# ANALYSIS OF SUCCESS VALUES WITH INTERNALIZATION OF IQ, SQ, AND EQ IN ACHIEVMENT'S STUDENTS IN ZONE COURSE INSTITUTION

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***Abstract***

*This study investigates how Emotional, Intellectual, and Spiritual Intelligence influence student learning outcomes at Zone Course Institution. It analyzes data using both quantitative methods and qualitative insights. The findings reveal that Emotional Intelligence significantly impacts students' character and their contributions to their environment and academic success. Students who balance Emotional, Intellectual, and Spiritual Intelligence are better at managing emotions and interacting positively with others. The ability to express and control one's own emotions, as well as to understand and respond to the emotions of others, is crucial for personal and academic growth. The goal is for all students to develop a strong understanding of their Emotional (EQ), Intellectual (IQ), and Spiritual Intelligence (SQ) to achieve their future aspirations effectively. By fostering these intelligences, students can improve not only their academic performance but also their interpersonal relationships and overall well-being.*

***Keywords:*** *Emotional Intelligence; Intellectual Intelligence; Spiritual Intelligence*

## INTRODUCTION

Fundamentally, Education is not just limited to academic knowledge, but also involves intellectual also continue the development social and emotional skill. A teacher or An educator must nurture three vital dimensions for survivals to the students, they are Intellectual Intelligence (IQ), Emotional Intelligence (EQ) and Spiritual Intelligence (SQ). All those elements need to provide how develop it to the students effectively. Intelligent Quotient (IQ), as defined by Robbins (2001:57), *is the capacity required for performing cognitive tasks, engaging in thinking processes, reasoning, and problem solving*. So, this is can be a person who has ability to think, solve problem, understand idea and know the reason and capable to plan perfectly. This intelligence is used to solve problems that involve logic.

Developing emotional awareness is the first step in developing emotional Intelligence (EQ). Students need to be invited to understand and identify their own emotions as well as recognize the emotions to others. This can be done through self – reflection activities, mindfulness practices or group discussion that involves understanding emotions. The other opinion was stated by Daniel Goleman (Emotional Intelligence Bantam books, page 13, New York 1995) *While our emotional intelligence determines our potential for learning the*

*fundamentals of self-mastery and the like, our emotional competence shows how much of that potential we have mastered in ways that translate into on-the-job capabilities*). Education that integrates emotion based learning enriches student's learning experiences. It is involves creating positive learning atmosphere provides emotional support, and integrating activities that encourage reflection, expressions and management of Emotion.

Spiritual intelligence, introduced by Danah Zohar and Ian Marshall in the book of Spiritual Intelligence the Ultimate Intelligence, (Great Britain 2000), *SQ is the necessary foundation for building IQ and EQ. SQ is our highest intelligence*. The performance of the students how to achieve their success with their assignments based on their abilities. Students must give the good contributions to achieve the goals. Thus, accountability can be acceptable to give report or notes that can be responsible for the result. Zaccaro and Klimoski (2001*), the practice of leadership incorporates "(a) defining, establishing, identifying, or translating a direction for collective action by one's followers; and (b) facilitating or enabling the collective processes that lead to achieving this purpose".* A leader has capacity and ability to analyze, determine and interpret the followers. This also makes a leader became a guide and facilitates the process together to achieve the desired goals.

To become a leader Newman et al. (2009), 10 core skills of EI were found in leaders The skills seen through the literature are self-reliance, self-confidence, relationship skills, optimism, self-awareness, self-actualization assertiveness, flexibility, empathy, and self-control. Intelligence Emotion is very important to note that skills in building relationship and self-actualization in the learning process also very important. A sense of empathy very necessary in social life, it can start from how to interact with family so that it will have an influence or impact on learning life in the classroom.

Stephen Robins defines organizational behavior as a "field of study that investigates the impact that individuals, groups, and structure have an organization for the purpose of applying such knowledge improving an organization's effectiveness". Generally, builds a good organization must include the capacity to apply knowledge handling organizational structural starts from individuals and groups to increase the effectiveness of the organization. Student with low of EQ needs to learn to increase their capability how to adaptable in the class and interact with the Teacher also classmates.

According to Keith Davis organizational behavior, twelfth edition, 2007. Organization Behavior is a study and application of knowledge about how people act within organization. So for the student who has an ability and ambition to become a wise leader needs to adaptable

with IQ, SQ and EQ to give their contribution in to the class, organization and the society. Altrov 2013, Cultural differences in emotional expressions in an area with others areas can also effect a person's low emotional intelligence. Each region has different habits. Student comes from a remote village area and then studies by entering a new environment with urban learning environment, including informal education such as Zona Course Institution, and then low emotional Intelligence will have an impact on his success in carrying out the learning process together. Therefore, this three element of Intellectual Intelligence, Emotional Intelligence and Spiritual Intelligence must be comprehensive owned by the students.

The primary aim of this study, titled "Analysis of Success Values with Internalization of IQ, SQ, and EQ in Achievement of Students in Zone Course Institution," is to explore the impact of integrating Intellectual Quotient (IQ), Spiritual Quotient (SQ), and Emotional Quotient (EQ) on students' academic achievements. Specifically, the research seeks to achieve the following objectives: Identify the Relationships: To investigate how IQ, SQ, and EQ interact and contribute to the overall academic performance of students at Zone Course Institution. This involves analyzing how each type of intelligence influences learning outcomes**.** Evaluate the Importance of Emotional Intelligence**:** To assess the role of Emotional Intelligence in shaping students' character, motivation, and engagement in the learning process, thereby affecting their success.

Examine the Role of Spiritual Intelligence**:** To explore how Spiritual Intelligence contributes to students' sense of purpose and ethical decision-making, which can enhance their educational experience and achievement. Analyze the Balance of Intelligences**:** To determine the significance of a balanced approach to IQ, SQ, and EQ, and how this balance can lead to improved interpersonal skills, emotional regulation, and academic success. Provide Recommendations**:** Based on the findings, to offer practical recommendations for educators and curriculum developers on how to effectively integrate these intelligences into teaching practices to support student achievement. By addressing these objectives, the study aims to contribute valuable insights into the holistic development of students, enhancing their potential for success both academically and personal.

## RESEARCH METHOD

This study is an explanatory research endeavor focus to make a value of the students in Zone Course Institution. The methodology will use Quantitative and Deviation Standard. The data sample has been known for a class has six students with variation's capability. To analyzed data, researches used to find out what influence emotional intelligence give on

student's learning outcomes. There are some of the Result's of their Value for English "Basic Level". The audiences normally range 16 years old to 18 years old. The data below has Grade results such as **6, 7, 8, 8, 9, 10.** Mostly the lowest mark has lowest IQ, SQ and EQ. This variable show the data below:

$$\mu = \frac{6+7+8+8+9+10}{6}$$
$$\mu = 8$$

Population's Variant

✓ Varians Populasi

$$\sigma^2 = \frac{\sum_{i=1}^{N}(x_i - \mu)^2}{N}$$
$$\sigma^2 = \frac{(6-8)^2 + (7-8)^2 + (8-8)^2 + (8-8)^2 + (9-8)^2 + (10-8)^2}{6}$$
$$\sigma^2 = \frac{(-2)^2 + (-1)^2 + (0)^2 + (0)^2 + (1)^2 + (2)^2}{6}$$
$$\sigma^2 = \frac{10}{6}$$
$$\sigma^2 = 1{,}67$$

✓ Standar Deviasi Populasi

$$\sigma = \sqrt{\frac{\sum_{i=1}^{N}(x_i - \mu)^2}{N}}$$
$$\sigma = \sqrt{1{,}67}$$
$$\sigma = 1{,}292$$

Population Deviation Standard

$$s = \sqrt{\frac{n\sum_{i=1}^{n} x_i^2 - \left(\sum_{i=1}^{n} x_i\right)^2}{n(n-1)}}$$

Sample Deviation Standard

✓ Standar Deviasi Sampel

$$s = \sqrt{\frac{\sum_{i=1}^{n}(x_i - \bar{x})^2}{n-1}} \quad \text{atau}$$
$$s = \sqrt{2}$$
$$s = 1{,}414$$

A deviation is an action of departing from an established course or accepted standard. Standard deviation is a calculation of dispersion or variation in a set of numbers. If the standard deviation is a small number, it means the data points are close to their average value. If the deviation is large, it means the numbers are spread out, further from the mean or

average. The Result has been seen with these three dimensions and has noted by Descriptive Methodology. This research has been done with six audiences with variation ages and different characters based on their IQ, EQ and SQ. These are the category to be seen by Qualitative Descriptive Methodology:

| I Q | SQ | EQ | Character | Social |
|---|---|---|---|---|
| A | A | A | Solve problem | Leader |
| A | B | C | Analytical Thinking | Supporter |
| A | C | C | Social Awareness | Adaptable |
| B | C | C | Emotional Control | Follower |
| C | C | C | Low Awareness | Need Evaluation |

## RESEARCH FINDINGS AND DISCUSSION

### Intellectual Intelligence (IQ)

The level of intelligence of a child which is determined methodically by Intellectual Intelligence plays important role in child's success in learning. According to investigations, a person with Intellectual Intelligence or ability to perceive can begin to be determined around age of three years. It carries influenced by the lineage or genetic from the mother and father's family in addition to the nutrition factors of adequate food.

### Emotional Intelligence (EQ)

There are two fundamentals level of the skill and the skills are not opposite of Intellectual Intelligence skills or cognitive skill. Apart from that, Emotional Intelligence is not really influenced by heredity factors. Primarily it is Emotional Intelligence provides awareness, namely self – awareness which is the most important emotional ability for practicing self – control.

### Spiritual Intelligence (SQ)

This is the concept related to how someone is intelligent in managing and utilizing the meaning, values and qualities of their spiritual life. Spiritual Intelligence encourages the student to always look for the innovation how produces something more than what is currently achieved. Spiritual intelligence will encourage the student to think and look at life from various sides, not only just think from one side. It need to be good habit that the student must to control their emotional, adaptable in every different places based on Spiritual Intellectual. Left brain has rational thinking and right brain has emotionality minded. The basis that underlies other intelligences, where one intelligences and other intelligences are

connected and complement each other. Spiritual Intelligence has function to develop the students as a whole because they have potential. Spiritual intelligence can be used as a guide when we are the edge of the most challenging existential problems in learning process beyond what is expected and known, beyond the rules and have been given and beyond the past experiences that something they need face by themselves. Ethical and spiritual foundation that will shape a child's character and personality in a positive way (Zuhri & Nuryana, 2024).

Based on the research between IQ, EQ and SQ in picture above, we can conclude that the problems from the one student who has lowest mark "6" that he has lowest IQ, SQ and EQ with Value "C". It has reason he has lack of learning process to understand the lesson well and appropriately, ended up thinking or apathy also gave up easily because has low emotional intelligence, lack of self confidence to adaptable in his environment, classmate and the teacher. It will get worse if the student still stable with this conditions. The solution he need more evaluation form he teacher by giving some Psychology Approaching, more exercising and Learning Spiritual more often. The highest emotional aspect of the student is the ability to build relationship with others.

The student has mark 10 obviously has ability to keep in good the quality of IQ, EQ and SQ. The three kinds of this element have the potential to develop overall intelligences of the students. Graduates who are not only intellectually intelligent but also emotionally and spiritually intelligent need to keep maintain that ability. A person only relies on the intellectual Intelligence without being balanced with the ability to control emotional or Emotional Intelligence and without being supported by Spiritual Intelligence as a source of truth, then deciding problems related to education and everyday life, there will be the potential for errors and inconsistency both physically and mentally moral and material. Emotional Intelligence has ability to manage the emotion correctly, the feeling and helps to guide behavior from daily activities to solve the problem wisely. It also has show that Emotional Intelligence is as twice necessary as technical skill or Intellectual Intelligence to create effectiveness at process of achieve goals. Those three elements of Intelligence have important roles and will give highest contribution to the person who develops this continuously.

The necessary of EQ in Education are EQ has an important role in shaping student's character and socials skills. The ability to recognize and manage emotions help students interact well with others, cope and solve problems well. EQ is also associate with better academic performance more positive relationship with the teacher and classmates and success

in the future carrier. Empathy is the ability to feel and understand the feeling of others. In educational context, it is an important to encourage students sees the world from other people's perspective. This can be trough stories or case studies that involve other people's experiences, as well as through discussion that promote empathy and understanding.

On the brain divided in 3 parts for IQ, SQ and EQ. These parts consist in the left brain is Intellectual Intelligence to do serial processing, in the whole brain has Spiritual Intelligence that synchronous processing has in the middle of the brain to balance the Intellectual Intelligence and Emotional Intelligence. The right brain has Emotional Intelligence that do parallel processing. Every student need those part balance to give brilliant contribution to themselves and to the society. In educational Curriculum of Indonesia, Emotional Intelligence is and aspect that is focused on instilling character or affective value. The implication of Emotional Intelligence is even a goal of education, namely developing the potential of student become people of faith.

Developing Emotional Intelligence (EQ) is an important of holistic education. By developing EQ, students can improve their social and emotional skills, manage emotions well and form health, productive relationship to the classmate and the teachers as well. Education can help student develop their IQ, EQ and SQ to achieve success in personal for their future brightly and wisely. It turn out that all the time the brain has tended to be in control all those elements of intelligences. To balance Intellectual Intelligence, Emotional Intelligence and Spiritual Intelligence we have look at the synergy and ability the student to play role, which each intelligence functions and professionalism is required in controlling and bringing it. out to the individual. So, that the result are responded to and accepted by others. Emotional Intelligence is oriented towards the intelligence of managing human emotions. In there is an element of ability and self – confident, perseverance establish social relationship. If connected with a task of having average intelligence. The student can achieve high lesson's performance if he has self – confidence, not depend on other, fortitude facing workload, persistence in lesson will change a person's original position average achiever to a better level of achievement. Intellectual Intelligence without Emotional Intelligence cannot achieve the success in life. The areas of emotional intelligence are personal and interpersonal relationships. Emotional Intelligence responsible to self – esteem, self- awareness, social sensitivity and personal adaptability.

Another condition, those involved in material life are good for smart or not, it is easy not to be able to do it survive the impact of learning problems, do not easy to became an

apathy or easily frustrated, stressed due the lack of Spiritual Intelligence balance in modern human. Reasons Spiritual Intelligence needs to exist with oneself someone too achieve success both in life, education and social environment. Having a high Spiritual Intelligence provides a number of benefits in various aspects in life. High Spiritual Intelligence allows a person at build and maintains strong interpersonal relationship starts from family, neighborhood, social activities, teachers, schoolmate and other organizations. This is not only enriches personal life, but can also improve overall psychological well – being.

The ability and ideals of a wise leader in students to actively contribute to the class, organization and society, it is necessary to have the ability to adapt to the intelligence they already possess. This intelligence is divided into three, namely IQ, SQ, and EQ intelligence, 1) IQ intelligence (intellectual intelligence) is the level of intelligence of a child which is determined methodically by Intellectual Intelligence plays an important role in a child's success in learning; 2) SQ intelligence (emotional intelligence) provides awareness, namely self-awareness which is the most important emotional ability for practicing self-control; 3) EQ awareness (spiritual intelligence) is related to how intelligent a person is in managing and unitizing the meaning, value and quality of their spiritual life.

The findings of this study underscore the critical importance of integrating Intellectual Quotient (IQ), Spiritual Quotient (SQ), and Emotional Quotient (EQ) in the educational framework at Zone Course Institution. Recognizing the interplay among these forms of intelligence can significantly enhance student achievement and personal growth.

**Implications for Educational Practice:**

1. **Curriculum Design**: Educators should develop curricula that incorporate activities and assessments aimed at enhancing all three intelligences. This could include interdisciplinary projects that foster critical thinking (IQ), mindfulness practices (SQ), and collaborative group work (EQ).
2. **Teaching Strategies**: Implementing teaching methods that prioritize emotional and spiritual learning can help create a supportive classroom environment. Techniques such as social-emotional learning (SEL) programs and discussions about values and ethics can enrich students' overall educational experiences.
3. **Professional Development**: Training for educators on the importance of IQ, SQ, and EQ can equip them with the tools to recognize and nurture these intelligences in their students. Workshops and seminars can focus on strategies to effectively integrate these concepts into daily teaching practices.

4. **Assessment Practices**: Traditional assessment methods may not fully capture the diverse strengths of students. Implementing alternative assessment strategies, such as portfolios or reflective journals, can provide a more holistic view of student progress and development.

By integrating these intelligences into educational practices, institutions can foster well-rounded individuals who are not only academically proficient but also emotionally and spiritually aware, preparing them for success in all aspects of life.

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