

# STUDY ON EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE AS A PREDICTION OF STUDENTS COMULATIVE' GRADE POINTS AVERAGE

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## STUDY ON EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE AS A PREDICTION OF STUDENTS COMULATIVE' GRADE POINTS AVERAGE

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### Abstract

Emotional and spiritual reactions are closely related to immunological conditions and stress hormones in the body. Intellectual conditions such as cognitive improvement due to thinking, emotional improvement due to anxious responses or stressors, and spiritual conditions due to religious patterns or peace in religious activities. The emotional, and spiritual linkage mechanism in relation to immunology can be explained through the increase and decrease of immune system mechanism, religion can provide peace that has an impact on increasing the immune response. Spiritual and emotional abilities are important for doctors or prospective doctors in an effort to grow quality services. An important aspect of service is the provision of optimal and holistic (comprehensive) services from aspects of the needs of biology, psychology, and sociology. This study is in accordance with Islamic principles in terms of the application of the Islamic values to the Faculty of Medicine UNISSULA students where the spiritual behavior about the meaning of life is related to positive emotions has a tremendous influence in many ways, especially the influence on health. Those with components of spiritually and emotionally organized have a relatively healthier and happier life. The purpose of this study was to examine the emotional and spiritual intelligence as predictions of Student's Cumulative Grade Points Average. This study was an observational study with cross sectional design. The samples used were students batch 2015 and 2016 of Faculty of Medicine Unissula with total subjects of 336 students. The instruments used in this research are emotional and spiritual instruments. The instrument to measure student achievement index was analyzed by student learning evaluation results obtained from the academic section. Data analysis in the study was carried out with descriptive analysis, bivariate analysis, and multivariate analysis. There is a significant relationship between emotional intelligence and spiritual intelligence on student achievement index. Students are expected to improve emotional intelligence and spiritual intelligence for problem solving, making decisions, thinking critically and thinking creatively.

**Keywords:** Emotional Intelligence, Spiritual Intelligence, Students

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### INTRODUCTION

Emotional and spiritual abilities are important abilities to be owned by a doctor related to the provision of services provided to patients. Emotional and spiritual management have an impact on service to patients because of the pattern of patience and devotion given to the patients. Emotional abilities include self-awareness, motivation, self-regulation, empathy, and social skills. Emotions also mean biological and psychological responses that move our bodies to react for certain reaction. According to, emotional intelligence is acceptance, interpretation, giving a reaction from someone to another person<sup>1)</sup>, similarly expressed Carmichael (2005) who states emotional intelligence is a specific process of information intelligence which includes the ability to emerge and express emotions to other people, controlling emotions, as well as using emotions to achieve goals. While Spiritual is believed to affect someone to give strength. A person's life is formed from a belief and spiritual belief will give direction to cope and solve problems in one's life.<sup>6)</sup> Stated that religion can provide peace that has an impact on increasing the immune response.<sup>3)</sup> Soul and spirituality/Islamic identity cannot be separated from the knowledge of spiritual neuroscience, especially medical science, by entering the spiritual dimension, the key concept is healthy brain. This means that what we do in this life should be useful for people / Rahmatan Lil alamiin.<sup>3)</sup> This study is in accordance with Islamic principles in terms of the application of Islamic values to the Faculty of medicine Unissula students where the spiritual behavior of meaning of life-related to positive emotions has a tremendous influence in

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many ways, especially the influence on health. Those who live with the spiritual and emotional components that are arranged have a relatively healthier and happier life. The purpose of this study is to examine emotional and spiritual intelligence as a student cumulative grade points average of the Faculty of Medicine students.

### MATERIAL AND METHODS

This study was an observational study with a cross-sectional design. This research was conducted at the Faculty of Medicine of Sultan Agung Islamic University in August 2017 - July 2018. The samples used were the students of the 2015 and 2016 Unissula Faculty of Medicine with the total of 336 students. The instruments used in the research are emotional and spiritual instruments. Emotional instruments include self-awareness, self-assessment, self-confidence, self-control, self-adjustment, self-acceptance, and empathy. An instrument to measure spiritual which includes awareness, grace, meaning, strength, truth. Data collection activities were carried out by interviews based on the research questionnaire. The instrument to measure student achievement indexes is used by the study of student learning evaluation documents obtained from the academic affair. Data analysis in the study was carried out using descriptive analysis, bivariate analysis and multivariate analysis. Descriptive analysis was conducted to see the student cumulative grade points average. Descriptive analysis is presented with tables with mean values and standard deviation values for each emotional, spiritual and student achievement indicator indexes. Bivariate analysis was

conducted to see the relationship between emotional and spiritual with student cumulative grade points average. Bivariate analysis was performed by regression analysis to determine the relationship between emotional variables, spiritual and student achievement indexes. Multivariate analysis was carried out to see the dominant variables that predicted an increase or decrease in student achievement index. Multivariate analysis was carried out using multiple

regression tests.

**RESULTS**

The results of the analysis of the research variables covering emotional, spiritual and medical faculty student achievement index conducted on 336 students obtained the following results (Table 1):

**Table 1. Research Subjects Characteristics Based on Age, Batch (n=336)**

No	Variable	f	Mean±SD
1	Age	336	19,84±0,90
	Batch 2015	187	20,26±0,77
	Batch 2016	149	19,30±0,75
2	Grade Points Average	336	3,13±0,40
	Batch 2015	187	3,16±0,37
	Batch2016	149	3,09±0,44

Based on the results of the mean age analysis, it was found that the average age of 2015 was 20.26 ± 0.77, while the year 2016 average was 19.30 ± 0.75. If it is seen from the total of all students as many as 336 students average 19.84 ± 0.90. Based on the index of achievement of 336 students, the average

GPA value was 3.13 ± 0.40, whereas when viewed from each generation, the average for the 2015 class was 3.16 ± 0.37, and when viewed from the 2016 class of average 3, 09 ± 0.44. This provides an interpretation that the batch 2015 has a greater average GPA compared to the batch 2016.

**Table 2. Emotional Relationship with Student Grade Points Average**

Variable	Mean±SD	R	P
Self-awareness	2,51±0,57	0,166	0,002
Self-assessment	2,96±0,52	0,187	0,001
Confidence	2,49±0,58	0,230	0,000
Self-control	2,51±0,62	0,046	0,339
Adjustment	2,96±0,48	0,217	0,000
Reception	2,71±0,51	0,125	0,022
Empathy	2,97±0,52	0,058	0,287
Emotional	2,62±0,29	0,185	0,001

The table 2 shows that the highest score in the state of empathy with a mean of 2.97 ± 0.52 while the lowest value on self-confidence with a mean of 2.49 ± 0.58. Based on the bivariate analysis of the relationship between emotional indicators that the emotional indicators related to the student's cumulative achievement index are self-awareness p = 0.002,

self-assessment p = 0.001, self-confidence p = 0.000, self-adjustment p = 0.000, acceptance p = 0.022, in total variables it was found that emotional variables significantly affected student achievement index p = 0.001.

**Table 3. Spiritual Relationship with The Student's Grade Points Average**

Variable	Mean±SD	R	P
Awareness	2,64±0,43	0,081	0,138
Grace	2,94±2,36	0,102	0,062
Mean	2,36±0,37	0,069	0,209
Advantages	2,43±0,41	0,081	0,138
Truth	2,74±0,43	0,154	0,005
Spiritual	2,62±0,29	0,141	0,010

Based on the spiritual variables (table 3), it was found that the highest average was the grace indicator 2.94 ± 2.36 while the lowest average indicator was the mean indicator 2.36 ± 0.37 and the general variable was 2.62 ± 0.29. Based on the bivariate analysis, it was found that based on the indicators

of the research variables it was found that a significant indicator related to the spiritual condition of the students was an indicator of truth p = 0.005 while in general it was found that there was a significant relationship between spiritual and emotional state.

**Table. 4 Linear Regression Analysis of The Relationship Between Emotional, Spiritual and Student Achievement Index**

Subject Situation	Achievement Index		B	T	P
	Mean	SD			
Emotional	2,62	2,62±0,29	0,159	2,319	0.021
Spiritual	2,62	0,29	0,062	0,657	0.511
R2			0,188		

2 Based on the results of multivariate regression analysis (table 4), it was found that emotional variables  $\beta = 0.159$  were more dominant in predicting student GPA compared to spiritual

## DISCUSSION

The average age of Faculty of Medicine of Sultan Agung Islamic University students was 19.84 years old. This situation is in line with the situation in other universities that the average age of students is between 19 years and 20 years. At this age is an age that is vulnerable to changes that occur so that the pattern of adaptation becomes important for students, especially teenagers. Adaptation to the new environment is a situation that can cause problems for students because of the age position that is vulnerable to problems.

Based on the data, the average of the student GPA were higher for students of the year 2015 compared to 2016. This situation was due to factors that new students in 2016 tend to experience a new phase of adaptation to the new environment so that they are vulnerable to problems and conflicts with the environment. The situation of conflict with the environment causes a stressor for students so that it affects students' cognitive. This situation causes the GPA for students of 2016 to be lower than the 2015 class.

Stressful conditions for students are a source of stressors for students which can affect cognitive conditions for students so that students can be self-closing, hopeless, frustrated, boredom, a feeling of entrapment, feelings of reduced empathy, fatigue, anger, cynicism, pessimism, depression, nervousness, hate, guilty feeling.

Emotional based on the highest score on the empathy indicator. This situation can be caused by the condition of students who are still classified as new students whose emotional pattern is more inclined to the feelings of others in the struggle for education. The new students tend to prepare new patterns of adaptation to new environments that lead to a sense of empathy among high students. This is in accordance with a statement which states that the balance of empathy occurs through the evolution of the human self and natural selection in action that is related to cognitive empathy and emotional empathy.

The adaptation process that occurs in students requires a balanced pattern with the campus environment so that to achieve a balance in the role of adaptation through empathy is very important for students. Concludes that the environmental conditions obtained in education can change new values of previous values that are applied in the family.<sup>5)</sup> Where in films, beliefs, and attitudes towards professionalism figures without. The teaching system that is applied in each campus can lead to a process of changing values, beliefs and attitudes from the results of interaction with friends and interaction during education.<sup>5)</sup> Who use interactive methods with film media found that interactive methods can help in the teaching process and can provide changes in values, beliefs and attitudes from the information in the film media.

Based on the spiritual average the highest score on the indicator of grace. This situation can be caused by students of 2015 and 2016 just entering the adaptation phase so that students view the new environment as a blessing for students

variables  $\beta = 0.062$ . Based on the contribution it was found that emotional and spiritual variables can predict an increase in student GPA of 0.188 against student GPA.

because they can study in the medical faculty. The perception that is formed is a belief in the problems faced by students towards the campus environment and student tasks. The opinion of which states that Spiritual is believed to influence a person to give strength.<sup>6)</sup> A person's life is formed from a spiritual belief and belief giving direction to coping and problems in one's life.<sup>6)</sup>

### 1) Emotional relationship with student grade points average

There is a significant relationship between emotional and achievement index. This situation can be caused by emotional conditions that can affect students' cognitive that causes changes in students' cognitive abilities which are translated into achievement indexes.

Carmichael (2005) argues that emotional intelligence is a specific process of information intelligence which includes the ability to emerge and express one's own emotions to others, controlling emotions, and using emotions to achieve goals. The relationship between emotional and cognitive in influencing the results of emotional is empathy and sympathy, in empathy there is sympathy and vice versa in sympathy there is empathy. Emotional journey that emerges an action that results from the interaction in one's emotion.<sup>10)</sup> Cognitive Strategy is an organized internal ability that can help in the learning process, the process of thinking, solving problems and making decisions. Cognitive strategy begins by activating empathy that exists in humans so that individuals are able to accept mistakes or bad things that happen to them.

Cognitive function is a human psychological function in the fields of awareness, thought, knowledge, interpretation, understanding, ideas, and intelligence that are individual. This intelligence can be seen and measured in the form of the value of the achievement index.<sup>7)</sup> The results of the study of stated that the provision of visual-based interventions did not significantly improve cognitive scores of subjects in medical students but intervention could increase the empathy of medical students. Cognitive attributes that involve understanding from inner experiences and perspectives, combined with the ability to communicate.<sup>7)</sup>

Opinion states that the working principle or morale is related to cognitive empathy, emotional empathy and social skills.<sup>8)</sup>

The state of cognitive empathy is shown by the existence of tasks that are perceived as severe so that they affect the performance of cognitive empathy in humans. This situation which causes the imbalance of human empathy performance shown to students is a decrease in achievement index. States that the components that build empathy in humans include cognitive empathy, emotional empathy and social skills.<sup>9)</sup> Obtained the result that fatigue and well-being significantly affected students' empathy conditions. Fatigue causes a decrease in feelings of empathy and well-being increasing feelings of empathy for students.

### 1) Spiritual relationship with student cgrade points average

There is a significant relationship between spiritual and

student achievement index. This situation can be caused by the spiritual improvement of students can improve the ability of student achievement which is shown by increasing student achievement index. States that the relationship between mind (cognition), spiritual and psychological becomes clear if it considers the nature of the relationship between humans and God.<sup>10)</sup> The closeness of human relations with God can improve cognitive especially in this case is a student.

The importance of understanding religion for students is a determinant of student cognitive improvement which is translated into student achievement index. Spiritual state forms character for students. In this case students are students who are in an Islamic environment so that they support spiritual improvement for students. Spiritual enhancement for students can make student character formation factors. Improving student character can be done through spiritual improvement of students. Spiritual psychology management shapes a person's characteristics, self-control, discipline, spiritual maturity and spiritual commitment, this explains how the mechanism of the formation of one's emotional and spiritual intelligence is reflected in the activities of a Muslim.<sup>13)</sup>

The components that build spiritually include awareness, grace, meaning, strength and truth. The role of consciousness is the activation of knowledge (activation of knowledge). The awareness function according to Baars and Mc Govern (1996) includes: Adaptation and learning, prioritization and access, recruitment and control, decision making and executive functions, error detection and editing, self monitoring, organizing and flexibility, setting cortex functions.

The relationship between emotional, spiritual and student achievement index

Emotional state is more dominant in predicting student achievement index when compared to the student's spiritual state. This situation can be caused by emotional conditions tend to be closer to human cognitive so that in this study students as subjects are more likely to use emotionally in carrying out activities on campus compared to spiritual conditions. States that the way people think can affect what they feel and how someone behaves. This situation gives meaning that the difficulty of thinking patterns causes emotional difficulties and student behavior.<sup>11)</sup>

Students who tend to have low achievement indexes or low cognitive abilities lead to mistakes in dealing with problems that occur on campus so that they experience a decline in cognitive abilities which are translated into low achievement index for students. Opinion destructive thinking causes errors in decision making and problem solving, reduces productivity, and feels frustrated to solve problems. Thought can affect self-esteem and ability to overcome problems.<sup>12)</sup>

This is in accordance with the state of the results of the study which states that the average value is greater for students of class of 2016 than students of class 2015. This situation can be caused by the interaction of students for the 2015 class tends to be longer than the class of 2016 so that the environment affects the cognitive condition of students. Argues that the construction of the mind can contribute to positive self-values and spiritual strength, while destructive thoughts contribute to poor self-worth and vulnerability to change.<sup>12)</sup>

Emotional and spiritual circumstances can reflect a mirror of personality for students. The balance between emotional and spiritual forms character for students. Spiritual-psychology management shapes one's characteristics, self-control, discipline, spiritual maturity and spiritual commitment.<sup>13)</sup> Research concludes that the relationship between understanding of thinking and emotional sharing is the basis of human evolution. The existence of an imbalance of empathy can be explained through the four states of empathy disturbance in the imbalance of empathy and empathy in general.

Student cognitive state can be translated into student achievement index which is one indicator of students' cognitive abilities that have been tested. Achievement index is one indicator of cognitive assessment for students. Based on the results of the analysis it was found that the more dominant factors affecting student achievement index were emotional factors. This situation can be explained through various emotional state processes that can affect students' cognitive abilities, including problem solving, ability in decision making, critical thinking skills, and creative thinking skills.

The ability of students to solve problems is one of the individual's skills in using his thinking process to solve problems through fact gathering, analyzing information, preparing various alternative solutions, and choosing effective problem solving. A student is required to be able to collect facts, analyze, find solutions to problems. According to states that cognitive conditions can affect the state of oneself, circumstances and future circumstances.<sup>11)</sup> Cognitive tests are instruments used in various matters related to problem solving, decision making, and creative thinking.

Decision-making ability (decision making) in students is a skill in using their thinking process to choose the best decision from several choices available through gathering information, comparing the goodness and disadvantages of each alternative, analyzing information, and making the best decisions based on the reasons rational. The ability of critical thinking, namely the skills of individuals in using their thinking processes to analyze arguments and provide interpretations based on valid perceptions through "logical reasoning", analysis of assumptions and biases from arguments, and logical interpretation.

Creative thinking skills, namely the individual's skill in using his thinking process to produce a new and constructive idea, based on concepts, and rational principles as well as individual perceptions and intuition. These skills are not separate but are integrated with one another. So at the same time when students use their cognitive strategies to solve problems, he also uses his skills to make decisions, think critically, and think creatively.

#### CONCLUSION

The highest average of students' emotional intelligence in the indicator of empathy, the highest average spiritual intelligence of students in the indicator of grace. There is a significant relationship between emotional intelligence and spiritual intelligence on student achievement index. Emotional intelligence is more dominant in predicting medical faculty student achievement index compared to spiritual intelligence.

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