

The Impact Of Emotional Intelligence And Spiritual Intelligence On Strengthening Students' Character

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Abstract

The government always strives to improve the character of the nation's children through its policies and regulations, but the government's efforts have not been fully implemented in every educational environment. The proof is that student character is still in the spotlight. In the field, there are many irregularities, including cases of bullying, brawls causing death, disrespect for teachers, and other things that become homework for educational institutions to strengthen students' character. The solution can be through strengthening spiritual and emotional intelligence. The aim of this research is to find out whether spiritual intelligence and emotional intelligence independently or together influence students' character. And want to know the concept of character education at Tahfidz Cahaya Qur'an High School. The research approach used is a combination method of sequential explanatory models. The results of the research 1) emotional intelligence and spiritual intelligence have a strong relationship and have a significant influence on student character. The dependent variable is more strongly influenced by the independent variables together X1 and character based.

Keywords: *Spiritual intelligence, emotional intelligence, and student character.*

I. INTRODUCTION

The importance of character education in humans is why the government regulates in the Constitution, Article 31 paragraph 3, that "The government seeks and implements a national education system that increases faith and piety as well as noble morals in order to make the nation's life more intelligent as regulated by law." It is also supported in Law no. 20 of the national education system that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills. needed by himself, society, nation and state.¹In accordance with Article 31 of the Constitution, National Education System Law No. 20, the values that must be developed in education according to the Ministry of Education and Culture, should make students into someone who is not only intellectually intelligent but also makes students who have noble morals/character. But the fact is that in the field there are irregularities that are in the spotlight in society, which illustrate the low character of students and the character of the nation. Many cases in the field are very worrying and need attention, especially in the educational environment, including cases of beatings of teachers by students, cases of beatings of middle school students by high school students, cases of violence against an MTSN 1 Kotamobagu student who died as a result of bullying and abuse carried out by 9 of his school friends² and other cases that illustrate the decadence of the nation's character. According to T Ramli, character education has the same essence and meaning as moral education and moral education, the aim is to shape a person to become a good human being. Citizens and citizens who are good for a society and the nation in general.³ Al-Ghazali (1998) in the book *Ihya' Ulumuddiin* states about morals.

According to him, morality/character is a trait that is embedded in the soul from which actions grow easily and do not require consideration.⁴ In line with Al-Ghazali, Ibn Miskawaih defines morals/character as a condition of the human soul that spontaneously encourages him to carry out an action without thinking or

doubting. Therefore, character must be formed and requires habituation, practice and coaching. Low character is influenced by many factors, one of which is a person's inability to regulate their emotions and low spiritual intelligence. According to Davies and his colleagues, emotional intelligence is a person's ability to control their own and other people's emotions, differentiate one emotion from another, and use this information to guide a person's thought process and behavior.⁵ Ary Ginanjar Agustian stated that emotional intelligence is the ability to feel, understand, effectively apply emotional power and sensitivity as a source of energy, information, connection and human influence.⁶ In Islam, emotional intelligence in a person can be characterized by being patient and sincere in dealing with various difficult things that occur in life. Meanwhile, according to Danah Zohar and Ian Marshal, spiritual intelligence is intelligence to solve problems of meaning and value, namely intelligence to place our behavior in a broader context of meaning.⁷⁸ Someone who has high emotional and spiritual intelligence will develop good character. Whatever actions will be carried out will be thought out carefully and wisely and returned to the essence of human creation. So that whatever is done is not only for your own good and satisfaction but also for the good of many people and for the sake of Allah. So the many problems of the nation's children can be solved by increasing spiritual intelligence and emotional intelligence which is expected to have an impact on the character of the nation's children.

II. METHODS

This research uses quantitative and qualitative approaches. This research method uses a combination of sequential explanatory models, the characteristics of this research model are data collection and quantitative data analysis in the first stage, and followed by data collection and qualitative data analysis in the second stage, the purpose is to strengthen and sharpen the results of the quantitative research carried out in the first stage.⁹ The population used was Tahfidz Cahaya Qur'an High School students. And the research sample used simple random sampling. The variables used are the independent variables, namely emotional intelligence (X1) and spiritual intelligence (X2) and the dependent variable is student character (Y). The characters measured are disciplined character, honest character and responsible character.

The instruments used in this research for both the independent variable and the dependent variable used a questionnaire with a Likert Scale. The instruments used have passed validity and reliability tests using the Excel application. Quantitative data analysis techniques use descriptive statistics and inferential statistics. Test the analysis requirements using a normality test, namely to find out whether the population studied is based on a normally distributed population or not, and use a linearity test to determine the linearity between variables. Test normality and linearity using the SPSS 23 application. After that, test the hypothesis to answer research allegations as well as problem formulation. Meanwhile, qualitative data collection techniques use observation and interviews.

III. RESULT AND DISCUSSION

Cahaya Qur'an High School is a high school based on memorizing the Qur'an in order to produce students who are huffadz and have noble character. Initially, the founder of this school established the Tahfidz Islamic boarding school in 2016 for adult students (who had already graduated from school). Due to the many requests and needs of the community to have children who memorize the Qur'an, finally the founder of the *Bismillah Lillahita'ala* Islamic boarding school founded Cahaya Qur'an High School for the benefit and benefit of the community. The results of this research are data acquisition based on previously planned methods, namely quantitative and qualitative. The presentation of the results of this research includes qualitative and quantitative data descriptions, testing analysis requirements, and results of hypothesis testing.

A. Quantitative Data Description

The research data is described in presenting the data with a list of frequency distributions, histograms, mean, median, mode, standard deviation, variance and range of theoretical scores.

1. Student Character (Y)

Character Variable Data is obtained from data collection through questionnaires. From basic statistical calculations using spps, the average (mean) = 80, middle value = 78, highest frequency (mode) = 76, standard deviation = 7,612, variance = 57, lowest value (minimum) = 61 , and the highest (maximum) value = 100.

Based on the distribution table, it was found that 0 (0%) students were in the average group, 18 (43.9%) students were above the average group, and 23 (56.1%) students were below average. The trend in the distribution of student characters can be seen visually in Figure 4.1 below.

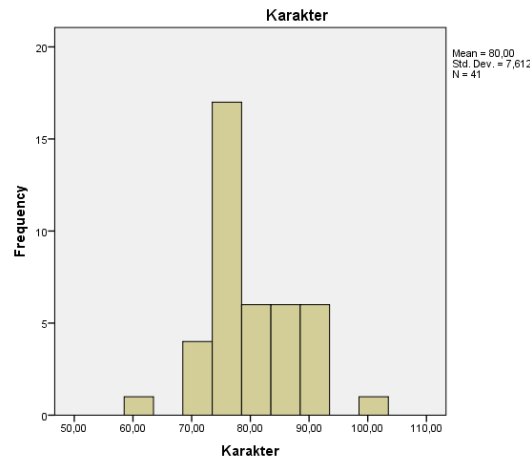


Fig 4.1. Character Histogram of Cahaya Qur'an High School students

a) Description of Discipline Character Variable Data (Y1)

Discipline Character Variable data was obtained from data collection through questionnaires. From basic statistical calculations using spps, the average (mean) = 77.63; middle value (median) = 79, highest frequency (mode) = 75, standard deviation = 9.388, variance = 88.138, lowest value (minimum) = 50, and highest value (maximum) = 100. Based on the distribution table, it was found that 0 (0%) students were in the average group, 22 (53.7%) students were above the average group, and 19 (46.3%) students were below the average group. -flat. The trend in the distribution of student characters can be seen visually in Figure 4.2 below.

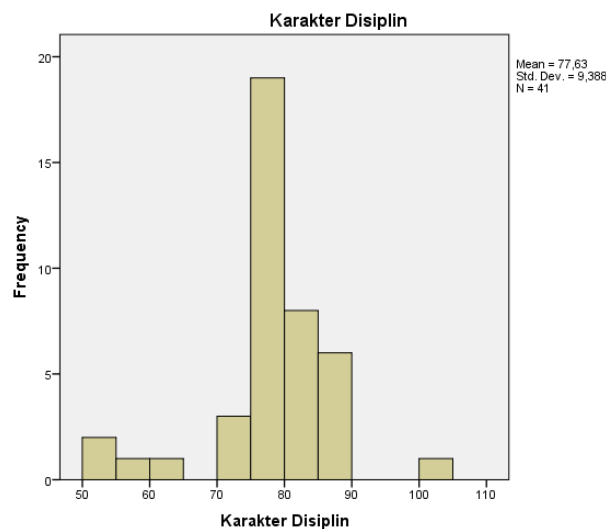
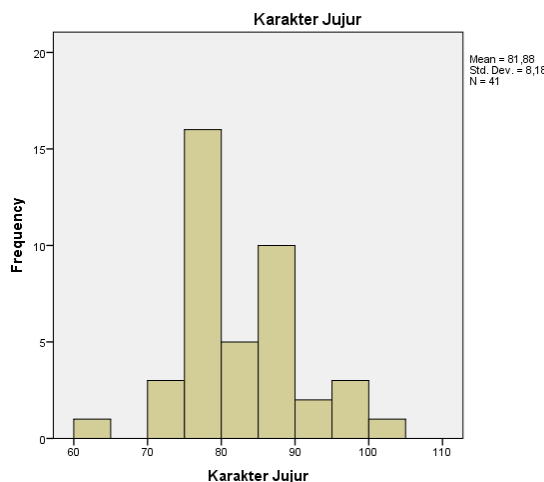


Fig 4.2. Disciplinary Character of Cahaya Qur'an High School Students

b) Description of Honest Character Variable Data (Y2)

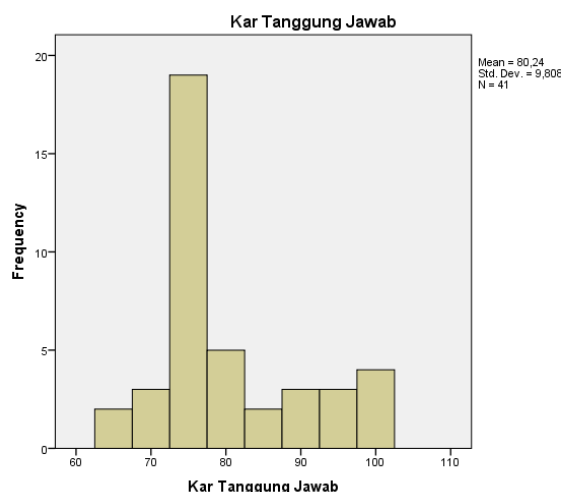
Honest character variable data was obtained from data collection through questionnaires. From basic statistical calculations using spss, the average (mean) = 81.88; middle value (median) = 82, highest frequency (mode) = 75, standard deviation = 8.180, variance = 66.91, lowest value (minimum) = 64, and highest value (maximum) = 100. Based on the distribution table, it was found that 0 (0%) students were in the average group, 21 (51.2%) students were above the average group, and 20 (48.8%) students were below the average group. -flat..

The trend in the distribution of student characters can be seen visually in Figure 4.5 below.



c) Description of Responsibility Character Variable Data (Y3)

Variable Data The character of responsibility is obtained from data collection through questionnaires. From basic statistical calculations using spss, the average (mean) = 80.24 is obtained; middle value (median) = 75, highest frequency (mode) = 75, standard deviation = 9.808, variance = 96.189, lowest value (minimum) = 65, and highest value (maximum) = 100. Based on the distribution table, it was found that 0 (0%) students were in the average group, 12 (29.3%) students were above the average group, and 29 (70.7%) students were below average.

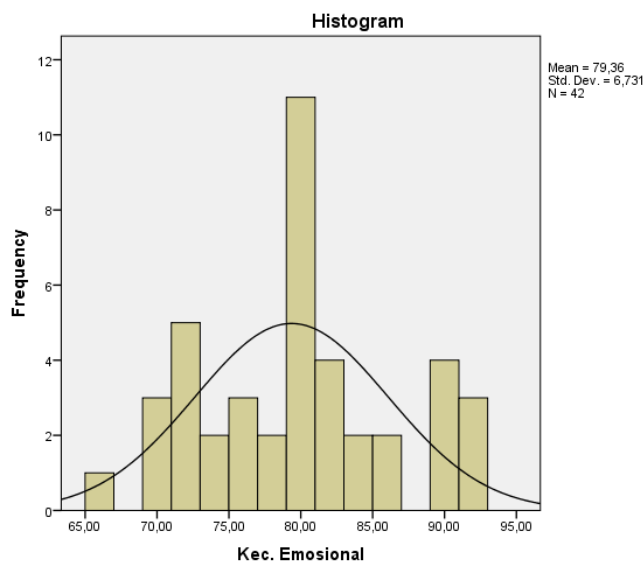


The trend in the distribution of student characters can be seen visually in Figure 4.3 below.

2. Emotional Intelligence (X1)

Emotional intelligence variable data was obtained from data collection through questionnaires. From basic statistical calculations using spss, the average (mean) = 77.05, the middle value (median) = 75.50, the highest frequency (mode) = 72, the standard deviation = 6.942, the variance = 48.193, the lowest value (minimum) = 65, and the highest value (maximum) = 91. Based on the distribution table, it was found that 0 (0%) students were in the average group, 25 (59.5%) students were above the average group, and 17 (40.5%) students were below the average group. -flat.

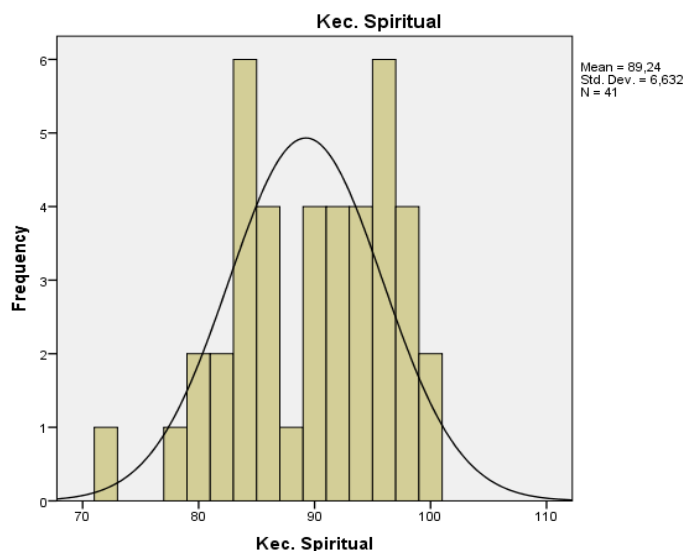
The trend in the distribution of students' emotional intelligence can be seen visually in Figure 4.3 below.



3. Spiritual Intelligence (X2)

Spiritual intelligence variable data was obtained from data collection through questionnaires. From basic statistical calculations using spss, the average (mean) = 89.22, the middle value (median) = 91.00, the highest frequency (mode) = 93, the standard deviation = 6.646, the variance = 44.176, the lowest value (minimum) = 75, and the highest value (maximum) = 100. Based on the distribution table, it was found that 0 (0%) students were in the average group, 21 (51.2%) students were above the average group, and 20 (48.8%) students were below average.

The trend in the distribution of students' spiritual intelligence can be seen visually in Figure 4.6 below.



B. Test Data Analysis Requirements

1. Normality Test

The normality test is used to determine whether the data for each research variable is normally distributed or not. The variable data normality test used in this research was the SPSS Liliefors test. If the significance value (Sig.) is > 0.05 then the research data is normally distributed. If the significance value (Sig.) < 0.05 then the research data is not normally distributed. The following are the results of the normality analysis test using SPSS.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Emosional	,128	41	,090	,949	41	,063
Character	,188	41	,076	,949	41	,063
Spiritual	,105	41	,200	,963	41	,204

a. Lilliefors Significance Correction

Based on the SPSS output results, it can be seen that the emotional sig value = 0.063 > 0.05, so Ha is accepted. It can also be seen that the character sig value = 0.063 > 0.05, so Ha is accepted. And the spiritual sig value = 0.105 > 0.05 then Ha is accepted. So the three data are declared to be normally distributed. Thus these three variables can be analyzed using hypothesis testing.

2. Linearity Test

The linearity test is used as a prerequisite in correlation or linear regression analysis. Linearity testing in this study used SPSS with the "Compare Means" function using the Test for Linearity at a significance level of 0.05. Two variables are said to have a linear relationship if the significance (Linearity) is less than 0.05. Or Deviatoin from Linearity of more than 0.05 is declared linear data. Following are the results of the linearity test analysis.

a. Linearity Test between emotional intelligence and character

ANOVA Table

			Sig.
Character	Between Groups	(Combined)	,116
*		Linearity	,000
Emosional		Deviation from Linearity	,606
Within Groups			
Total			

From the SPSS linearity test calculation above, it is found that deviation from linearity = 0.606 > 0.05, so character and emotional variables have a linear relationship.

b. Test the linearity between spiritual intelligence and character

ANOVA Table

			Sig.
Karakter *	Between Groups	(Combined)	,008
Kec. Spiritual		Linearity	,000
		Deviation from Linearity	,583
Within Groups			
Total			

From the SPSS linearity test calculation above, it is found that deviation from linearity = 0.583 > 0.05, so the character and spiritual variables have a linear relationship.

C. Hypothesis Testing

1. The Influence of Emotional Intelligence on Student Character

a) Simple correlation between X1 and Y

Correlations

		Karakter	Emosional
Karakter	Pearson Correlation	1	,682**
	Sig. (2-tailed)		,000
	N	41	41
Emosional	Pearson Correlation	,682**	1
	Sig. (2-tailed)	,000	
	N	41	42

b) Test (significance) X1 with Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	19,496	10,433		1,869	,069
Kec. Emotional	,763	,131	,682	5,820	,000

a. Dependent Variable: Character

c) Partial Correlation Test X1 with Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,682 ^a	,465	,451	5,64002

a. Predictors: (Constant), Kec. Emotional

The first hypothesis states that there is a positive influence of Emotional Intelligence on student character, tested using simple regression analysis. Based on the results of correlation testing, if the significance value is <0.05 then the two variables X and Y are correlated and if the significance value is >0.05 then the two variables X and Y are not correlated. The results of the sig (2 tailed) correlation test show $0.000 < 0.05$, which means the two variables are correlated and there is a correlation of 0.682. This shows that there is a positive and significant relationship between Emotional Intelligence and Student Character. Based on the results of significance testing (t test), $t_{count} > t_{table}$ ($5.820 > 1.671$). This means that H_{zero} is rejected and H_1 is accepted. These results state that there is a positive and significant relationship between emotional intelligence and student character outcomes. The determinant coefficient R_{Square} (r^2_{y1}) is 0.465, which means that the Emotional Intelligence factor (X_1) plays a role or has an influence of 47% on Student Character (Y) while the remaining 53% of Student Character is influenced by other factors.

2. The Influence of Spiritual Intelligence on Student Character

a) Simple Correlation Test X2 with Y

Correlations

		Kec. Spiritual	Karakter
Kec. Spiritual	Pearson Correlation	1	,733**
	Sig. (2-tailed)		,000
	N	41	41
Character	Pearson Correlation	,733**	1
	Sig. (2-tailed)	,000	
	N	41	41

b) T test (Significance) X2 with Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7,934	10,743		,739	,465
Kec. Spiritual	,808	,120	,733	6,728	,000

c) Partial Correlation Test X2 with Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,733 ^a	,537	,525	5,24480

The second hypothesis states that there is a positive influence of Spiritual Intelligence on student character, tested using simple regression analysis. Based on the results of correlation testing, if the significance value is <0.05 then the two variables X and Y are correlated and if the significance value is

<0.05 then the two variables X and Y are not correlated. The results of the sig (2 tailed) correlation test show $0.000 < 0.05$, which means the two variables are correlated and there is a correlation of 0.733. This shows that there is a positive relationship between Spiritual Intelligence and Student Character and the relationship is strong. Based on the results of significance testing (t test), $t_{\text{count}} > t_{\text{table}}$ ($6,728 > 1.671$). This means that H_{zero} is rejected and H_1 is accepted. These results state that there is a positive and significant relationship between spiritual intelligence and student character. The determinant coefficient $R_{\text{Square}} (r^2_{y1})$ is 0.537, which means that the Spiritual Intelligence factor (X_2) plays a role or has an influence of 54% on Student Character (Y) while the remaining 46% of Student Character is influenced by other factors.

3. The Influence of Emotional Intelligence and Spiritual Intelligence together on Character

a) Multiple Correlation Test X1 and X2 with Y

		Kec. Spiritual	Karakter	Kec. Emosional
Character	Pearson Correlation	1	,733**	,682
	Sig. (2-tailed)		,000	,000
	N	41	41	41
Kec. Spiritual	Pearson Correlation	,733**	1	,532**
	Sig. (2-tailed)	,000		,000
	N	41	41	41
Kec. Emosional	Pearson Correlation	,682	,532**	1
	Sig. (2-tailed)	,000	,000	
	N	41	41	42

b) Multiple Linear F Test X1, and X2 with Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1520,550	2	760,275	36,229	,000 ^b
	Residual	797,450	38	20,986		
	Total	2318,000	40			

a. Dependent Variable: Karakter

b. Predictors: (Constant), Kec. Spiritual, Kec. Emosional

c) T test (Significance) X1 and X2 with Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-6,897	10,237		1,674	,505
Kec. Spiritual	,569	,124	,516	4,595	,000
Kec. Emosional	,456	,126	,407	3,622	,001

a. Dependent Variable: Karakter

d) Partial Correlation Test X1 and X2 with Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,810 ^a	,656	,638	4,58100

a. Predictors: (Constant), Kec. Spiritual, Kec. Emotional

The fourth hypothesis proposed in this research is that there is a positive influence of Emotional Intelligence (X1) and Spiritual Intelligence (X2) together on Student Character (Y). Multiple regression analysis between Emotional Intelligence (X1) and Spiritual Intelligence (X2) together with Student Character (Y). has a regression equation = $-15.332 + 0.702 X_1 + 0.425 X_2$ with the direction of the regression coefficient a_1 of 0.702, a_2 of 0.425 and a constant of -15.332. Based on the results of the double linear equation significance test, it was obtained that F_{count} was 36.229, while F_{table} for denominator 2 and numerator 38 for a confidence level of $\alpha = 0.05$ was 3.15, which means the value of $F_{\text{count}} > F_{\text{table}}$ ($36.229 > 3.25$). This

shows that H_{zero} is rejected, meaning that H_1 which states that there is a positive relationship between Emotional Intelligence (X_1) and Spiritual Intelligence (X_2) together with Student Character (Y) is acceptable. Furthermore, the results of the significance test (t test) show that $t_{count} > t_{table}$ ($1.674 > 1.671$). This means that H_{zero} is rejected and H_1 is accepted. These results state that there is a positive relationship between emotional intelligence (X_1) and spiritual intelligence (X_2) together with student character (Y). The relationship between the variables spiritual intelligence (X_1) and emotional intelligence (X_2) together with student character (Y), obtained $r_{y1.2}$ of 0.810 which means emotional intelligence (X_1) and spiritual intelligence (X_2) together with character (Y) is included in the very strong category. The determinant coefficient value ($r_{2y.12}$) is 0.656, which means that the factors of emotional intelligence (X_1) and spiritual intelligence (X_2) together play a role or have an influence of 66% on student character. The remaining 34% of students' character is influenced by other factors.

D. Description of Qualitative Research Data

1. General description of the character condition of Tahfidz Cahaya Qur'an High School students

Based on the results of research in the field, the conditions for implementing character education at Tahfidz Cahaya Qur'an High School are good and the visible character of the students is also good. It can be seen from how the students behave. Students have high politeness towards teachers and older people, whether they are known or not. When students encounter teachers, they always greet them politely and always bow their bodies as a sign of respect and appreciation for the teacher or their elders. Students' disciplined attitudes are demonstrated when prayer time arrives. Students must hurry up and pray and try not to be left behind in the congregation. However, when it comes to discipline in class, there are some students who oversleep when they enter class. This factor is also influenced by the teacher's authority and example. When the teacher has clear rules about what the consequences are for being late, students will try to get to class on time. A strong disciplinary attitude can be seen when students take daily tests and exams, they are seen following the rules of not cheating or asking other friends for help. The honest attitude shown by Tahfidz Cahaya Qur'an High School students is that when they find lost items/objects/money, the students do not take the items but instead report them to the teacher and share/inform other students if there are lost items/ these objects/money.

An honest attitude is also shown when students shop in the canteen, they pay for the food they take. Meanwhile, the responsible attitude shown by students is that when they receive responsibility from teachers, supervisors, they carry out their duties with full responsibility. For example, on Sunday the supervisor gives a rule that every Sunday all students are assigned to work together to clean the school environment. So the students carried out the task together and happily, it can be seen from their expressions that they did it happily, full of responsibility and did not feel under pressure. Responsibility can also be seen from obeying all orders from teachers and supervisors. This responsibility is seen not only on teachers or students, responsibility is also seen on students as servants of God. Those who carry out their obligations and are afraid if they do not carry out their orders. Apart from always carrying out obligatory prayers, students also carry out other sunnah prayers, including the routine of performing the duha prayer every morning.

2. Methods and policies used by schools in implementing character education

Character education is education that is mandatory at every level of education, one of which is at the upper level of education (SMA). So the government designed the 2013 curriculum or the independent learning curriculum with an approach to strengthening students' character. In order to form strong character in students, maximum support from the school is needed by designing a curriculum or methods for developing character education. Tahfidz Cahaya Qur'an High School, in its approach to implementing character education, has its own methods. Efforts made by schools include subjects that shape students' character. Apart from Civics and Islamic Education subjects, there are also other subjects which indirectly influence students' character, including the ta'lim muta'alim subject. This subject is a subject that teaches how a student/learner should be and what attitude a student should have towards a teacher. Strengthening character apart from subjects, the school also schedules spiritual guidance once a week and provides motivation to students on how to become good human beings rahmatan lil alamin by the leadership. Character is also

formed through the advice of homeroom teachers and teachers. The homeroom teachers always try to take the time to provide advice and motivation so that students will continue to have good character. Apart from students, each supervisor or teacher has a special study with the leadership to guide teachers so that they carry out their obligations not only with full responsibility but also with full sincerity. The motivations and spiritual support given by leaders to teachers will influence how these teachers treat students.

3. Factors that influence the implementation of character education in schools/madrasas

Implementation of character education in schools requires a lot of support from several parties. Both internal and external. Because a system can run if it is supported by all elements. If even one element is weak it will also have an impact on the quality of the system. In strengthening the implementation of character education at Tahfidz Cahaya Qur'an High School, there are many influencing factors, including leadership policies/school regulations. The school creates a scheduled character strengthening program, namely once a week. The school also provides facilities and infrastructure to develop student character, including prayer facilities (mosques and majlis), gajebo facilities (saung-saung) for discussion and motivation, sports facilities, and books that support the formation of student character, as well as other means. Apart from the availability of facilities, there are also familiarization programs carried out by teachers and students.

How do teachers provide good example habits to their students? These include teachers always trying to smile when meeting students, getting teachers into the habit of praying on time, teaching responsibly and others. Factors that influence this include strengthening character in Civics and Islamic Education lessons. During Civics and Islamic Education lessons, teachers not only provide theory, but also how the theories presented can be implemented in real life. Apart from teachers, the teacher who has a strong influence on the formation of student character is the homeroom teacher. Homeroom teacher who tries to act as a place to vent, share and provide more focused motivation. Also something that cannot be forgotten are environmental and family factors. The involvement, concern, support and cooperation of parents in forming children's character will have a large impact on the implementation of character education in schools.

IV. CONCLUSION

Emotional Intelligence and Spiritual Intelligence have a positive influence on student character. It is proven by the results of the regression analysis test, namely; Emotional intelligence on character with the results of the R_{Square} determinant coefficient analysis (r_{2y1}) of 0.465 means that emotional intelligence has a 47% influence on student character. Spiritual intelligence on character with a determinant coefficient R_{Square} (r_{2y1}) of 0.528, which means that spiritual intelligence has a positive effect of 53% on student character. Emotional intelligence together with spiritual intelligence has a positive influence on student character. It has been proven through analysis tests that the determinant coefficient ($r_{2y.12}$) is 0.656, which means that spiritual intelligence together with emotional intelligence has a 66% influence on student character. The concept of strengthening character at Tahfidz Cahaya Qur'an High School is through coaching, guidance, motivation, habituation, role models, religious activities and character-based religious subjects.

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