The Influence of Spiritual Intelligence on Learning Outcomes in Islamic Religious Education at SMA 1 Mendo Barat

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Abstract

This research aims to describe the influence of spiritual intelligence on Islamic religious education learning outcomes at SMA Negeri 1 Mendo Barat. This research is research that uses associative quantitative research methods, namely to determine the influence or causal relationships. Meanwhile, the variables in this study are independent variables (Independent So there were 177 students who were sampled using the problem sloving technique. Data collection techniques used documentation and questionnaires in this study with scoring using a Likert scale. Meanwhile, the data analysis technique in this study used the Data Analysis Prerequisite Test, namely the Normality Test and Linearity Test . Then use Hypothesis Testing. In this case, use Compare Means, which is assisted by the SPSS version 25 program. Based on the research results, it is known that the hypothesis test results have a sig value of 0.000 < 0.05, meaning that Ha is accepted and Ho is rejected. So it can be concluded that there is an influence of spiritual intelligence on learning outcomes for Islamic religious education at SMA Negeri 1 Mendo Barat. The level of relationship between the Spiritual Intelligence variable (X) and Learning Outcomes (Y) obtained an R value (correlation coefficient value) of 0.497, which means that the coefficient level of the Spiritual Intelligence variable is considered sufficient for the Islamic Religious Education Learning Outcomes variable. Meanwhile, R Square with the percentage level of relationship between variable X (Spiritual Intelligence) and variable Y (Islamic Religious Education Learning Outcomes) is 24.7%.

Keywords: spiritual intelligence, learning outcomes, islamic religious education

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential (Pristiwanti et al. 2022). The quality of education can influence the progress of a nation because high education can create quality human resources(Mardhiyah et al. 2021). Students' learning abilities reflect an increase in the quality of education. Good quality education will produce good learning outcomes. There are four Core Competencies in Indonesia, namely: spiritual attitudes, social attitudes, knowledge and skills. This means that in the world of spiritual education it is also considered (Kamala 2019).

For this reason, based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system, Article 3 paragraph 1 states that:

> "National education aims to develop students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens" (Awwaliyah and Baharun 2019).

To create students like what is stated in the law, religious education is needed first, especially Islamic Religious Education. Islamic religious education has an important role in shaping students' character, morals and spirituality (Utari, Kurniawan, and Fathurrochman 2020). In understanding the teachings of the Islamic religion, students can become individuals who are responsible, have good morals, and are beneficial to society(Nizar and Khadavi 2023). As the goals of Islamic education cannot be separated from the goals of human life itself. So the purpose of Islamic education cannot be separated from the purpose of human creation, namely to worship the creator

Allah SWT. In achieving educational goals, Islam seeks harmonious and balanced development through Islamic education.

According to Zakiyah Darajat, Islamic religious education is an effort to develop and nurture students so that they can always understand Islamic teachings as a whole. Then live the goal, which in the end can practice and make Islam a way of life (PAI 1997). Meanwhile, Abuddin Nata said that the meaning of Islamic education is the education of the whole person, mind and heart, spiritual and physical, morals and skills. while the goal. Meanwhile, Muhammad Athiyah al-Abrasyi (an Egyptian education expert) believes that the aim of Islamic education is the formation of morals and morals, which is the main aim of Islamic education. (Putra 2016). However, the aim of education in Islam according to Djumransjah and Abdul Malik Karim Amrullah citing the opinion of Imam al-Ghazali is education which has the first goal, human perfection whose peak is close to Allah, secondly, human perfection whose peak is happiness in this world and the hereafter.(Putra 2016).

With the complexity of educational goals, what students need is not only additional intellectual knowledge, but also moral values that are really needed in life. Therefore, the presence of teachers as educators, in the sense that apart from being a transferer of knowledge, is also a source for their students. So that through good Islamic Religious Education, individuals can develop a deeper understanding of religion, strengthening the servant's relationship with His God. Islamic Religious Education is directly related to spiritual intelligence because Islamic Religious Education plays an important role in forming the spiritual intelligence of each individual.

Spiritual intelligence (Spiritual Quotient) consists of a combination of two words, namely intelligence and spiritual. Thus the author will explain the meaning of spiritual intelligence. (Kusuma 2019). Etymologically, the term intelligence comes from the English word intelligence, which means intelligence. Intelligence also means the ability to understand, innovate and provide solutions to problems (Anam 2021). Intelligence describes human behavior in a complex manner including matters related to efforts to solve a problem (Elfiky 2019). Meanwhile, in terms of terms, ruhaniah comes from the word "spiritual" which means "spirit, soul, spirit, soul, mental, inner, spiritual and religious"(Shobir 2020). Ruhaniah means something that is alive and has no body that has intelligence and feelings. Spiritual comes from the word spirit which comes from Latin, namely spiritus, which means breath (Arifin 2022).

According to Francis Galton's theory quoted by Haldar Bagir, spiritual intelligence is something that refers to understanding and awareness of relationships and efforts to get closer to the individual and the creator, seeking a deeper understanding of the purpose of life and developing better character. (Bagir 2019). Meanwhile, according to the theory of Danah Zohar and Ian Marshall, quoted by Arin Muflichatul Matwaya and Ahmad Zahro, spiritual intelligence is intelligence to deal with all issues of meaning or value, namely intelligence to place our behavior and life in the context of a wider and richer meaning, intelligence to judge that Actions or ways of life are more meaningful than others. Spiritual intelligence is the highest intelligence compared to other intelligence. Spiritual intelligence is the foundation used to function IQ and EQ effectively (Handriani and Subhan 2020). Meanwhile, according to Alfi Pamawi, spiritual intelligence is able to encourage a person to achieve learning success because spiritual intelligence is the basis for encouraging the effective functioning of intellectual intelligence (IQ), emotional intelligence (EQ), or spiritual intelligence (SQ) (Junifar and Kurnia 2015). Meanwhile, according to Jarot Wijanarko, students who have high spiritual intelligence will have high awareness in learning, meaning they are able to stimulate students' learning motivation so that they can help students achieve the desired learning achievements (Wijanarko and Setiawati 2016).

One of the indicators of spiritual intelligence according to Danah Zohar and Ian Marshall, quoted by Arin Muflichatul Matwaya and Ahmad Zahro, is that there are nine indicators of spiritual intelligence, namely: "*the ability to be flexible*" is a person's ability to adapt and adapt to various things. situations, changes or demands that arise. People who have high spiritual intelligence will adapt spontaneously and actively to achieve good results. Adapting means being able to place

yourself in any condition according to your needs, time and place (Kinanti, Effendi, and Mujib 2019). A "high level of awareness" refers to a person's ability to be fully aware of and understand their surroundings, as well as having a strong connection to their thoughts, emotions and actions.(Ratnasari, Supardi, and Nasrul 2020). The most important part of this self-awareness includes trying to know the boundaries of a comfortable area for oneself and knowing a lot about oneself which will later encourage self-introspection regarding what one believes. "Problem coping skills" are the ability to identify, analyze, and resolve challenges or complex situations. It involves critical thinking skills, creativity, problem solving, and the ability to develop effective strategies (Dinni 2018).

Spiritual intelligence is one of the internal factors of students that influences learning. Based on this, when individuals have a high level of spiritual intelligence, they will also have a high level of learning outcomes. Thus, it is very urgent that spiritual intelligence is needed as an effort to deal with the problems faced by modern humans today in returning human identity to the Creator. According to Ary Ginanjar, the factors that influence spiritual intelligence are Inner values, which are spiritual values from within oneself or one's inner voice. Such as openness *(transparency),* responsibility *(responsibility),* trust *(accountabilities),* justice (fairness) and drive, encouragement and effort *(social awareness)* carried out to achieve truth and happiness. (Agustian 2001).

Therefore, in formal education, spiritual intelligence is very influential in the learning process. Good spirituality is really needed by students, so that good character can be instilled from an early age. Spiritual intelligence will lead a person to have a clear mind and a big soul so that when they receive material, children will easily absorb it because children will feel dissatisfied with their existing achievements. (Ashshidieqy 2018). Thus, when a child has spiritual intelligence, it means there is a good relationship with learning outcomes

Learning is a path that must be taken by someone to understand something that was previously unknown or known but not yet comprehensive about something so that the person is able to obtain learning results based on what has been learned. (Suardi 2018). According to Bloom's theory quoted by Ihwan Mahmudi, learning outcomes are actual stages of achievement which are displayed in the form of behavior which includes cognitive, affective and psychomotor aspects and can be seen in the form of habits, attitudes, appreciation with predetermined goals. (Mahmudi et al. 2022). Meanwhile, according to Nana Sudjana, quoted by Putu Ekayani regarding learning outcomes, these learning outcomes are changes in students' behavior towards the better, whether changes in cognitive, affective and psychomotor aspects. (Ekayani 2017).

Thus, based on this understanding, what is meant by learning outcomes are the changes experienced by students after carrying out the learning process. These results are not just changes in knowledge, but this knowledge can be displayed in the form of affective and psychomotor students such as attitudes, understanding, appreciation and mastery. It is hoped that the changes in behavior that occur are changes in a positive direction, especially changes that occur in the morals of students. In determining learning outcomes it is related to important components, namely the external and internal conditions of students. According to Susanto, learning outcomes consist of the following: first, *"conceptual understanding (cognitive aspect)",* is the ability to explain and interpret something. Second, *"process skills (psychomotor aspects)",* simultaneously in developing process skills the desired attitudes are also developed such as creativity, cooperation, responsibility and discipline according to the emphasis of the field of study concerned, third, student attitudes (affective aspects), the attitude structure consists of three interrelated components, namely cognitive, affective and psychomotor components (Susanto 2016).

Meanwhile, globally there are several factors that influence learning outcomes and can be divided into three types according to Benyamin S. Bloom quoted by Ihwan Mahmudi (Mahmudi et al. 2022). Namely first, internal factors (factors from within the student), namely the physical and spiritual state or condition of the student. Which includes physiological aspects and psychological aspects. Where from the "physiological aspect" namely physical conditions and the state of physiological functions. Physiological factors really support or underlie learning activities. A

healthy physical condition will have a different effect than a body that is less healthy. To maintain a healthy physical condition, nutrition must be sufficient. Meanwhile, in the *"psychological aspect"*, there are many factors including psychological aspects that can influence the quantity and quality of students' learning acquisition (Maesaroh 2013). Second, external factors are factors from outside the students), namely the environmental conditions around the students which include: the social environment of the school such as teachers, administrative staff, and classmates can influence students' enthusiasm for learning. Teachers who always show good role model attitudes and behavior. Learning approach factor *(approach to learning)*, namely the type of student learning effort which includes the strategies and methods used to carry out activities to study lesson materials (Syarifuddin 2011).

From the description above, the factors are the basis for the emergence of problems that influence spiritual intelligence on PAI learning outcomes as a benchmark for identifying changes in student behavior in the form of knowledge, attitudes and skills and can help create a conducive learning environment and increase opportunities to achieve learning outcomes. better.

From this study, it appears that there is an influence regarding students' spiritual intelligence on PAI learning outcomes, many researchers have proven this in research in the form of research results. Like one of the studies conducted by Risnu Munandar in 2021 with the title "The Relationship between Spiritual Intelligence and Islamic Education Subjects with Learning Outcomes in Class X SMAN 2 Pandeglang". Judging from the correlation coefficient value r= 0.710 with a significance value of p= 0.000, in other words p < 0.01. The contribution made to the formation of spiritual intelligence character was 50.4%. So it can be concluded that there is a positive and significant relationship between spiritual intelligence that influences PAI subjects and learning outcomes (Munandar, Hidayat, and Fadlullah 2021). Then it is in line with previous research conducted by A. Resti Nur Ramadhana with the research title "The Influence of Spiritual Intelligence on Learning Outcomes in Islamic Religious Education Subjects for Students in Class XI of SMA Negeri 11 Bone".

Based on the significance value from the coefficients table, a significance value of 0.002 < 0.05 is obtained, so Ha is accepted and Ho is rejected. so it can be concluded that there is an influence of variable , namely 16.6%.

This is in line with Danah Zohar and Ian Marshal that spiritual intelligence is intelligence to deal with all issues of meaning or value, namely intelligence to place behavior and life in a broader context of meaning, intelligence to judge that one's way of life is more meaningful than others, because Spiritual intelligence is a necessary foundation for the effective functioning of IQ and EQ. even spiritual intelligence is the highest intelligence in humans (Zohar and Marshall 2007).

Based on the review above, this research aims to look further into the influence of spiritual intelligence on Islamic religious education learning outcomes. Determining specific objects for Islamic Religious Education learning outcomes is due to the complex characteristics of Islamic Religious Education material and the relationship between concept to concept is more hierarchical than other sciences. One of them is at SMA Negeri 1 Mendo Barat. Based on the results of the interview, the level of spiritual intelligence possessed by students is quite good, seen from the students' good morals, such as every time before entering the school area, students always obediently and respectfully shake hands with the teachers at the gate. Every morning before lessons begin, students must pray, read the Koran and when it is time for the midday call to prayer, students must pray in congregation and so on. Apart from fairly good spiritual intelligence, student learning outcomes are also good, it is known that the results of the mid-semester tests (UTS) in the Islamic Religious Education subject class 83.2, X4 class 80.1, X5 class 86.8, X6 class 84.2, X7 class 86.1, X8 class 81.4, and X9 class 82.3. This shows good learning outcomes for students, especially Islamic Religious Education subjects. In this regard, the importance of spiritual intelligence in students is an important factor in achieving academic achievement.

Based on the opinion above, a hypothesis arises that there is an alleged influence of spiritual intelligence on Islamic Religious Education learning outcomes. This creates greater interest

from researchers in seeing the influence of students' spiritual intelligence on Islamic Religious Education learning outcomes. Therefore, to prove this further, this research can be limited to the research title "The Influence of Spiritual Intelligence on PAI Learning Outcomes in Class XI Students at SMA Negeri 1 Mendo Barat".

Method

This research uses quantitative research. Quantitative research is research that requires a lot of use of numbers, starting from data collection and the appearance of the results (Nugroho 2018). The method used in this research is associative which aims to determine the influence or causal relationship. The relationship between the independent variable (influencing variable) and the dependent variable (influenced variable) is bound (Ulfa 2021). This research aims to determine the influence of spiritual intelligence on Islamic religious education learning outcomes in class XI students at SMA Negeri 1 Mendo Barat.

Meanwhile, the variables in this study are Independent Variables. The independent variable is the variable X that influences or is the cause of the change or emergence of the dependent variable (Ulfa, 2021). It is called an independent variable because it is free to influence other variables. (Dodiet, 2021). Variable Y in this research is Learning Outcomes. The location of this research was at SMA Negeri 1 Mendo Barat, Jl. Raya Petalim KM 13 West Mendo District, Bangka Regency.

The population in the research taken was all class XI students of SMA Negeri 1 Mendo Barat, totaling 317 students for the 2023-2024 academic year. The number of samples taken randomly was 177 using the Slovin formula. The following is Slovin's formula, namely:

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

Information:
n : Number of samples used
N : Number of Population
e : Sample Error Rate (5%)

$n = 317 / (1 + 317 \times 5\%^2)$
$\quad = 317 / (1 + (317 \times 0{,}05\%))$
$\quad = 317 / (1 + (317 \times 0{,}0025))$
$\quad = 317 / (1 + 0{,}7925)$
$\quad = 317 / 1{,}7925$
$\quad = 176{,}847$

If rounded up, the minimum sample size of 317 populations with a margin of error of 5% is 177. So the total number of samples needed as a data source in this research is 177 respondents. The data sources used are primary data sources and secondary data sources. Primary data sources are data obtained directly from the place or from the research field and also from the data source directly to the data collector (Balaka 2022). The data obtained was collected from distributing questionnaires to children who participated in spiritual intelligence regarding PAI learning outcomes at SMA Negeri 1 Mendo Barat. Meanwhile, secondary data sources are other data considered to be related to the problem in the research. Secondary data sources are data obtained indirectly from research subjects (Rukajat 2018). As well as documentation of activities such as books, theses, journals, magazines, newspapers, scientific works, other supporting internet archives related to the research. The data collection techniques use questionnaires and documentation.

The instrument in this research is a scale of students' spiritual intelligence, with scoring using a Likert scale. The Likert scale is a scale used to measure a person's perception, opinion or attitude regarding a phenomenon (Herlina 2019). This Likert scale assesses the attitudes or behavior desired by researchers by asking several questions to respondents. Respondents provide the answer choices provided using a predetermined Likert scale.

Table 1.

Alternative Jawaban	Skor Item Fav.	Skor Item Unfav.
Strongly Agree (SS)	3	1
Agree (S)	4	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

Then use instrument testing to measure data from a variable. To determine the level of validity of an instrument, use the Pearson Product Moment formula with the help of SPSS 25. The following is the Product Moment formula, namely:

$$Rxy \frac{N \sum XY - (\sum Y)(\sum Y)}{\sqrt{(N.\sum X^2 - (\sum x)^2).(N \sum X^2 - (\sum X)^2)}}$$

Keterangan :

Rxy = Correlation Index Number "r" Product moment
N = Number of respondents
∑XY = The number of products between score X and score Y
∑X = Sum of all X scores
∑Y = Sum of all Y scores

Based on the results of the spiritual intelligence questionnaire after the validity test, the results obtained from 40 questions, there were 37 valid questions and 3 of them were declared invalid and removed, namely numbers 15, 30 and 32. So 37 questions were used for this research.

Meanwhile, the reliability test in this study used the *Cronbach Alpha* formula with the help of SPSS 25. Cronbach Alpha was chosen because it is suitable for testing questionnaires with a Likert scale. The following is the *Cronbach Alpha* formula:

$$\Gamma ii \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma^2 i}{\sum t^2}\right)$$

Information :
rii : instrument reliability
k : number of questions/number of questions
∑σ$_{2i}$: number of item variations
Σ_t^2 : total variation.

Meanwhile, based on the results of the spiritual intelligence questionnaire after the validity test, the results obtained from 40 questions, there were 37 valid questions and 3 of them were declared invalid and removed, namely numbers 15, 30 and 32. So 37 questions were used for this research.

Meanwhile, this research uses a reliability test using the *Statistic Package For Social Windows* (SPSS) version 25 program. The results of the reliability test are said to be reliable if the alpha value is > 0.6 or above 0.6.

Reliability is carried out on items whose validity has been tested, so that those that are invalid are not included. The results of the reliability test of the spiritual intelligence instrument for students at SMA Negeri 1 Mendo Barat can be seen below:

Table 2.
Spiritual Intelligence Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
,917	40

Source: Attachment data, processed with SPSS Version 25

Based on the table above, it is known that the Cronbach alpha value, statistical calculation results show a score of 0.917. Which means more than 0.6, which means that spiritual intelligence has met the reliability requirements, so the data in this study has met the reliability test and can be used in this research or can be used as a measuring tool.

Meanwhile, the data analysis technique in this research uses the Data Analysis Prerequisite Test, namely the Normality Test, which is a test carried out to assess whether the distribution of data that researchers provide to respondents is normally distributed or not. Then the Linearity Test is used to see whether the two variables have an influence or not. In this case, use Compare Means, which is assisted by the SPSS version 25 program. Then use Hypothesis Testing, namely: Simple Linear Regression Test is a test carried out to see whether there is an influence between the variable (X) and the dependent variable (Y). The T test is carried out to determine the influence of the independent variable (X) partially on the dependent variable (Y), decision making if tcount < ttable, then Ho is accepted and conversely if tcount > ttable, then Ho is rejected.

Results and Discussion
Descriptive Analysis of Spiritual Intelligence on Islamic Religious Education Learning Outcomes

This research discusses the influence of spiritual intelligence on Islamic religious education learning outcomes at SMA Negeri 1 Mendo Barat. Spiritual intelligence is an attitude or behavior resulting from an understanding of religion that is applied in everyday life with the meaning of worship and principles only because of Allah. This means that all actions carried out by humans in living their lives must always be sincere because of God so that all the efforts they have made will receive blessings and the best results. One of the factors that influences a person's spiritual intelligence according to Danah Zohar and Ian Marshall is:

a. Brain Nerve Cells

The brain is a bridge between inner and outer life, the brain is able to carry out all these roles because it is complex, flexible, adaptive, and able to organize itself. Research conducted in the 1990s using WEG (Magneto-Encephalo-Graphy) was able to prove that brain nerve cell oscillations in the 40 Hz range were the basis for spiritual intelligence (Zohar and Marshall 2007).

b. God point

There is a part of the brain, namely the temporal lobe, that increases when a religious or spiritual experience is taking place. This is called the God Spot or God's point. The God Spot determines spiritual experiences by playing a biological role. Thus, the God point is an absolute requirement for spiritual intelligence. There needs to be integration between all parts of the brain, all aspects and all aspects of life (Zohar and Marshall 2007).

Meanwhile, according to Bloom's theory, learning outcomes are actual stages of achievement which are displayed in the form of behavior which includes cognitive, affective and psychomotor aspects and can be seen in the form of habits, attitudes, appreciation with predetermined goals. (Mahmudi et al. 2022) So the learning outcomes of Islamic Religious Education are due to the characteristics of the complex Islamic Religious Education material.

The instrument used in the research is a questionnaire. This research was conducted by distributing questionnaires to 177 respondents from class X SMA Negeri 1 Mendo Barat. The

questionnaire used is in the form of a statement. The number of statements is 37 statement items with the variable number X (Spiritual Intelligence). The respondents in this study were class XI students at SMA Negeri 1 Mendo Barat which consisted of 9 classes, namely X1, X2, X3, The total population is 317, then to determine the number of samples required, researchers use the Slovin formula. From these calculations it is known that the number of samples used in this research was 177 respondents.

Based on the data collection techniques in the previous chapter, the author uses a questionnaire to collect data on spiritual intelligence variables. A questionnaire or questionnaire is a data collection technique that contains written questions or statements to seek information for respondents to answer. The questionnaire was aimed at class XI students at SMA Negeri 1 Mendo Barat. Respondents were asked to tick the answers they deemed appropriate to their situation honestly. The implementation of data collection focused on extracting information from respondents using questions and statements presented in the form of a questionnaire. The assessment guidelines use a Likert scale, namely: Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS). These answer choices are given a scale value: 4, 3, 2, 1 for answers that support, while answers that do not support are given a scale value: 1, 2, 3, 4.

After the data has been successfully collected, the next step is to describe the data using the SPSS (Statistical Package for Social Science) version 25 program.

1. Prerequisite Test Results
    a) Normality Test
        Whether the population is normally distributed or not can be seen using the normality test. The normality test is carried out to see whether the residual values are normally distributed or not. The data normality test in this study used SPSS version 25. A good regression model is one that has residual values that are normally distributed. In this study, to see if the residual values were normally distributed or not, the Kolmogrov-Smirnov method was used. To see the normality of the data using the Kolmogorov Smirnov test, it can be seen from the resulting residual value above the specified significance value. The significant value that has been determined is if the significance level is > 0.05 then the sample from the population is normally distributed and if the significance value is < 0.05 then the sample from the population is not normally distributed.

Table 3.
Variable Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		177
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.00521750
Most Extreme Differences	Absolute	.103
	Positive	.076
	Negative	-.103
Test Statistic		.103
Asymp. Sig. (2-tailed)		.173[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: Attachment data, processed with SPSS version 25

From the one sample Kolmogrov-Smirnov test table with a sample size of N, namely 177 respondents, Asymp is obtained. Sig. (2-Tailed). This is based on a significance value (sig) < 0.05, so the data is not normally distributed. If the significance value (sig) is > 0.05 then the data is normally distributed. Based on the results of the normality test above, the sig value is 0.173 > 0.05, it can be concluded that the values of the independent and dependent variables can be said to be normally distributed so that they meet the requirements and the test continues with hypothesis testing.

b) Linearity Test

A test carried out to determine whether there is a linear relationship between the independent variable and the dependent variable is called a linearity test. In this research, the linearity test was assisted using the SPSS (Statistical Package for Social Science) program version 25. The linearity test was used using the compare means method with a significance level of 0.05 and the data can be said to be linear if the significance value is deviation from linearity sig. > 0.05 then there is a linear relationship between the independent and dependent variables. If deviation from linearity sig. < 0.05, then there is no linear relationship between the independent and dependent variables (Agustina and Crystha Armereo 2020). The following are the results of the linearity test between the variables Spiritual Intelligence (X) and Islamic Religious Education Learning Outcomes (Y) assisted by the SPSS (Statistical Package for Social Science) program version 25.

Table 4.
Hasil Uji Linearitas

			Sum of Squares	df	Mean Square	F	Sig.
PAI Learning Outcomes* Spiritual Intelligence	Between Groups	(Combined)	1144.648	32	35.770	3.499	.000
		Linearity	645.563	1	645.563	63.150	.000
		Deviation from Linearity	499.085	31	16.100	1.575	.040
	Within Groups		1472.075	144	10.223		
	Total		2616.723	176			

Attachment Data Source, processed with SPSS version 25

Based on the results of the linearity test in the table above with the help of the SPSS (Statistical Package for Social Science) version 25 program, it is known that the *deviation from linearity* value is 0.040. In accordance with decision making, if the significance value is > 0.05, it can be said to have a linear relationship between variables. If the significance value is <0.05 then it can be said that there is no linear relationship between the variables. The results in the table show that the significance value of deviation from linearity is 0.40 > 0.05, which means that the two variables have a linear relationship.

2. Hypothesis Test Results
   a) Simple Linear Regression Test

After carrying out the normality test and linearity test of the data, simple linear regression statistics will be carried out. A simple linear regression test is a test carried out

to see whether there is an influence between the variable (X) and the dependent variable (Y). In this research, the researcher used a simple linear regression analysis technique using calculations using the SPSS *(Statistical Package for Social Science)* version 25 program. The following is a simple linear regression analysis to determine the influence of spiritual intelligence on Islamic Religious Education learning outcomes in this research using SPSS version 25.

Tabel 5.
Simple Linear Regression Test Results

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	Spiritual Intelligence[b]	.	Enter
a. Dependent Variable: PAI Learning Outcomes			
b. All requested variables entered.			

Source: Attachment data, processed with SPSS version 25

The table above explains the variables included and the methods used. In this case, the variables entered are variable X (Spiritual Intelligence) as the dependent variable and variable Y (Islamic Religious Education Learning Outcomes) as the independent variable and the method used is the enter method.

Table 6.
Correlation coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.497[a]	.247	.242	3.356
a. Predictors: (Constant), Spiritual Intelligence				

Source: Attachment data, processed with SPSS version 25

The table above explains the magnitude of the correlation or relationship (R), which is 0.497. From the output with the help of the SPSS (Statistical Package for Social Science) version 25 program, a coefficient of determination (R Square) of 0.247 was obtained, which means that the understanding of the influence of spiritual intelligence on Islamic religious education learning outcomes is 24.7%.

Table 7.
Anova

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	645.563	1	645.563	57.313	.000[b]
	Residual	1971.160	175	11.264		
	Total	2616.723	176			
a. Dependent Variable: PAI Learning Outcomes						
b. Predictors: (Constant), Spiritual Intelligence						

Sumber: Data Lampiran, diolah dengan spss versi 25

The Anova table above displays the results of testing the coefficient of determination. In the table above from the output with the help of the SPSS (Statistical Package for Social Science) version 25 program, it is known that the calculated F value is 57.313 with a sig value. 0,000. One way of making decisions in a simple linear regression test is by comparing the significance value with the probability value. Based on the table above, the sig value is known. 0.000 and the probability value in this study is 0.05. if the sig value <0.05 then Ha is accepted and Ho is rejected. Because the sig value. 0.000 < 0.05, then Ho is rejected and Ha is accepted, which means there is an influence between spiritual intelligence and Islamic religious education learning outcomes.

Table 8.
Variable X Hypothesis Test Results

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	60.986	3.309		18.433	.000
	Spiritual Intelligence	.227	.030	.497	7.571	.000
a. Dependent Variable: PAI Learning Outcomes						

Source: Attachment data, processed with SPSS version 25

The simple linear regression test is assisted by the SPSS (Statistical Package for Social Science) version 25 program where decision making in the simple linear regression test can be made based on significance values. If the sig value <0.05 then Ha is accepted and Ho is rejected. If the sig value is > 0.05 then Ha is rejected and Ho is accepted. Based on the table above, the sig value is 0.000 < 0.05. In accordance with the basis for decision making, the hypothesis in this research is that Ha is accepted and Ho is rejected, which means that there is an influence of spiritual intelligence on the learning outcomes of Islamic religious education in class X students of SMA Negeri 1 Toboali.

b) Partial Test (T Test)

In this research, the partial test or T test is used to test the hypothesis. The T test is carried out to determine the effect of the independent variable (X) partially on the dependent variable (Y), to test the hypothesis it is done by comparing the sig value. with a probability value of 0.05. The basic decision is made if the sig value <0.05 then Ha is accepted and Ho is rejected. If the sig value is > 0.05 then Ha is rejected and Ho is accepted. Based on table IV.6 in the simple linear regression test section output coefficients, it can be seen that the significance value is 0.000 < 0.05, which means Ha is accepted and Ho is rejected. These results were obtained with the help of the SPSS (Statistical Package for Social Science) program version 25. So it can be concluded that there is an influence between the spiritual intelligence variable (X) on Islamic religious education learning outcomes (Y).

This research was conducted with the aim of determining the influence of spiritual intelligence on Islamic religious education learning outcomes for class X students at SMA Negeri 1 Mendo Barat. In this research, the number of samples taken was 177 respondents from class X SMA Negeri 1 Mendo Barat. Based on the data presentation and data analysis related to the current research, the results show that the data is normally distributed in the normality test, because the

SPSS results obtained a sig value of 0.173 > 0.05, it can be concluded that the data is normally distributed. Next, test the hypothesis, test the hypothesis using simple linear regression. Based on the significance value from the coefficients table, a significance value of 0.000 < 0.05 is obtained, so Ha is accepted and Ho is rejected. so it can be concluded that there is an influence of variable X (Spiritual Intelligence) on variable Y (Learning Outcomes). This refers to the basis of decision making for a simple linear regression test, where the significance value is 0.000 < 0.05, meaning that variable X has an effect on variable Y.

The coefficient value is positive, which means the relationship between spiritual intelligence and Islamic religious education learning outcomes is increasing or has a positive relationship. Meanwhile, the influence of spiritual intelligence on learning outcomes shows significant results, because based on the output results, a coefficient of determination (R square) of 0.247 is obtained, meaning that the influence of spiritual intelligence on Islamic religious education learning outcomes is 24.7%. This means that the higher the level of spiritual intelligence of students, the greater the learning outcomes they will obtain. Overall, it can be interpreted that there is an influence of spiritual intelligence on the learning outcomes of Islamic Religious Education for class XI students at SMA Negeri 1 Mendo Barat.

Spiritual intelligence plays an important role in the learning process and the success of the learning process itself, so that spiritual intelligence has important benefits in the world of education. By applying spiritual intelligence in a trained manner, each individual will be able to reconnect with the deepest sources and meanings within humans. Thus, by understanding and improving the quality of spiritual intelligence, you will be able to overcome all your life problems. Based on the results of this research, it shows that there is an influence between spiritual intelligence on Islamic Religious Education learning outcomes for class XI students at SMA Negeri 1 Mendo Barat. The results of the student questionnaire illustrate to the author how the two variables influence learning outcomes.

Conclusion

Based on the results of research conducted by researchers on class 0.05, meaning Ha is accepted and Ho is rejected. So it can be concluded that there is an influence of spiritual intelligence on Islamic religious education learning outcomes for class XI students at SMA Negeri 1 Mendo Barat. The level of relationship between the Spiritual Intelligence variable (X) and Learning Outcomes (Y) obtained an R value (correlation coefficient value) of 0.497, which means that the coefficient level of the Spiritual Intelligence variable is considered sufficient for the Islamic Religious Education Learning Outcomes variable. Meanwhile, R Square with the percentage level of relationship between variable X (Spiritual Intelligence) and variable Y (Islamic Religious Education Learning Outcomes) is 24.7%.

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