

## Development of Students' Spiritual Intelligence through the Learning Process of Christian Religious Education at Budi Murni 2 Medan Catholic Private Senior High School

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### ABSTRACT

This study aims to answer research problems regarding development of students' spiritual intelligence through the learning process of christian religious education at Budi Murni 2 Medan Catholic Private Senior High School. This study uses a descriptive qualitative approach. Researchers conducted research at Budi Murni 2 Medan Catholic Private Senior High School from March to April 2023. The research subjects are selected by purposive sampling. The informants identified in this study are 11 people, namely the vice principal, religion teacher, and 9 students. Data analysis is carried out by means of data reduction, data presentation, and research conclusions. The results of the study show that the development of students' spiritual intelligence is carried out by the teacher through the role of the religious teacher as a good spiritual shepherd for students, helping students fulfill their life mission, inviting students to read the scriptures, involving students in religious activities. Aspects of spiritual intelligence include self-awareness, spontaneity, caring, celebrating diversity, the ability to reframe, and humility

## **INTRODUCTION**

Spiritual intelligence is a concept related to students' ability to face and solve problems related to the meaning and value of life. This intelligence involves the capacity of students to connect their behavior and life with a wider context and is rich in meaning, and is able to evaluate the actions or direction of life they choose to have a higher meaning than others (Marshall and I, 2007). In this spiritual life, students are expected to be able to direct themselves towards a useful life, which encourages them to seek the meaning of life and yearn for a valuable life. Spiritual intelligence also involves self-awareness that shapes individuals in developing their talents and strengths within themselves, as well as the ability to distinguish between wrong, right and virtue. Spiritual intelligence is used by humans when they deal with feelings of sadness, are involved in habits, worries, or sadness (Irawan, 2019).

Spiritual intelligence leads individuals to live their lives as a call to be able to glorify the name of God, not just to satisfy themselves. By applying spiritual intelligence, students will have high integrity, enthusiasm for learning, enthusiasm for creating changes for themselves, the ability to fulfill noble obligations, and noble obedience. If students can develop spiritual intelligence, they will be able to recognize the talents they have.

In developing spiritual intelligence this can also be done in catholic schools through the learning process of catholic religious education. A catholic school is a school established and managed by the catholic church or by a catholic organization. The elements that are the reason why the catholic church established catholic schools are because of the church's mission to proclaim Christ, the church's mission to sanctify the world, to form a group of faithful brothers, to serve others in terms of culture, history, and teaching science. The interests of the catholic church can be seen clearly when it is associated with catholic religious education in catholic schools.

## **LITERATURE REVIEW**

Spiritual intelligence results in the emergence of teaching approaches that can guide students in controlling and developing insights that were not previously known, as well as being a guide in studying knowledge that directs themselves fully to God. Both in Indonesia and in Bone Bolango, there are students who have a very high level of spiritual intelligence. This means that negative influences such as promiscuity, decreased interest in studying, and skipping school can be overcome more easily. In fact, spiritual intelligence provides great benefits in utilizing and balancing the other two types of intelligence, namely intellectual intelligence and emotional intelligence. By having spiritual intelligence, students will become more confident, without despair, anxiety, and anxiety when facing problems. In the context of religion, students are able to carry out tasks given by God and overcome obstacles that can lead humans into sin. Many psychologists and education experts advocate spiritual intelligence as a means for students to avoid the problems they face. It is clear that many students experience problems related to education. Most of the problems students face are caused by bad behavior (Setiadi, 2019).

There are several characteristics of students who already have regularity in spiritual intelligence, namely having the ability to explore the presence of God, interpreting oneself as a whole in the context of space and time, interpreting the reality behind basic things, achieving a deep understanding of oneself, not bound by self-limitation, has a sense of love, has the sensitivity of the soul, and achieve spiritual experience. In the process of developing spiritual intelligence for students, it is necessary to carry out coaching that is well designed and structured. In the school environment, religious teachers have a role and responsibility for developing spiritual intelligence through learning catholic religious education. In planning and compiling spiritual intelligence development programs for students, catholic religious education teachers must be able to attract the interest and attention of these children. Thus, students will be interested and be able to follow step by step the development of spiritual intelligence.

This study aims to answer research problems regarding development of students' spiritual intelligence through the learning process of christian religious education at Budi Murni 2 Medan Catholic Private Senior High School.

## **METHODOLOGY**

This study uses a descriptive qualitative approach. The qualitative approach has the goal of collecting as much data as possible and explaining a phenomenon in depth, showing the importance of the level of diversity and detail in the data investigated. In qualitative research, the more in-depth, comprehensive, and analyzed the data, the higher the quality of the research (Kusumastuti, 2019). Thus, qualitative research has fewer respondents or research items than quantitative research, because the emphasis is more on data depth than data quantity. Qualitative research does not use statistical analysis in data analysis, but instead uses narrative. When the initial proposal is developed, the data collected in the qualitative research must be qualitative and presented in a narrative manner. The qualitative approach is chosen by researchers because it allows them to see field conditions directly, naturally, and not engineered (Harahap, 2020).

Researchers conducted research at Budi Murni 2 Medan Catholic Private Senior High School from March to April 2023. The research subjects are selected by purposive sampling. The informants identified in this study are 11 people, namely the vice principal, religion teacher, and 9 students.

Data analysis is carried out by means of data reduction, data presentation, and research conclusions. Data analysis is carried out in stages starting from data transcripts, data identification, data classification, data interpretation as well as describing the data so as to produce conclusions from each research object (Moleong, 2014; Murdiyanto, 2020).

## **RESULTS AND DISCUSSION**

### **Development of Students' Spiritual Intelligence through the Learning Process of Christian Religious Education at Budi Murni 2 Medan Catholic Private Senior High School**

The results of the study show that the development of students' spiritual intelligence is carried out by the teacher through the role of the religious teacher as a good spiritual shepherd for students, helping students fulfill their life mission, inviting students to read the scriptures, involving students in religious activities.

a. As good spiritual shepherds for students, religious teachers set a good example for students, both in appearance by maintaining regular dress according to the uniform set by the school, as well as in attitudes and behavior that reflect good values for all people. Religious teachers are patient and sincere in educating students, which can be seen in the learning process when facing problems in class. Religious teachers try to solve it patiently and sincerely. This activity was explained by Informants I and Informants II, and was supported by nine other informants who stated the same thing. This statement is in line with what was stated by Khulida (2019) that the development of spiritual intelligence involves all efforts, steps and activities carried out both independently and with the help of others in order to grow and develop spiritual intelligence. The method used to develop students' spiritual intelligence is that the teacher becomes a good spiritual shepherd for students. Students will imitate whatever they see and be able to apply it in their lives. Through good traits and characteristics, teachers help students understand things well.

b. In helping students to achieve their life mission, religious teachers do this in several ways, namely, religious teachers guide students in participating in worship activities, both in the school and church environment, by providing explanations and motivation to students. The goal is for students to have the motivation and desire to be involved in these activities. Religious teachers guide students to have an attitude of sharing love, for example by encouraging students to visit friends who are sick. Religious teachers teach that caring for one another, especially one's own friends, is the duty of every student. Religious teachers guide students to have an attitude of tolerance towards other students who have differences, both in religion and ethnicity. Religious teachers also always teach moral values to every student at Budi Murni 2 Medan Catholic Private Senior High School. Religion teachers ask students to say hello, smile, and greet everyone they meet. In addition, religious teachers also teach spiritual values to students. In the learning process, the religious teacher starts by praying and closes by praying too. The teaching method used by religious teachers varies at each meeting, according to the material to be studied. By using the right method, students are expected to be able to understand the material presented. Religious teachers also provide motivation to students who take part in extracurricular activities. This motivation aims to enable students to hone and develop their talents. That God gave them. This activity is explained by Informants I and Informants II, and is supported by nine other informants who stated the same thing. This statement is in line with what is stated by Fitriani (2018) that all these efforts are made with the aim of making students more active and active in

participating in religious activities, both in the school and church environment. Religious teachers guide students to love one another, have an attitude of tolerance, internalize moral values, and other spiritual values.

c. Inviting students to read the scriptures, religious teachers do this in several ways, namely the teacher always directs students to read the scriptures. The reading of this holy book is usually done alternately by students. Every time there is a religious lesson, there must be verses from the scriptures that students can read, and the teacher always directs students to get used to reading the scriptures. The teacher sets a good example for students by taking turns reading the scriptures. Not only students, religious teachers also read this holy book so that other students can pay more attention and listen to it. In directing students, religious teachers show patience in guiding students so they don't feel bored when reading the contents of the scriptures contained in the book. The religious teacher sets himself as a good example for students by directing them to take turns reading the scriptures. In addition to students, religious teachers also read this holy book. This activity is explained by Informants I and Informants II, and is supported by nine other informants who stated the same thing. This statement is in line with what is stated by Anggoro (2020) that through holy books, human beings can feel the presence of God, so that holy books become a source of strength of faith, food for the soul, a clear and eternal source of spiritual life for those who believe.

d. Involving students in religious activities is done in several ways, namely, religious teachers motivate students and give directions to them so they can attend worship at school on Saturdays. Religious teachers act as facilitators in the process of learning religion in the classroom. As a facilitator, the religion teacher guides students to start and close learning by praying. Thus, students will get used to always thanking God before and after carrying out activities. Religious teachers also act as motivators for students. This can be seen when the learning process takes place, where the religious teacher gives encouragement to students who lack concentration. This activity is explained by Informants I and Informants II, and is supported by nine other informants who stated the same thing. This statement is in line with what is stated by Fitriani and Agung (2018) by using this approach, students can easily and quickly achieve an understanding of the goals of each activity carried out, so that the learning they get is able to stick with them. In every activity at school, the hope is that all students are directly involved and participate actively.

### **Aspects of Students' Spiritual Intelligence through the Learning Process of Christian Religious Education at Budi Murni 2 Medan Catholic Private Senior High School**

Aspects of spiritual intelligence include self-awareness, spontaneity, caring, celebrating diversity, the ability to reframe, and humility.

#### **a. Self-Awareness**

Self-awareness enables students to understand their strengths and weaknesses through the direction and guidance of religious teachers. Through the guidance of a religious teacher, students' understanding of their strengths and weaknesses can be identified. Religion teachers always teach students to be

honest, use kind words, and be polite to everyone they meet. The education provided is in the form of motivation and is even shown through the attitude of the teacher, and instilled through the values of Don Bosco. During the learning process, religious teachers provide motivation to students based on their own experiences. The purpose of this motivation is that students are expected to be more enthusiastic in participating in learning, and at the same time students can also motivate themselves based on stories told by religious teachers.

b. Spontaneity

Spontaneity allows students to be responsible for completing assignments given by religious teachers by submitting them on time according to a predetermined deadline. Students have also been able to submit assignments on time, because if they don't do it, they will receive sanctions from the teacher. Therefore, students are moved to complete the task, before the deadline set by the religious teacher. Religious teachers always provide opportunities for students to make decisions in dealing with problems without any coercion from anyone. Students are also able to make decisions without being rushed or influenced by coercion.

c. Caring

Caring, students already have a social awareness that builds a sense of caring for others by collecting development fasting actions, a school program that is followed with enthusiasm by students in collecting donations for development fasting actions. Religious teachers consistently teach each student a caring attitude towards others. The attitude of caring for others is also seen when students visit classmates who are sick. Through the act of visiting a friend who is sick, students show concern for others.

d. Celebrating Diversity

Celebrating diversity, enabling each student to respect differences in religion, ethnicity, race, and class. Even though in one class there are students with different religions and ethnicities, they remain united and there has never been any disputes regarding these differences in religion and ethnicity. Students help each other, regardless of their religious or ethnic differences. The difference between them is not a barrier to helping each other. In fact, there is no visible difference between them because they look equally important.

e. The Ability to Reframe

The ability to reframe allows students to be able to transform learning material delivered by religious teachers. This can happen thanks to the help of religious teachers who provide important points to students. Thus, students are able to transform the learning material provided by religious teachers. In addition, students also have the ability to think creatively and critically in responding to the learning material. When religious teachers convey statements to students, they are able to give personal opinions based on their understanding.

f. Humility

Humility enables students to accept mistakes made by realizing these mistakes and apologizing for their actions. With this regret, students promise not to repeat the same mistake. Students are able to receive new information and suggestions that are beneficial to their lives by sorting out whether the information comes from a reliable source. If the new information or suggestion comes from a trusted source, students will accept it, but if it is uncertain, students will reject it.

## CONCLUSIONS AND RECOMMENDATIONS

The results of the study show that the development of students' spiritual intelligence is carried out by the teacher through the role of the religious teacher as a good spiritual shepherd for students, helping students fulfill their life mission, inviting students to read the scriptures, involving students in religious activities. Aspects of spiritual intelligence include self-awareness, spontaneity, caring, celebrating diversity, the ability to reframe, and humility.

Suggestions to religious teachers to pay more attention to the development of students' spiritual intelligence through the learning process of catholic religious education. In addition, school principals should also provide adequate facilities and infrastructure for religious students and teachers, so that religious teachers can assist students in developing their spiritual intelligence..

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