Contribution of Geographic Learning in Growing Intelligence of Spiritual Students

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Abstract

This study attempts to identify two questions: first, what role does geography learning play in fostering students' spiritual intelligence; and second, how do socio-cultural, psychological, and demographic factors influence students' spiritual intelligence? A sample of 79 students from Teratai Putih Global Bekasi High School participated in this survey. Through the use of questionnaires, data collection techniques were implemented, and SPSS software was utilized for data analysis. The data analysis includes a test of validity using the approach of corrected item-total correlation, a test of reliability, an Independent T test, and structural equation modeling (SEM). There were no significant changes in students' spiritual intelligence depending on gender, level or class, or the type of work their parents conducted. However, there were substantial variances in students' spiritual intelligence.

Keywords: *Spiritual, Intelligence, Geography, Learning.*

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A. INTRODUCTION

Geography and other subjects outside the subject of Religious Education and PPKn as stated in the revised version of the 2013 curriculum have the moral responsibility to develop the spiritual attitudes of students even though they are carried out through indirect learning. Spiritual attitude is an attitude that involves morals that can provide understanding to distinguish between right and wrong based on faith and obedience to God Almighty. Spiritual attitude is identified with a narrow definition of spiritual intelligence. While broadly, spiritual intelligence is the ability to get to know who he is and who God the Creator is so that he will be able to see the meaning behind every event that is experienced.

Spiritual intelligence has an important role for someone's life to be able to interpret life and lives. The following has been proposed by experts as a definition of spiritual intelligence: Spiritual intelligence is the capacity of humans to ponder the ultimate meaning of existence and our interconnectedness with the world (Nair and Paul, 2017) ; Ability to act with compassion and wisdom while maintaining physical and spiritual peace (Zohar & Marshall, 2000) (Wigglesworth, 2006); intelligence that is required when we open our spirit journey and seek a deeper understanding of life (Bhalla, 2017); and the ability to hear one's inner voice to get closer to God and to provide the best and most benefit for oneself (Maher, 2001).

The higher a person has spiritual intelligence, the easier it will be to find happiness and make sense of life. Spiritual intelligence is not only related to mind, mind and soul, but also relates to other people and the universe. Therefore, the higher a person has spiritual intelligence (SQ), the higher his contribution to fellow humans

and the universe. High spiritual intelligence capacity can improve well-being in which one can deal with stress efficiently and regularly (Koshravi & Nikmanesh, 2014; Santrock, 2002).

True happiness and human success lies not only in money, materials or positions they bear, but lies in the ability to interpret life as the foundation needed to find the truth. Therefore we need spiritual intelligence (SQ), which is the ability to get to know who he is and who God is, so that he will be able to see the meaning behind every event that is experienced. That ability will foster peace in humans. He will always think positive about what happened to him. He will be able to bring patience and gratitude. Be patient if you get something unexpected and be grateful if you get what you expect.

Education through the teaching and learning process of all subjects is an instrument to foster the spiritual intelligence of students either through direct learning or indirect learning, including geography. Direct learning is a teaching and learning process that is systematically designed to achieve the stated learning goals. Indirect learning is an educational process that focuses on the development of values and attitudes that occur during direct learning but are not intentionally cultivated through specific activities. Therefore, indirect learning and direct learning are combined.

As one of the subjects taught in high school, geography plays a role in the indirect development of student intelligence. Geography is the study of the spatial relationships between various physical, social, and cultural symptoms and events that occur on Earth. Geography is the study of the earth's surface, encompassing the lithosphere, hydrosphere, atmosphere, biosphere, human geographical environment, and internal interactions (Tang et al., 2012). In the process of teaching and learning geography, the process of *tadabur alam*, namely the process of pondering, living, and contemplating the meaning of nature in conjunction with all of its events, can be utilized as a lesson. Therefore, it is interesting to conduct research related to the following questions: First, to what extent can geography education foster students' spiritual intelligence? and second, how do socioeconomic, cultural, and demographic factors influence students' spiritual intelligence?

B. METHOD

This study is a survey of Global Tertai Putih High School pupils. Survey research is a method of obtaining data about the characteristics, actions, or opinions of a large group of people (Pinsonneault et al., 1993), used to assess needs, evaluate requests, and examine impacts (Salant & Dillman, 1994), used to answer questions have been asked, to solve problems that have been raised or observed (Salant & Dillman, 1994), and used to quantitatively describe specific aspects of a population (Salant & Dillman (Kraemer, 1991). This study included 99 students from grades X, XI, and XII in social studies at Teratai Putih Global Bekasi High School. Seventy-nine samples were gathered using the Slovin formula n = N / (Nd2 + d2) Sampling (respondents are chosen at random, so any element in the population has an equal

chance of being chosen as a sample) (Salant & Dillman, 1994; Singh et al., 2014; Fox et al., 2009).

The variable examined was the students' spiritual intelligence. Modifications were made to the King David Intellectual Spiritual Self Inventory, which consisted of four dimensions: critical thinking, discovery of personal importance, spiritual consciousness / transcendental awareness, and level of awareness development, to create the research instrument. The instrument consists of 20 items that use a Likert scale ranging from naturally true to me to extremely true to me to correctly true to me to not at all true to me. The following methods were utilized to assess the data: validity testing with the corrected item-total correlation methodology; reliability testing; T Test Independent Test; and structural equation modeling (SEM).

C. RESULTS AND DISCUSSION

1. The Role of Geography Learning in Growing Students' Spiritual Intelligence

On the basis of the SPSS output, it is known that the average score for the four dimensions of spiritual intelligence formation, namely critical thinking, discovery of personal meaning, spiritual awareness, and awareness level development, is classified as moderate or sufficient, ie with a score of 16.5570 respectively; 16,4937; 15,8861 and 15,1013. Likewise, the spiritual intelligence of respondents in general or on average is categorized sufficient, that is 64.0380. This can be seen from the following table:

Table 1. Spiritual Intelligence Scores based on Forming Dimensions

Statistics

		Critical Thinking	Discovery of Personal Meaning	Spiritual Awareness	Development of Awareness Level	Spiritual Intelligence
N	Valid	79	79	79	79	79
	Missing	0	0	0	0	0
Mean		16.5570	16.4937	15.8861	15.1013	64.0380
Std. Deviation		2.90334	2.59127	2.93514	3.62185	6.05836
Range		11.00	10.00	13.00	13.00	32.00

Source: Data analysis using SPSS, July 2019

Based on the table above, it can be described in detail for aspects of critical thinking of respondents consisting of low categories (6.3%); adequate or moderate category (46.9%); high category (32.9%) and very high category (13.9%). For aspects of discovery of personal meaning consisting of low categories (5.1%); sufficient or moderate category (48.1%); high category (34.1%) and very high category (12.7%). For the aspect of spiritual awareness consists of very low categories (1.3%), low (7.6%); adequate or moderate category (55.7%); high category (22.7%) and very high category (12.7%). For the aspect of development of awareness level consists of very low categories (8.9%), low (13.9%); adequate or moderate category (41.8%); high category (25.3%) and very high category (10.1%). Whereas the overall spiritual intelligence of respondents was distributed only in three categories, namely the low category (3.8%); adequate or moderate category (72.1%); and high category (24.1%).

Based on the data above, it can be concluded that geography learning has a role in growing the spiritual intelligence of students. The role is related to geographic material objects namely the geosphere which includes lithosphere, hydrosphere, atmosphere and anthroposphere and biosphere. The material object allows students to do natural cultivation so that they will come to a belief that the universe has created it, that is, Allah Almighty. Various phenomena that occur in nature such as rain, lightning, volcano eruption, and so on can be used as an entrance by geography teachers to foster the spiritual intelligence of their students. Thus, through learning geography the students are getting to know the Almighty Allah which will then be reflected in the behavior of daily life. Spiritual intelligence possessed will have an impact on the ability to solve various types of problems, including monetary problems (Mohanty, 2018). However, to be able to grow the spiritual intelligence of their students, geography teachers must first have adequate spiritual intelligence. Teachers with high spiritual intelligence have the ability to reframe, and see things in a broader context (George et al., 2013)

2. Socio-Cultural, Demographic and Psychological Factors towards Spiritual Intelligence

Analysis of the influence of socio-cultural, demographic and psychological factors on Spiritual Intelligence is explained as follows:

a. Spiritual Intelligence Based on Gender

Based on the output of SPSS, the average spiritual intelligence of respondents by gender showed a nearly squeezed number, 63.9737 for men and 64.0976 for women. This shows the difference (see tables 2 and 3)

Table 2. Spiritual Intelligence Based on Gender

Group Statistics

	Respondent Gender	N	Mean	Std. Deviation	Std. Error Mean
Spiritual Intelligence	Man	38	63.9737	5.59675	.90791
	Woman	41	64.0976	6.52612	1.01921

Source: Data analysis using SPSS, July 2019

Table 3. Analysis Independent Test Spiritual Intelligence Based on Gender

Independent Samples Test

			SPIRITUAL INTELLIGENCE	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		.144	
	Sig.		.706	
t-test for Equality of Means	t		-.090	-.091
	df		77	76.555
	Sig. (2-tailed)		.928	.928
	Mean Difference		-.12388	-.12388
	Std. Error Difference		1.37298	1.36495
	95% Confidence Interval of the Difference	Lower	-2.85782	-2.84209
		Upper	2.61007	2.59434

Source: Data analysis using SPSS, July 2019

After examining the Independent Samples Test, it is known that the Sig.test Levene's for Equality of Variances is 0.706 > 0.05, indicating that the spiritual intelligence variance between men and women is homogeneous or identical. Based on the two-tailed significance level of 0.928>0.05, it can be stated that the average spiritual intelligence of men and women is not significantly different. This is pertinent to earlier study indicating that there is no substantial correlation between sex and spiritual intelligence (Charoenchanaporn & Madathil, 2013; Saranya & Sangeetha, 2017; Anandan Nair et al., 2017; King & DeCicco, 2009; Zhaleh & Ghonsooli, 2017). However, there are also several studies that show that women's spiritual intelligence is better than men (Mohanty, 2018; Dillman, 2006; Hermann, 2007; Yuen & Patneaude, 2006; Zagorsky, 2007; Aydin, 2018). Other research indicates that gender differences in spiritual intelligence are fundamentally influenced by a number of covarying cultural, socialization of gender roles, socioeconomic, religious, and religious practices factors (Mohanty, 2018). There are significant gender disparities in spiritual intelligence that advantage women in older age groups, such as adulthood and old age, but not in youth and early adulthood (Creel, 2010).

b. Spiritual Intelligence Based on Parental Income

Parental income referred to in this study is the total income from income of fathers and mothers. Based on the SPSS data output (table 4), the average income of the respondent's parents is 4, meaning that the respondent's parents' income is below 7 million, as much as 55% and the sis is spread below 3 million (1%); under 5 million (9%); under 10 million (9%) and above 10 million (5%).

Table 4. Spiritual Intelligence Based on Parents' Opinions

Income of Respondents' Parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 3 million	1	1.3	1.3	1.3
	under 5 million	9	11.4	11.4	12.7
	under 7 million	55	69.6	69.6	82.3
	under 10 million	9	11.4	11.4	93.7
	overs 10 million	5	6.3	6.3	100.0
	Total	79	100.0	100.0	

Source: Data analysis using SPSS, July 2019

Table 5. Oneway Analysis of ANOVA Spiritual Intelligence Based on Parental Income

ANOVA

Spiritual Intelligence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	915.759	4	228.940	8.701	.000
Within Groups	1947.127	74	26.313		
Total	2862.886	78			

Source: Data analysis using SPSS, July 2019

In addition, the significance probability value of 0.000> 0.05 from the one-way ANOVA analysis in table 5 indicates that there is a significant difference in the average spiritual intelligence of respondents based on parental wealth. Therefore, it may be stated that a person's income influences their spiritual intelligence. This relates to research findings indicating that people with higher socioeconomic status have greater spiritual intelligence than those with lower socioeconomic status (Charoenchanaporn & Madathil, 2013). This is because people with a higher socioeconomic position are more likely to have a better education, leading to greater options for higher education and, as a result, the acquisition of more additional skills than those with a lower socioeconomic status (Mohanty, 2018). Socioeconomic position has an effect on the formation of critical existential thought, but its relationships with other covarying variables are complex (Mohanty, 2018). However, there are also studies that differ from the conclusions above, namely that income does not have an influence on one's spiritual intelligence (Saranya & Sangeetha, 2017).

c. Spiritual Intelligence Based on Parental Education Levels

Education is defined as a community-recognized effort to help individuals realize their potential through recognized learning processes and/or other means. Education is the process of instilling values and norms and passing it on to the next generation to be developed in life and life that occurs in an educational process. The family environment is one of the educational environments in addition to schools and the community, so the process of instilling these values and norms occurs so that the background and level of education of parents play a role in educational activities at home.

Based on field data (table 6), it shows that the majority of respondent mother's education is high school and Diploma / Bachelor as much as 74%, the rest are junior high school (5%) and post graduate (2%). Whereas father's education (table 7), shows that the majority of diplomas/scholars (53%); High School (7%), and Postgraduate (19%).

Table 6. Spiritual Intelligence Based on Mother's Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior High School	5	6.3	6.3	6.3
	Senior high school	39	49.4	49.4	55.7
	DIPLOMA/Bachelor	33	41.8	41.8	97.5
	Post Graduate	2	2.5	2.5	100.0
	Total	79	100.0	100.0	

Source: Data analysis using SPSS, July 2019

Table 7. Spiritual Intelligence Based on Father's Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Senio high school	7	8.9	8.9	8.9
	Diploma/ Bachelor	53	67.1	67.1	75.9
	Post Graduate	19	24.1	24.1	100.0
	Total	79	100.0	100.0	

Source: Data analysis using SPSS, July 2019

To find out the influence of mother and father's education on the level of student spiritual intelligence, an ANOVA one way analysis was performed. Based on the analysis of these data it is known that the significance value of the significance of mother's education on students 'spiritual intelligence is 0.675 (table 8) greater than 0.05 so there is no significant difference in the respondents' spiritual intelligence based on mother's educational level. Therefore it can be concluded that mother's education does not significantly influence the level of intelligence of students (their children). As for father's education, it can be seen (table 9) that the significance value of 0.483 is greater than 0.05 so that there is no significant difference in respondents' spiritual intelligence based on father's education level. Therefore, it can be concluded that father's education does not significantly influence the level of intelligence of students (their children).

Table 8. Oneway Analysis of ANOVA Spiritual Intelligence Based on Mother's Education

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.527	3	19.176	.513	.675
Within Groups	2805.359	75	37.405		
Total	2862.886	78			

Source: Data analysis using SPSS, July 2019

Table 9. Oneway Analysis of ANOVA Spiritual Intelligence Based on Father's Education

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54.280	2	27.140	.734	.483
Within Groups	2808.606	76	36.955		
Total	2862.886	78			

Source: Data analysis using SPSS, July 2019

According to earlier research (Saranya & Sangeetha, 2017), there is no substantial difference in the educational qualifications of fathers and mothers in terms of spiritual intelligence and scientific success. However, there are substantial variations in maternal education and spiritual intelligence and science success (Saranya & Sangeetha, 2017)

d. Spiritual Intelligence Based on School Background

Based on the results of the SPSS analysis it can be seen that 86.1% of respondents came from public schools and the remaining 13.9% came from religious schools (MTs or SMPIT) (see table 10). Furthermore, the relationship between the respondent's school background and the level of spiritual intelligence is analyzed using the Independent Samples Test analysis. The value of Sig. test Levene's for Equality of Variances is 0.060 > 0.05, indicating that the respondent's spiritual intelligence variance based on their educational background is homogeneous or equivalent. Then, based on the two-tailed significance level of 0.000 0.05, it may be stated that there is a significant difference between the average spiritual intelligence of respondents based on their educational background (table 11).

Table 10. Distribution of origin of the respondent's school

Group Statistics

	Education Background	N	Mean	Std. Deviation	Std. Error Mean
Spiritual Intelligence	Public junior high school	68	62.4412	4.80790	.58304
	MTs/SMPIT	11	73.9091	2.62505	.79148

Source: Data analysis using SPSS, July 2019

Table 11. Independent Analysis of Spiritual Intelligence Test Based on School Background

Independent Samples Test

			SPIRITUAL INTELLIGENCE	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		3.634	
	Sig.		.060	
t-test for Equality of Means	t		-7.699	-11.666
	df		77	22.796
	Sig. (2-tailed)		.000	.000
	Mean Difference		-11.46791	-11.46791
	Std. Error Difference		1.48958	.98305
	95% Confidence Interval of the Difference	Lower	-14.43404	-13.50252
		Upper	-8.50179	-9.43331

Source: Data analysis using SPSS, July 2019

e. Spiritual Intelligence Based on the duration of accessing information

A book is a source of diverse information that can provide new perspectives on science, economics, society, culture, politics, and other facets of life. In addition, reading can assist shape the future and boost our mental intelligence. However, along with the progress of science and technology, especially the internet, sources of information have shifted from books to internet media including online media. The internet has become a source of knowledge, insight, and inspiration including those related to spiritual intelligence.

Based on the SPSS output it is known that the average respondent accessing the internet is related to spiritual intelligence in one week for more than 30 minutes and less than 45 minutes (55.7%), more than 45 minutes but less than 1 hour (17.7%), more than 15 minutes but less than 30 minutes (15.2%), more than 1 hour (7.6%), and less than 15 minutes (3.8%) (table 12). To find out the relation between duration of accessing information and spiritual intelligence, an ANOVA oneway analysis was carried out (table 13). Based on SPSS output, it can be seen that the significance value of 0,000 is smaller than 0.05 so that there is a significant difference in the respondents' spiritual intelligence based on the duration of accessing information. Therefore, it can be concluded that the duration of accessing relevant information significantly influences the level of intelligence of students.

Table 12. Distribution of the Duration of Respondents Accessing Relevant Information Sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 15 minutes	3	3.8	3.8	3.8
	under 30 minumtes	12	15.2	15.2	19.0
	under 45 minutes	44	55.7	55.7	74.7
	under 1 hour	14	17.7	17.7	92.4
	over 1 hour	6	7.6	7.6	100.0
	Total	79	100.0	100.0	

Source: Data analysis using SPSS, July 2019

Table 13. ANOVA Oneway Analysis of Spiritual Intelligence Based on Duration of Information Access

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1150.571	4	287.643	12.431	.000
Within Groups	1712.315	74	23.139		
Total	2862.886	78			

Source: Data analysis using SPSS, July 2019

f. Spiritual Intelligence Based on Respondents' Perceptions of Teachers

Based on the SSS utput, it can be seen that the majority of respondents (82.3%) view that geography teachers are able to link geography subject matter with the greatness of Allah SWT, so that they are able to grow the spiritual intelligence of their students, only 17.7% which states that geography teachers are categorized as not good in linking geography education material with the greatness of Allah SWT. This can be seen in table 14 below:

Table 14. Distribution of respondents' perceptions of geography teachers

Respondents' perceptions of geography teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not good	14	17.7	17.7	17.7
	Pretty goog	41	51.9	51.9	69.6
	Good	18	22.8	22.8	92.4
	Very good	6	7.6	7.6	100.0
	Total	79	100.0	100.0	

Source: Data analysis using SPSS, July 2019

Table 15. Oneway Analysis of ANOVA Spiritual Intelligence Based on Perceptions of Geography Teachers

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1955.100	3	651.700	53.843	.000
Within Groups	907.786	75	12.104		
Total	2862.886	78			

Source: Data analysis using SPSS, July 2019

To find out the relationship between respondents' perceptions with the level of spiritual intelligence of the respondents, an ANOVA oneway analysis (table 15) was conducted. Based on the table it appears that the significance value of 0,000 is less than 0.05 so that there is a significant difference in the respondents' spiritual intelligence based on their perception of the teacher in linking geography student material with the greatness of Allah SWT. Therefore, it can be concluded that the respondent's perception of the teacher in teaching will have a significant effect on the level of intelligence of students.

D. CONCLUSION

Spiritual intelligence is a person's ability to respond to diverse areas of life based on the principles of divine truth. This intelligence is capable of guiding humans to more positively position themselves and live with wisdom, tranquility, and ultimate happiness. According to the study's findings, geography has a role in the development of pupils' spiritual intelligence. This is in accordance with the direction of the 2013 curriculum which states that geography subjects have a moral responsibility to develop the spiritual attitudes of students. This is because geography studies the phenomenon of the geosphere so that the process of teaching and learning allows the occurrence of *tadabur alam* processes, namely the process of pondering, living, thinking about the meaning of natural events to be used as a lesson in life.

The factors of Socio-cultural, demographic and psychological related to the level of one's spiritual intelligence, namely: 1) There is no significant difference between the average spiritual intelligence of men and women; 2) There is a significant difference in the average spiritual intelligence of respondents based on parents' income. Therefore, it can be concluded that income influences one's spiritual intelligence; 3) There is no significant difference in respondent's spiritual intelligence based on the level of education of the father and mother. Therefore, the educational background of people statistically does not affect the spiritual intelligence of their children; 4) The educational background of students significantly influences spiritual intelligence. There is a significant difference in students' spiritual intelligence between students from religious schools (SMPIT or Madrasah) and students from public schools. Students with religious-based school backgrounds (SMPIT or Madrasa), statistically show higher spiritual intelligence when compared to students with a general school background; 5) The duration of accessing information relevant to

aspects of spiritual intelligence both TV media, internet, online media and books has a significant effect on one's level of spiritual intelligence. Therefore the longer a person accesses relevant information, the statistically the higher the spiritual intelligence is concerned, and vice versa; and 6) Students' perceptions of teachers in terms of the ability to link geographic subject matter with the greatness of Allah SWT significantly influence the level of spiritual intelligence of their students. Therefore the better the student's perception of the teacher, then statistically the higher the student's spiritual intelligence is concerned, and vice versa.

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