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**THE ROLE OF SPIRITUAL INTELLIGENCE ON ACHIEVEMENT MOTIVATION**

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**ABSTRACT**

Spiritual Intelligence is vital because it is the highest Intelligence in humans, which includes all the Intelligence that exists in humans. The Intelligence to judge one's actions or way of life is more meaningful than others. This study aims to determine the relationship between spiritual Intelligence and student achievement motivation at MTsS Babun Najah Banda Aceh. The type of research is quantitative research. The population in this study were MTsS Babun Najah students, a total of 307 people. The Proportionate Stratified Random Sample was used, and obtained a sample of 75 students. The data analysis technique used is correlation analysis and data collection using a Likert Scale Model. The research result showed a relationship between spiritual Intelligence and achievement motivation, meaning that the hypothesis that the researcher proposes is accepted. The correlation analysis showed that spiritual Intelligence with achievement motivation has a positive relationship or correlation with a Pearson Correlation value of 0,640 and a signification value of 0.000, meaning the higher spiritual Intelligence possessed by a person, the higher achievement motivation. Conversely, the lower the spiritual intelligence, the lower the achievement motivation.

**Keywords:** *Spiritual Intelligence, Achievement Motivation*

**PERAN KECERDASAN SPIRITUAL TERHADAP MOTIVASI BERPRESTASI**

**ABSTRAK**

Kecerdasan spiritual sangatlah penting, sebab merupakan kecerdasan tertinggi pada manusia yang melingkupi seluruh kecerdasan-kecerdasan yang terdapat pada manusia. kecerdasan untuk menilai bahwa tindakan atau jalan hidup seseorang lebih bermakna dibandingkan dengan yang lain. Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan spiritual dengan motivasi berprestasi siswa dan siswi di MTsS Babun Najah Desa Doy Ulee Kareng Banda Aceh. Jenis penelitian yang digunakan adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa dan siswi MTsS Babun Najah yang berjumlah 307 orang. Dengan menggunakan teknik *Proportionate Stratified Random Sampling* maka diperoleh sampel penelitian sebanyak 75 siswa dan siswi. Teknik analisis data yang digunakan adalah analisis korelasi serta pengambilan data dengan menggunakan model skala *Likert*. Hasil penelitian yang telah dilakukan menunjukkan bahwa ada hubungan antara kecerdasan spiritual dengan motivasi berprestasi, artinya hipotesis yang peneliti ajukan diterima. Hasil analisis korelasi menunjukkan bahwa kecerdasan spiritual dengan motivasi berprestasi memiliki hubungan atau korelasi yang positif dengan nilai *Pearson Correlation* 0,640 dan

nilai sig 0,000. Artinya, semakin tinggi kecerdasan spiritual yang dimiliki oleh seseorang, maka semakin tinggi motivasi berprestasinya. Sebaliknya, semakin rendah kecerdasan spiritualnya, maka motivasi berprestasinya juga rendah.

**Kata Kunci :** Kecerdasan Spiritual, Motivasi Berprestasi

## **Introduction**

Islamic religious education is one of the subjects in general education institutions that has a very strategic role in forming students' morals, morality and ethics. Islamic religious education must be able to play an active role in the needs of students. In the learning process, teachers in developing students more often provide lessons to hone intelligence quotient or Intelligence Quotient (IQ). Apart from sharpening IQ, there is also something more substantial, namely sharpening spiritual intelligence or Spiritual Quotient (SQ), because by honing SQ, a person can optimize other intelligence (Wardi, 2010).

Someone with high spiritual intelligence tends to be a dedicated leader who brings a higher vision and values to others and can inspire others (Zohar & Ian, 2007). Achievement motivation is vital in growing passion and feeling happy and enthusiastic about learning. Students with solid motivation will have much energy to carry out learning activities. A student with high enough intelligence can fail due to a lack of motivation because learning outcomes will be optimal if there is the proper motivation (Aji: 2013). Students with high achievement motivation tend to experience success in carrying out learning assignments at school (Anni, 2004).

Murray (in Hasiah: 2005) defines *achievement motivation* as an organized ability within a person that creates a higher state to develop the feelings of wanting to succeed. Achievement motivation is the desire to do the best possible to obtain the best results according to the best standards and better than others without being influenced by pride and social influence. Well, actively participating in an activity and achieving success is seen as the hard work of effort and ability—individuals devoted to carrying out tasks for personal satisfaction.

Notoatmodjo (2009) states the characteristics of achievement motivation are as follows:

- a. Dare to take personal responsibility for one's actions.

- b. Always seek feedback on decisions or actions related to his/her duties
- c. Always try to carry out work or duties in new or innovative and creative ways
- d. Constantly unsatisfied with every work achievement or task, and so on.

Spiritual intelligence is related to achievement motivation. Zohar & Ian (2007) said that spiritual intelligence is the foundation needed to function IQ (Intelligence Quotient) and EQ (Emotional Quotient) effectively, and to have high intellectual intelligence, a student must have the motivation to achieve.

Achievement motivation is a driving aspect to achieve success by the desired goals. Success, in this case, is related to productive behavior and always paying attention to or maintaining the quality of the product. However, to achieve this success, each person has different obstacles. High motivation or drive for achievement will overcome these obstacles, and the desired success can be achieved (Chaerani, 2011).

At school, teachers make many efforts to make their students achieve the desired achievements, such as providing additional lessons, holding tryouts, and trying to study hard. However, more than the efforts above are needed because to achieve success, it is not only vital to hone intelligence abilities, but it is vital to hone spiritual intelligence as well.

If students have spiritual intelligence, they will better understand various problems that arise during the teaching and learning process at school. Spiritual intelligence can also encourage students to be more creative, namely, to have high creative abilities so that learning achievement at school increases (Zohar & Ian, 2007).

## **Methods**

This research takes place at MTsS Babun Najah Banda Aceh, a Tsanawiyah Madrasah, a secondary-level education unit with Islamic characteristics under the auspices of the Department of Religion. In general, Madrasah Tsanawiyah education aims to lay the foundation of intelligence, knowledge, personality, noble morals, and skills for living independently and pursuing further education. Hopefully, Students graduating from Madrasah Tsanawiyah have sufficient knowledge of religion to practice their religious knowledge in the community.

The variables used in this research are:

1. Independent Variable (X): Spiritual Intelligence

2. Dependent Variable (Y): Achievement Motivation

To measure spiritual intelligence based on aspects of spiritual intelligence by Khavari (Sukidi, 2004), namely intelligence viewed from a spiritual-religious, social-religious, and social-ethical perspective.

To measure achievement motivation, we use McClelland's theory (in Sepfitri: 2017), which suggests aspects of achievement motivation, such as responsibility, risk in selecting tasks, creativity, and innovation, paying attention to feedback, and task completion time.

In this study, the population were students of MTsS Babun Najah Ulee Kareng Banda Aceh, a total of 307 people. To calculate the sample using the Slovin formula with an error tolerance level of 10%, as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Note:

n = Number of Samples

N = Number of Population

e = Maximum error limit in sampling  
set (10%)

So :

$$n = \frac{307}{1 + 307(10\%)^2}$$

$$n = \frac{307}{1 + 307(0.01)}$$

$$n = \frac{307}{1 + 3.07}$$

$$n = \frac{307}{4.07}$$

$$n = 75.42998$$

$$n = 75$$

Based on the calculations above, the sample size was 75 out of 307 students. Respondents were selected using the Proportionate Stratified Random Sampling technique.

The data analysis used to determine the relationship between spiritual intelligence and achievement motivation is correlation analysis. In this research, the data analysis method used to process the data obtained is the Product Moment correlation technique, correlation coefficient formulation, namely:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Information :

$r_{xy}$  = Correlation of Spiritual Intelligence with Achievement Motivation

X = Spiritual Intelligence

Y = Achievement Motivation

N = Number of Subjects

## Result

Before carrying out data analysis, researchers tested assumptions on the obtained research data. The results of the assumption test consist of:

### 1. Normality Test

**Tabel 4.1**  
**Normality Test Result**

<b>Variable</b>	<b>Kolmogorov Smirnov Test</b>	<b>P</b>	<b>Ket</b>
Spiritual Intelligence	0,540	0,932	Normal
Achievement Motivation	0,616	0,842	Normal

Source: SPSS 16.00 data processing for Windows

Based on the table above, the normality test results for the spiritual intelligence variable show a Kolmogorov Smirnov Test value of 0.540 with a significance value or p-value of  $0.932 > 0.05$ , which means the data has a normal distribution. Likewise, the results of the normality test for the achievement motivation variable with a Kolmogorov Smirnov Test value of 0.616 and a significance value of  $p \ 0.842 > 0.05$ , which means the data has a normal distribution.

## 2. Linearity Test

**Tabel 4.2**  
**Linearity Test Result**

Variabel	F	p	Ket
Spiritual Intelligence		0,000	Linear
Achievement Motivation			

Source: SPSS 16.00 data processing for Windows

Based on the table above, the results of the linearity test between the variables of spiritual intelligence and achievement motivation show an F value of 56.859 and a p-value of  $0.000 < 0.05$ , which means that spiritual intelligence and achievement motivation have a linear relationship.

## 3. Correlation Test

**Tabel 4.3**  
**Correlation Test Result**

Correlations		Spiritual Intelligence	Achievement Motivation
Spiritual Intelligence	Pearson Correlation	1	.670**
	Sig. (2-tailed)		.000
	N	75	75
Achievement Motivation	Pearson Correlation	.670**	1
	Sig. (2-tailed)	.000	
	N	75	75

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table above shows that spiritual intelligence and achievement motivation have a positive relationship or correlation with a Pearson Correlation value of 0.670 and a sig value

of 0.000. It means that the higher a person's spiritual intelligence, the higher their achievement motivation. Conversely, the lower the spiritual intelligence, the lower the achievement motivation

## **Discussion**

The Research results showed a very significant relationship between spiritual intelligence and achievement motivation; this means that the proposed hypothesis is accepted. If a person's spiritual intelligence is high, their achievement motivation is also high, and if their spiritual intelligence is low, their achievement motivation is also low.

Maslow (in Buzan: 2003) said that spiritual intelligence is self-actualization (spiritual stage), namely when individuals can express their creativity in a relaxed, happy, tolerant manner and feel called to help others and reach the level of wisdom and satisfaction they have experienced. Maslow emphasized that spiritual intelligence makes humans intellectually, emotionally, and spiritually intact. Spiritual intelligence is the intelligence to face and solve problems of meaning and value, namely, to place behavior and life in a broader and richer context of meaning, the intelligence to judge one person's actions or way of life as more meaningful than others.

Agustian (2008) stated that the function of spiritual intelligence is to shape a person's behavior with noble character, such as *istiqomah*, *tawadhu'* (humility), effort and surrender, *kaffah*, *tawzzun* (balance), *ihsan*. Someone who strives to achieve high achievements is a positive action. Spiritual intelligence is intelligence that everyone can develop. External factors, including the environment, upbringing, and culture, cause a person with a high or moderate spiritual intelligence. Then, there are internal factors or factors within oneself, namely the desire to improve oneself. If only one factor supports it, then spiritual intelligence will not be able to grow optimally (Wardi: 2010).

Achievement motivation is vital in teaching and learning activities. With high motivation, students will willingly try to gain more knowledge; environmental support and one's will will create achievement motivation. Factors within the individual are the most vital factors to generate motivation (Dembo: 2000).

Researchers see the reality at MTsS Babun Najah Ulee Kareng Banda Aceh that most students have moderate spiritual intelligence, so they are motivated to excel at school.

However, some students have low spiritual intelligence, which causes them to lack achievement motivation in teaching and learning.

The description above showed a significant relationship between spiritual intelligence and achievement motivation of MTsS Babun Najah Ulee Kareng Banda Aceh students. The higher a person's spiritual intelligence, the higher his achievement motivation; if his spiritual intelligence is low, his motivation will also be low. Students with high spiritual intelligence have the will to achieve achievement and are serious about learning. Meanwhile, students with low spiritual intelligence indicate laziness, no desire to improve their achievements, and do not care about what is happening around them.

### **Conclusion**

Based on data analysis and discussion, the researcher concluded that the hypothesis proposed by the researcher was accepted, namely that spiritual intelligence had a positive relationship with achievement motivation at MTsS Babun Najah Ulee Kareng Banda Aceh with an r-value of 0.670 and a sig value of 0.000. If a person's spiritual intelligence is high, their achievement motivation is also high, and if their spiritual intelligence is low, their achievement motivation is also low.

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