

HUBUNGAN ANTARA KECERDASAN EMOSIONAL DAN KECERDASAN SPIRITUAL TERHADAP PERILAKU AGRESIF PADA SISWA SMAN 6 BANDA ACEH

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan kecerdasan emosional dan kecerdasan spiritual dengan perilaku agresif pada siswa SMA Negeri 6 Banda Aceh. Subyek dalam penelitian ini adalah siswa SMA Negeri 6 Banda sebanyak 40 orang. Teknik pengambilan sampel dalam penelitian ini dengan menggunakan teknik *purposive sampling*. Alat ukur yang digunakan dalam penelitian ini adalah skala kecerdasan emosional, skala kecerdasan spiritual dan skala perilaku agresif. Berdasarkan hasil analisis dengan menggunakan metode statistik analisis regresi linier berganda menunjukkan bahwa dari kedua variabel independen yaitu kecerdasan emosional dan kecerdasan spiritual dengan variabel dependen yaitu perilaku agresif memiliki hubungan negatif dan signifikan, hal ini ditunjukkan dengan ($R = -0,645$; $R^2 = 0,416$; $F = 13,183$; $p = 0,000$). Kedua variabel independen ini memiliki sumbangan efektif sebesar 41,6% terhadap perilaku agresif. Hasil lain dalam penelitian ini diketahui bahwa variabel kecerdasan emosional memiliki hubungan terhadap perilaku agresif dengan sumbangan efektif sebesar 15,5% sedangkan variabel kecerdasan spiritual memiliki hubungan terhadap perilaku agresif dengan sumbangan efektif sebesar 40,9%.

Kata kunci: *Kecerdasan emosional, Kecerdasan spiritual dan Perilaku*

THE CORRELATIONS BETWEEN EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE TO AGGRESSIVE BEHAVIOR IN HIGH SCHOOL STUDENTS OF SMAN 6 BANDA ACEH

Abstract

This research aims to determine the relationship of emotional intelligence and spiritual intelligence with aggressive behavior in SMA Negeri 6 Banda Aceh. The subjects in this research were student of SMA 6 Banda Aceh as many as 40 people. The sampling technique in this research is using purposive sampling technique. The measuring instruments that used in this study are the scale of emotional intelligence, the scale of spiritual intelligence and the scale of aggressive behavior. Based on the results of the analysis using the statistical method of multiple linear regression analysis showed that from the two independent variables of emotional intelligence and spiritual intelligence with the dependent variable is the aggressive behavior has a significant negative relationship, as shown by ($R = -0.645$; $R^2 = 0.416$; $F = 13.183$; $p = 0.000$). These two independent variables have effective contribution of 41.6% against the aggressive behavior. The other results in this research note that the variables of the emotional intelligence has been associated with aggressive behavior with effective contribution of 15.5% while the spiritual intelligence variables has been associated with aggressive behavior with the effective contribution of 40.9%.

Keywords: *Emotional intelligence, Spiritual intelligence and Behavior*

Introduction

As we know that adolescence is a period of life that is full of dynamics, because at that time there is a very rapid development and change that is often called puberty. Adolescence is a period of transition from childhood to teenager and the bridges between the children and adult ages. When viewed in terms of formal education, adolescence is a period in high school ages, where they tend to have a high risk of delinquency and violence both as victims and as perpetrators.

Related to the violence, we can see in recent years there have been many acts of violence. One of the violence act is the aggressive behavior that have been done by stronger teenagers against the weaker, seniors against juniors in the school or groups of teenagers who are stronger against the weaker groups. Aggressive behavior can be done individually or in groups, in the school or outside the school environment. Based on the fact, aggressive behavior tends to increase recently, especially among teenagers. According to Martono (in Agung and Matulesy, 2012) aggressive behavior can be influenced by the school environment. The conditions of the schools that are not conducive, unattractive teaching system from the teache that make children get bored quickly. Therefore, they channelling their discontent with skipping classes and join the groups outside school whose activities are just wandering around without a clear purpose. The results of Prastyani's research (2011) shows that out of 173 students in the school doing aggressive behavior at school, and by 105 respondents (60.7%) do the aggressive behavior such as hitting, pinching, insulting and cursing.

Regarding to this issue, Buss and Perry (1992) state that aggressive behavior as behavioral tendencies whose intention is to harm others both physically and psychologically. There are four aspects of aggressive behavior which include physical aggression, verbal aggression, anger and hostility. Myers (2012) and Berkowitz (1995) state aggression as behavior that is intended to hurt someone, both physically and mentally. Violence can occur anywhere, such as on the streets, in the schools, even in the residential neighbourhoods. These actions can take the form of verbal violence (cursing), or physical violence (hitting, punching, etc.). This is very concerning for us. Schools that should be places for children to gain knowledge and form positive characters have turned out to be places where aggressive practices grows (Wahyuni, 2010).

The example case occurred in Banda Aceh city in July 2015, from the daily news, Serambi, informed that there had been a fight between friends which resulted a stabbing in front of a crowd that caused by jealousy (Serambi Daily, July 2015). Willis (2012) adds that aggressiveness is the result of culminated anger process that eventually leads to an act that hurts other people. Aggressive behavior is an abusive behavior. On the other hand, the whole process of student life will always be colored by relationships with other people, either in the school

environment, family, or in the community. As social human beings, students always need to associate with other people. The recognition and acceptance of from others will give the true color to their life. Success or failure of students in the process of social adjustment at school will be closely related to the factors that influence them.

One of the factors that can have a strong influence on the student's adjustment process is emotional intelligence. Students as individuals in the school are required to be able to adapt in every environment in which they are located in order to live comfortably and in harmony with their surrounding. Salovey and Mayer (1990) explain that the emotional qualities that are important to be a success person include empathy, expressing and understanding feelings, controlling anger, independence, ability to solve personal problems, perseverance, solidarity, friendliness, and respect.

According to Goleman (1995), the stage of an individual's emotional intelligence is a major factor in determining the success of an individual, especially students. In his book, *Emotional Intelligence*, Goleman (1995) argues that the brilliance of an individual is dependent on 20% of intellectual intelligence and 80% depends on good emotional control. The results of several studies at the University of Vermont on the analysis of the neurological structure of the human brain and behavioral research by Le Doux (1970) show that in important events of a person's life, emotional intelligence always precedes rational intelligence. Good emotional intelligence can determine individual success in learning achievement as well as build a success career, develop harmonious family relationships and can reduce aggressiveness, especially among teenagers (Goleman, 2002).

Goleman (2002) also argues that emotional intelligence is the ability of an individual to regulate his emotional life as well as intelligence, maintain emotional harmony and expression through self-awareness skills, self-control, self-motivation and social skills. The pervasive impact of today's culture and technological developments has resulted in rigorous challenges and competition. This factor requires a student to be able to maintain and have high emotional intelligence. A student who does not have high emotional intelligence has the following characteristics, which is excessively affected by emotion, quickly act based on his emotions, and also insensitive to the feelings and the conditions of others people. The influence and challenges that will be facing by the students must be accompanied with strong mental defenses in order to face the challenges of strong temptation and competition.

In line with what was conveyed by Hurlock (in Agung and Matulesy, 2012) that the emotional upheaval that occurs in adolescents can not be apart from various influences such as their neighbourhood where they live, family, school, friends, and their daily activities. Psychologically, adolescence is a period in which individuals interact and socialize with society.

Hurlock (in Agung and Matulesy, 2012) adds that adolescence can be known as a period of shock and drag or storm and stress, a period that full of conflict and uncertainty, because at this time, adolescents experience changes in many way including changes in their physical or body, changes in pattern behavior, values in their life and also emotional changes.

In addition to the importance of emotional intelligence, one of the important mental defenses to minimize the occurrence of deviant behavior due to environmental influences is spiritual intelligence. Spiritual intelligence makes humans truly intact intellectually, emotionally and spiritually, and can bridge themselves and others. This is because spiritual intelligence makes people understand more about who they are, the meaning of everything for themselves, how they can give that meaning to themselves or to others. In the end, these understanding will educate and form a person who has a good character and good attitude and can manifests it in everyday life, both in society and in family. They also can deal with ordinary problems to serious problems such as suffering (Nggermanto, 2007).

According to Zohar and Marshal (2001), spiritual intelligence is the intelligence to deal with behavior or life in the context of a wider and richer meaning, the intelligence to judge that one's life is more meaningful when compared to others. Spiritual intelligence plays an important role in human beings in order to know the nature of their creation and decide their purposes in life.

Spiritual intelligence or Spiritual Question (SQ) is the foundation needed to function the IQ and EQ effectively, the SQ is the highest human intelligence. Spiritual intelligence is an important factor that must be developed in students because spirituality is an inseparable part of students as a whole individuals. Intelligence also rests on the inner part of us that is related to wisdom beyond ego or consciousness of the soul. Spiritual intelligence makes humans really intact intellectually, emotionally and spiritually.

Building emotional intelligence and spiritual intelligence of students aims to build their intelligence and knowledge as an effort to develop emotional and spiritual values in themselves. Someone who has spiritual intelligence will be able to overcome all the heavy burdens of life and make it light. They will be able to cope with stress and depression (emotional). The success of students is not only marked by their academic achievement, but can be seen from the ability to control their ethical behavior in the school environment.

Emotional intelligence has a positive relationship with spiritual intelligence, this is in line with the opinion (Covey, 2005) which explains that emotional intelligence is related to spiritual intelligence because spiritual intelligence guides and influences emotional intelligence, thus making everything work synergistically. One of the researches on emotional and spiritual intelligence on aggressiveness was conducted by Agung and Matulesy (2012). The results of the

study prove that emotional intelligence and spiritual intelligence have an effect on aggressiveness in adolescents where the higher of the emotional intelligence and spiritual intelligence, then the aggressive behavior will be lower. In addition, research by Dewi (2012) and Setiawati (2015) on adolescents with aggressive behavior shows that there is a significant relationship between emotional and spiritual intelligence on adolescent aggressive behavior, especially in reducing aggressive symptoms.

Based on the background of the problems and phenomena above, it can be concluded that a student must have emotional intelligence and spiritual intelligence. The relationship between the two intelligences is very synergistic in shaping the character and personality of students which can ultimately restrain and stem students' aggressive attitudes or behavior. On the other hand, spiritual intelligence for a student will direct him to live the role as a servant of God who can help others. This role is a form of worship so that students can interpret life in front of their Lord.

Literature Review

Aggressive Behavior

Behavior is an individual activity on something related to the individual, which is manifested in the form of activities such as movement and speech. While the definition of aggressiveness by the wider community is identified with quarrels, fights, robberies, and others. All of this treatment has a negative impression or an action that is detrimental to others.

Aggressive behavior according to Buss (1961) is a behavior that is intended to hurt, threaten or harm the individuals or objects that are the target of those behavior either physically or verbally. Buss and Perry (1992) state that aggressive behavior as a behavior or behavioral tendencies that have intention to harm others, both physically and psychologically. There are four aspects of aggressive behavior including physical aggression, verbal aggression, anger and hostility.

Furthermore, according to Atkinson, (2009), aggressive behavior is a behavior that hurt others (physically or verbally) or damages property. The definition of aggressiveness by the wider community is identified with fights, robberies, and many more. All of this actions has a negative impression and also detrimental to others people. According to Baron (1988), aggressive behavior is individual behavior that is shown to injure or harm (including murder) other individuals who does not want that to happen.

According to Sigmund Freud (in Bailey, 1989), aggressive behavior is the first way that human know to express their anger, they do physical attacks blindly on objects, either living and inanimate objects that evoke those emotions. This is reinforced by the opinion of Chaplin (1999),

aggressive behavior is an act of hostility from a person aimed at another person or object by attacking, damaging, malicious, mocking, ridiculing or accusing maliciously, severely punishing or other sadistic actions.

Psychoanalysts state that aggressiveness is a trait or instinct to attack, which is the tendency to attack something that is seen as a thing or a situation that disappointing and hindering them. Lorenz, as an ethologist argues that aggressiveness is a fighting instinct possessed by living things aimed at the same species. Fighting between members of a species is not a crime, because its function is to save the life of one species against interference or threats from other species. Thus, aggressiveness which is an instinctive behavior has survival value for organisms.

According to Bandura and Wilters (in Koeswara, 1988) that aggressiveness can be learned through two methods. The first method is instrumental learning, which is when a behavior occurs then it is reinforced or rewarded, so the behavior tends to be repeated at another time. The second method is observational learning, that occurs when a person learns a new behavior through observation towards others people that called a model. Dodge and Crick (1990) stated that there is a strong relationship between cognitive function and aggressiveness that has done by a child, where aggressiveness occurs due to the child's inability to process social information.

Based on the description above, it can be concluded that aggressive behavior is a person's desire to do a negative behaviour, which is committing acts of violence to hurt others or damaging an object. That action is done both physically and verbally (psychologically).

Buss and Perry (1992) suggest that there are four aspects to measure aggressive behavior, including physical aggression, verbal aggression, anger and hostility. Physical aggression is behavior that aims to attack, injure and violate the rights of others, which is done physically such as hitting, kicking and others. Verbal aggression is behavior that aims to attack, injure and violate the rights of others with words or speech such as swearing, spreading unpleasant stories about someone, cursing, mocking, yelling and arguing. Anger is an acute emotional reaction evoked by a number of stimulating situations including threats, outward aggression, self-restraint, verbal attacks, disappointment or frustration and characterized by an emergency reaction in the autonomic nervous system, especially on the sympathetic side that caused by an implicit external attack reaction, whether somatic, physical or verbal. Hostility is the tendency to cause a harm, annoyance or damage to others and the tendency to feel angry at others.

Emotional Intelligence

Mayer and Salovey (in Mubayidh, 2006) define that emotional intelligence as a social intelligence related to the individual's ability to monitor both his own emotions and the emotions

of others, as well as his ability to distinguish his own emotions from the emotions of others, where this ability is used to direct patterns of thought and behavior.

According to Goleman (2002) emotional intelligence is a person's ability to manage his emotional life with intelligence (to manage our emotional life with intelligence), maintain emotional harmony and expression (the appropriateness of emotion and expression) through skills of self-awareness, self-control, self-motivation, empathy and social skills.

Goleman (2007) reveals five areas of emotional intelligence that can be a guide for individuals to achieve success in daily life, which are recognizing self-emotions, managing emotions, motivating themselves, recognizing other people's emotions and building relationships with others. Emotional intelligence is the ability to use emotions effectively in managing themselves and positively influencing relationships with others and is measured by self-awareness which is a person's ability to know feelings within himself. Self-management is the ability to handle their own emotions. Motivation is the ability to use desire to arouse enthusiasm and energy at all times. Empathy is the ability to feel what other people feel. Relationship management is the ability to handle their emotions kindly when dealing with other people.

Based on the opinions of the experts above, it can be concluded that what is meant by emotional intelligence is the ability to feel and effectively understand the power of emotional sensitivity which includes the ability to motivate themselves or others, self-control, being able to understand other people's feelings effectively, and being able to manage emotions that can be used to guide their mind to make wise and profitable decisions for themselves and for many other people.

Goleman (2002) states that there are four factors that influence emotional intelligence, which are experience, age, gender and position. Experience can increase a person's emotional intelligence, by learning to handle moods, handle difficult emotions, a person will become smarter. The older a person is, the better his emotional intelligence will be compared to a younger people. This is influenced through the learning process that is experienced along with increasing age. There is no difference between the ability of men and women to increase their emotional intelligence. However, average women have better emotional skills than men. The higher a person's position, the higher their emotional intelligence, because the demand for their skills will be greater and it make them stand out from other people whose have simple demands for their work.

Spiritual Intelegence

Spiritual intelligence was discovered by Zohar and Ian Marshal in mid of 2000s. Zohar and Marshal (in Agustian, 2010) asserted that spiritual intelligence is the foundation for building IQ

and EQ. Furthermore, Zohar and Marshal explained that spirituality does not have to be associated with one's proximity to the aspect of deity, because a humanist or an atheist can also have high spirituality. Spiritual intelligence is related to the enlightenment of the soul. People who have high spiritual intelligence are able to interpret life by giving positive meaning to every event, problem, and even suffering that they experience. By giving a positive meaning, they will be able to awaken their soul and take a positive actions and good behaviour.

Alfred Binet (in Safaria, 2007) states that intelligence is the ability to direct thoughts and actions, the ability to change the direction of action when required, and the ability to criticize themselves. Furthermore, Maramis (2006) states that intelligence is an abstract picture that is filtered from behavioral observations in various or a hypothetical construction and can only be predicted from a person's behavioral signs. Intelligence related to the ability to reveal abstract and complex relationships, as well as the ability to solve problems and learn from the experience, then develop an understanding of other types of intelligence besides intellectual intelligence, such as emotional intelligence, spiritual intelligence and so on.

According to Agustian (2001) spiritual intelligence is the ability to give meaning in every activity as worship through steps thoughts that are natural in nature to lead to a complete human being and have an integralistic thought pattern, and have the principle that all things happen or are done only because of Allah. Zohar and Marshall (2001) define spiritual intelligence as an innate internal ability of the human brain and soul that the deepest source is the core of the universe itself, which allows the brain to find and use meaning in solving problems.

From some of the expert opinions above, it can be concluded that spiritual intelligence is a potential ability that allows a person to realize and determine meaning, values and morals in life because they know and have the ability to give a worship meaning in every activity. People can place themselves and live more positively with full wisdom, peace and true happiness to achieve the eternal happiness.

According to Sinetar (2001), intuitive authority, which is honesty, fairness, equal treatment of all people, has factors that encourage spiritual intelligence. An encouragement that is accompanied by a broad view of the demands of life and a commitment to fulfill them. Other factors that affect spiritual intelligence according to Zohar and Marshal (in Agustian, 2003) are spiritual values from inner values that come from conscience, such as transparency, responsibility, accountability, fairness, social awareness, drive and effort to attain the truth and happiness.

Methods

Research Subject

The population is defined as a group to be identified and generalized in a study (Azwar, 2010). The population is the entire research subject (Arikunto, 2006). The population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions (Sugiyono, 2010). The population in this study were 420 students of SMA Negeri 6 Banda Aceh.

According to Hadi (2000) the sample is a part of the population or representative of the population that studied and has at least one characteristic in common. The results of the research on the sample are expected to be generalized to the entire population. According to Sugiyono (2014), the sample is a part of the number and characteristics possessed by the population. Sampling was carried out using a non-probability sampling technique, which is purposive sampling. The subjects sampling are selecting based on specific criteria that have been determined by the researcher. The criteria for the sample in this study were students in the 2nd grade of SMA Negeri 6 Banda Aceh, male, and had a history of aggressive behavior.

Data Collection Techniques

The data collection method used is the scale method. Arikunto (2006) states that the scale is a data collection technique by distributing a list of questions that have been compiled and the statement has been adapted to the research objectives. To make it easier for respondents to answer questions, answers have been provided and respondents choose according to their opinion. The scaling used uses a Likert scale that has been modified into four alternative answers. The scale is presented in the form of favorable and unfavorable statements. The weight of the assessment for favorable is SS (Sangat Sesuai/Highly Appropriate) = 4, S (Sesuai/Appropriate) = 3, TS (Tidak Sesuai/Not Appropriate) = 2, STS (Sangat Tidak Sesuai/Highly Unsuitable) = 1. Meanwhile for unfavorable is SS (Very Appropriate) = 1, S (Appropriate) = 2, TS (Not Appropriate) = 3, STS (Highly Unsuitable) = 4 (Azwar, 2010).

Data Analysis Techniques

The data analysis method that used to test the research hypothesis is the relationship between emotional intelligence and spiritual intelligence with aggressive behavior using multiple regression analysis. The utilization of multiple regression analysis will show the dominant variable in influencing the dependent variable and determine the effective contribution of each variable.

Result

In connection with the research hypothesis to see whether the independent variables such as emotional intelligence and spiritual intelligence, have a relationship with the dependent variable, aggressive behavior. The value of the determinant coefficient (R^2) can be seen in the Model Summary section of the SPSS output, then to see whether there is a significant effect of the independent variables simultaneously on the dependent variable, it can be seen in the table below.

Summary of Multiple Regression Analysis Calculations

VARIABLE	R	R ²	%	Sig.	P	SIGNIFICANCE
X1 – Y	-0,393	0,155	15,5%	0,000		Significant
X2 – Y	-0,639	0,409	40,9%	0,000	< 0,05	Significant
X1,2 – Y	-0,645	0,416	41,6%	0,000		Significant

Based on Table 4.9, the results of hypothesis testing can be explained as follows:

1. First Hypothesis (H_1)

The coefficient value of emotional intelligence with aggressive behavior is $rx1y = -0.393$. Where the value of sig 0.000. This means $Sig < 0.05$. It shows that emotional intelligence has a negative relationship with aggressive behavior.

2. Second Hypothesis (H_2)

The coefficient value of spiritual intelligence with aggressive behavior is $rx1y = -0.639$. Where the value of sig is 0.000. This means $Sig < 0.05$. It shows that spiritual intelligence has a negative relationship with aggressive behavior.

3. Third Hypothesis (H_3)

The coefficient value of emotional intelligence and spiritual intelligence with aggressive behavior $rx1y = -0.645$. Where the value of sig is 0.000. This means $Sig < 0.05$. It shows that emotional intelligence and spiritual intelligence have a negative relationship with aggressive behavior.

Discussion

Based on the analysis calculation results of the multiple regression, it is known that there is a significant negative relationship between emotional intelligence and spiritual intelligence with aggressive behavior. This is indicated by the coefficient $F_{reg} = 13,183$; $p < 0.005$. It means that the higher the emotional intelligence and spiritual intelligence of people, the lower their aggressive behavior can be. On the other hand, the lower the emotional intelligence and

spiritual intelligence of people, the higher their aggressive behavior. From the results of this study, the hypothesis that proposed is accepted.

This is in line with the opinion (Covey, 2005) which explains that emotional intelligence is related to spiritual intelligence because spiritual intelligence guides and influences emotional intelligence, thus making everything work synergistically. Based on the research of emotional and spiritual intelligence on aggressiveness, it proves that emotional intelligence and spiritual intelligence have an effect on aggressiveness in adolescents where the higher the emotional intelligence and spiritual intelligence, the lower the aggressive behavior (Agung and Matulesy, 2012). Emotional and spiritual intelligence plays a very important role in adolescent self-control, because without good emotional and spiritual intelligence, adolescents will not have self-control in their daily behavior. People who have high emotional and spiritual intelligence will have low aggressiveness.

It is also found in this study that partially emotional intelligence associated with aggressive behavior. It is known that emotional intelligence has an effective contribution weight of 15.5%. Mayer and Salovey (in Mubayidh, 2006) define emotional intelligence as a social intelligence related to an individual's ability to monitor, both his own emotions and the emotions of others, as well as his ability to distinguish his own emotions from the emotions of others, where this ability is used to direct their thoughts and behavior.

This contribution shows that emotional intelligence is the ability to feel and understand more effectively about the power of emotional sensitivity which includes the ability to motivate themselves and others, self-control ability, the ability to understand the feeling of other people effectively, and the ability to manage emotions that can be used to guide their mind to make wise and profitable decisions for themselves and many people.

Furthermore, the results of this study also show that partially spiritual intelligence has an effective contribution of 40.9% to aggressive behavior. Spiritual intelligence is related to the enlightenment of the soul. People who have high spiritual intelligence are able to interpret life by giving positive meaning to every event and problem, and even the suffering that they experience. By giving a positive meaning will be able to awaken their soul to do positive actions and actions.

According to Maramis (2006) intelligence is an abstract picture that is filtered from behavioral observations in various or a hypothetical construction and can only be predicted from the signs of a person's behavior, intelligence related with the ability to uncover abstract and complex relationships, and the ability to solve problems and learn from experience, then develop an understanding of other types of intelligence besides intellectual intelligence such as emotional intelligence, spiritual intelligence and so on.

The relationship between spiritual intelligence and aggressive behavior is behavior that can harm and injure others. This happens due to the lack of maturity of spiritual intelligence possessed by an individual, because the spiritual role in a person's personality greatly influences the behavior that will be generated in his daily life, if someone has good spiritual maturity, the behavior that is highlighted will be more controlled and commendable. Based on this description, it has been proven that there is a relationship between spiritual intelligence and aggressive behavior.

Simultaneously it is known that emotional intelligence and spiritual intelligence contribute 41.6%. The relationship between emotional intelligence and spiritual intelligence with aggressive behavior is defined as an organism's action and reaction to its environment. This means that new behavior occurs when something is needed to cause a reaction, which is called a stimulus. Thus, a certain stimulus will produce a certain reaction or behavior, as stated by Hude (2006) that emotional expression of people behavior has a very broad scope, as wide as human activity itself. Aggressive behavior is an example of self-involvement in the face of various threats as a self-defense mechanism. All emotions are basically impulses to action, immediate plans for overcoming problems that have been gradually implanted by evolution (Goleman, 2007).

Aggressive behavior can be very powerful if there is no self-control, to cultivate a wisdom of thinking and acting requires emotional intelligence that will be able to assist in addressing problems in a simple and fair way. In addition to emotional intelligence, spiritual intelligence is also able to stem people aggressiveness. Ginanjar (2003) explains that intellectual intelligence, emotional intelligence and spiritual intelligence are three forms of intelligence that are very important and must be developed in people life. This is because intellectual intelligence is needed to overcome problems related to cognitive aspects, emotional intelligence is needed to overcome affective problems, and spiritual intelligence are needed to overcome the problem of meaningfulness in living life. Furthermore, Shapiro (1997) said that spiritual intelligence is able to treat and cure all life problems, so that people can recover and be healthy spiritually in their lives. Through the process of implementing SQ people will overcome feelings of insecurity, unhappiness, and feeling unlove, therefore they can attain peace, happiness and love. Based on the description above, it is known that there are 58.4% of other factors that influence aggressive behavior that have not been studied in this research.

Conclusion

Based on the results of data analysis and discussion that has been described previously, it can be concluded that there is a significant negative relationship between emotional intelligence

and aggressive behavior. The results obtained $r = -0.393$ and $p < 0.05$. With an effective contribution of emotional intelligence to aggressive behavior of 15.5%. Next, there is a significant negative relationship between spiritual intelligence and aggressive behavior. The results obtained $r = -0.639$ and $p < 0.05$. With the effective contribution of spiritual intelligence to aggressive behavior by 40.9%. Furthermore, there is a negative and significant relationship between emotional intelligence and spiritual intelligence with aggressive behavior. This result is shown in the coefficient Freg = 13,183 ; $p < 0.005$. Other results obtained that $r = -0.645$ and $p < 0.05$. With the effective contribution of emotional intelligence and spiritual intelligence to aggressive behavior by 41.6%.

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