data of the students' spiritual quotient are obtained from students scores based on the questionnaire. The highest score is 100 and the lowest score is 57. Mean score is 88.42 and standar deviation is 7.86. The descriptions of the data are as follows:

**Table 1. Students' Spiritual Quotient**

Classification	Score	Frequency	Percentage
Very High	90-100	99	50.8%
High	80-89	68	34.9%
Middle	70-79	26	13.3%
Low	60-69	1	0.5%
Very Low	0-59	1	0.5%

Based on the table 1, it was indicated that most of the students' spiritual quotient were categorized high to very high.

### 2. The Data Presentation of Students' Efforts

The data of the students' efforts are obtained from students scores based on the questionnaire. The highest score is 100 and the lowest score is 55. Mean score is 78.37 and standar deviation is 9.03. The descriptions of the data are as follows:

**Table 2. Students' Efforts**

Classification	Score	Frequency	Percentage
Very High	90-100	28	14.4%
High	80-89	57	29.2%
Middle	70-79	82	42%
Low	60-69	25	12.8%

Very Low	0-59	3	1.5%
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Based on the table 2, it was indicated that most of the students' efforts were categorized middle.

### 3. The Data Presentation of Students' Achievement

The data of the students' achievement are obtained from students scores based on the questionnaire. The highest score is 100 and the lowest score is 55. Mean score is 78.37 and standar deviation is 9.03. The descriptions of the data are as follows:

**Table 3. Students' Achievement**

Classification	Score	Frequency	Percentage
Very High	90-100	29	14.9%
High	80-89	64	32.8%
Middle	70-79	85	43.6%
Low	60-69	12	6.1%
Very Low	0-59	5	2.6%

Based on the table 3, it was indicated that most of the students' achievement were categorized middle to high.

**Table 4. Students' Spiritual on Students' Achievement**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	70.239	7.724		9.093	.000
	Spiritual	.106	.087	.088	1.222	.223

**Table 5. Students' Spiritual on Students' Achievement through Students' Efforts**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	56.944	7.846		7.258	.000
	Efforts	.376	.079	.356	4.740	.000
	Spiritual	-.076	.091	-.063	-.838	.403

The explanation based on the result of the data correlation analysis from the statistical results is as follows:

**Hypothesis 1: The effect of students' spiritual quotient on students' learning achievement.**

The result showed that sig. (2-tailed) 0.223 is bigger than 0.05. It means that there is no significant effect of students' spiritual quotient on students' learning achievement.

**Hypothesis 2: The effect of students' learning efforts on students' learning achievement.**

The result showed that sig. (2-tailed) 0.000 is bigger than 0.05. It means that there is no significant effect of students' efforts on students' learning achievement.

**Hypothesis 3: The effect of students' spiritual quotient on students' learning achievement through students' learning efforts.**

The result showed that sig. (2-tailed) 0.403 is bigger than 0.05. It means that there is no significant effect of students' spiritual quotient on students' learning achievement through students' learning efforts.

## **CONCLUSION AND SUGGESTION**

The research finding showed that most of students' spiritual quotient were categorized very high, most of the students' efforts were categorized middle and students' achievement were categorized middle. The result of data analysis showed that there was no significant effect between students' spiritual quotient on students' learning achievement, there was a significant effect between students' efforts on students' learning achievement, there was no significant effect between students' spiritual quotient on students' learning achievement through students learning efforts.

There are many factors influence students' learning achievement, one of them is learning efforts which discussed in this research. Students should have a good efforts in learning to increase their learning achievement.

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