

Fostering Spiritual Intelligence in the Young Generation Through the PKN Course

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Abstract

Fostering Spiritual Intelligence in the Young Generation through Civics Courses The future of a nation today is in the hands of the younger generation, where the successors of the nation who are intelligent and have good morals and personality, can be realized through civic education. Considering that youth are agents of change who are always favored because they have high enthusiasm, creativity, competitiveness, and idealism. The younger generation must focus on aspects of instilling attitudes and personalities, in order to become good citizens, in addition to having intellectual intelligence, the younger generation must also have spiritual intelligence, because spiritual intelligence is an important thing for students. With spiritual intelligence will create a young generation who are moral and can change the world for the better. The population of this study is the entire young generation who are students from several universities and the younger generation who have worked and are domiciled in the Pangkalpinang City area with Purposive sampling involving 118 respondents who have characteristics aged 18-35 years who are domiciled in Pangkalpinang. The analysis method to be used to analyze the data is SPSS 26.0.

Keywords: Spiritual Intelligence, Young Generation, Civic Education



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INTRODUCTION

The future of the nation is in the hands of the younger generation. Youth groups have high enthusiasm, creativity, competitiveness and idealism, therefore special attention is always given to them. The ability of the young generation to adapt to life changes and technological developments allows them to learn quickly and keep up with these changes. Therefore, it is natural to say that the current young generation can be considered as the fifth pillar in the structure of national life after Pancasila, the 1945 Constitution. The Unitary State of the Republic of Indonesia (NKRI) and the principle of Bhinneka Tunggal Ika. Involving the younger generation in giving birth to ideas and building the nation is the right and significant step. The current generation needs to develop spiritual intelligence as the foundation. All actions and activities of the young generation must follow the principles of nature, guide them towards total self-improvement and only based on faith in Allah. Aspects of spiritual intelligence include: Honesty, openness, self-understanding, focus on contribution and a strong and non-dogmatic spirit.

In addition to focusing on spiritual intelligence, today's young generation must also cultivate personality attitudes and values to form individuals with democratic, responsible, and tolerant personalities, in accordance with noble views and ethics of virtue. It is undeniable that the education and training of the young generation plays an important role in achieving educational goals to produce superior generations in the future. To achieve this goal, the implementation of education is an important guideline in the education system. The formation

of attitudes, character and responsibilities in the younger generation has become a top priority at all levels of education, which is carried out through many subjects. Civic education is a subject that is specifically related to the formation of attitudes, personality values, and responsibilities.

Facing the challenges of the era of globalization, the young generation must pay special attention to the formation of their attitudes and characters. Especially in the spiritual field, because spiritual intelligence is an important thing that every young generation must have, in order to form good morals and give birth to superior generations in the future. Through spiritual wisdom, a young generation will be created who are virtuous and able to change the world for the better. This research refers to the 2021-2025 University of Bangka Belitung Research Strategic Plan (Renstra) with the Field of Excellence in Social Humanities in the 2023 Input, namely regarding Fostering Spiritual Intelligence in the Young Generation Through the Pkn Course

RESEARCH METHODS

This research is a quantitative approach that aims to identify the causal relationship or direct impact of each variable, focusing on the relationship between independent variables to dependent variables. Data analysis was carried out using the SPSS statistical analysis tool version 26.0. The sample group in this study consists of the young generation who belong to the student group from various universities and also the young generation who have been involved in the world of work, with an age range of 18 to 35 years. This study also considers that the respondents are domiciled in Pangkalpinang City and are undergoing or have completed citizenship courses. Therefore, the approach used to draw samples is through the purposive sampling method. In this study, instruments in the form of validity and reliability tests were used. Classical assumption tests, multiple regression analysis, and hypothesis testing are carried out through t-tests and f-tests. In addition, the determination coefficient is also used to measure the extent to which variations in bound variables can be predicted.

RESEARCH RESULTS AND DISCUSSION

Validity Test

Validity tests are used to measure the validity or validity of a questionnaire. The minimum requirement to be considered a valid instrument item is a calculated r value greater than 0.263. The validity test can be seen as follows:

Table 1. Validity Test Results

Variable	Item	r calculate	r table	Information
<i>Citizenship</i> (Y)	Y.1	0,658	0.1809	Valid
	Y.2	0,763	0.1809	Valid
	Y.3	0,836	0.1809	Valid
	Y.4	0,822	0.1809	Valid
	Y.5	0,721	0.1809	Valid
	Y.6	0,767	0.1809	Valid
Civic Education (X1)	X1.1	0,761	0.1809	Valid
	X1.2	0,754	0.1809	Valid
	X1.3	0,736	0.1809	Valid
	X1.4	0,714	0.1809	Valid
	X1.5	0,807	0.1809	Valid
	X1.6	0,733	0.1809	Valid
Spiritual Intelligence (x2)	X2.1	0,791	0.1809	Valid
	X2.2	0,821	0.1809	Valid
	X2.3	0,720	0.1809	Valid
	X2.4	0,819	0.1809	Valid

X2.5	0,791	0.1809	Valid
X2.6	0,737	0.1809	Valid

Source: Data processed by researchers, 2023

Based on the data from the table above, where the validity test of the research instrument (questionnaire) with each question gets a calculated r value greater than the r of the table, which is 0.1809 so that the entire research questionnaire is said to be valid.

Reliability Test

Reliability is a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answers to statements are consistent or stable over time (Imam Ghazali, 2013:47). To measure reliability with the *Cronbach Alpha* statistical test (α). A variable is said to be reliable if it gives a value $\alpha > 0.60$. The results can be seen in the following table:

Table 2. Reliability Test Results

Variable	Alps	Information
Civic Education	0,845	Reliable
Spiritual Intelligence	0,870	Reliable
Citizenship	0,855	Reliable

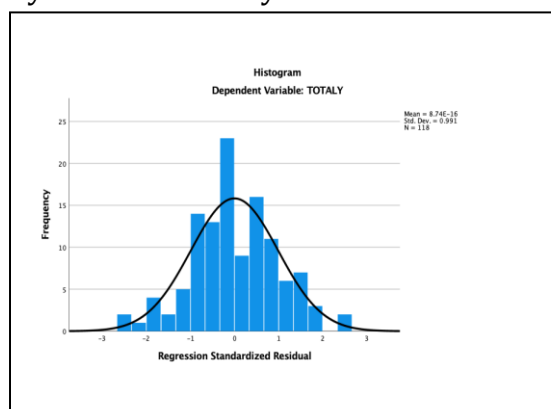
Source: SPSS data processed by researchers, 2019

In the table above where the results of the reliability test show that all variables have coefficients *Alpha* which is quite large, which is above 0.60 so that it can be said that all the measuring concepts of each variable of the questionnaire are reliable, which means that the questionnaire used in this study is a reliable or reliable questionnaire.

Results of the Classic Assumption Test

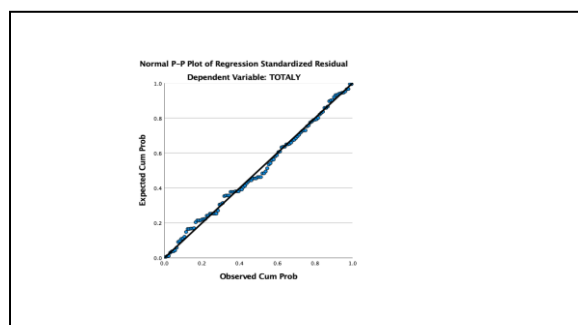
Normality Test

The normality test aims to test whether the variables in the regression model of the perturbrating or residual variables have a normal distribution. To find out whether there is normality in the regression model, that is, by looking at *normal probability plot* which compares the cumulative distribution of normal distribution. A normal distribution will form a single diagonal straight line, and *ploting* The residual data will be compared to the diagonal line. If the distribution of residual data is normal, then the line describing the actual data will follow its diagonal line. The normality test in this study can be seen below:



Picture 1. Normality Test Results

Source: SPSS data processed by researchers, 202



Picture 2. Normality Test Results

Source: SPSS data processed by researchers, 2023

Based on the normal display of the plot presented above, it can be concluded that the histogram chart provides a normal distribution pattern. Meanwhile, in the normal P-P graph of *regression standardized residual*, it can be seen that the points spread around the diagonal line, and the distribution follows the direction of the diagonal line. These two graphs show that the regression model is feasible because it meets the assumption of normality.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		118
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.15012818
Most Extreme Differences	Absolute	.055
	Positive	.055
	Negative	-.045
Test Statistic		.055
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.513
	99% Confidence Interval Lower Bound	.500
	Upper Bound	.525

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

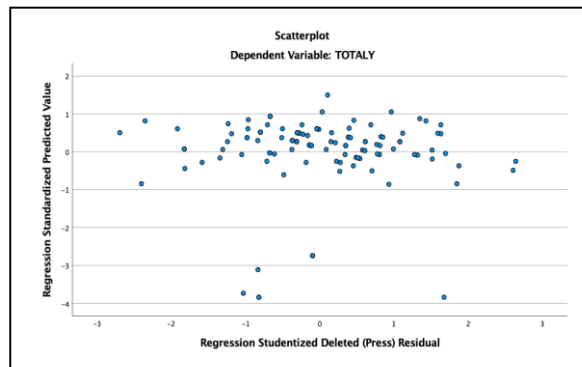
Picture 3. Results of the Normality Test with the Kolmogorov Smirnov Test

Source: SPSS data processed by researchers, 2023

Based on the results of the Kolmogorov Test, the results of the sig. $0.200 > 0.05$ means that this study shows that the regression model is feasible because it meets the assumption of normality.

Heteroscedaity Test

The Heterokedasticity test aims to test whether in the regression model there is an unevenness in *variance* from the residual of one observation to another. To detect the presence or absence of heteroscedasticity can be done by looking at the presence or absence of certain patterns (wavy, widening and then narrowing). If a certain pattern is regular, heteroskesdatiness occurs. And if there is no clear pattern, and the dots spread above and below the number 0 on the Y axis, then there is no heteroscedasticity and in this study another way to see if there is heteroskedasticity is to use the Glacier test. This test is carried out by regression of independent variables with absolute values from their residuals. If the significant independent variable is >0.05 , then heteroscedasticity does not occur.



Picture 4. Heteroscedasticity Test Results
Source: SPSS data processed by researchers, 2023

Multicollinearity Test Results

The Multicollinearity Test aims to test whether there is a correlation between independent variables in the regression model (*independent*). A good regression model should not have correlations between independent variables. To detect the presence or absence of multicollinearity in the regression model, namely by looking at the value of *tolerance*, and its opponents are *variance inflation factor* (VIF). If the value *cut off* which is commonly used to indicate the existence of multicollinearity, namely the value of *tolerance* > 0.10, or equal to a VIF value of < 10, the regression model used in this study is free from multicollinearity. The following table presents the results of multicollinearity testing:

Table 3. Hasl Multicollinearity Test		
Information	Collinearity Statistics	
	Tolerance	VIF
Civic Education	,230	4,344
Spiritual Intelligence	,230	4,344

Source: SPSS data processed by researchers, 2023

Based on table 3 of the results of the multicollinearity test, the calculation of the value of *tolerance* It can be seen that none of the variables have a value of *tolerance* < 0.10, it means that in this study there are no problems in the multicollinearity test. With the results of the VIF value calculation, from the four independent variables tested, there is no VIF value > 10, it can be concluded that there is no multicollinearity among independent variables in the regression model.

Multiple Regression Analysis

This study uses multiple regression to prove the research hypothesis. This analysis will use inputs based on data obtained from questionnaires. The results of data processing using the SPSS program in full are in the appendix and are further summarized as follows

Table 4. Multiple Regression Analysis Results
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	2.127	1.071	
Civic Education	.431	.094	.411
Spiritual Intelligence	.491	.087	.505

Source: SPSS data processed by researchers, 2023

Based on the data in the table above where the results of regression analysis are obtained, the regression equation is as follows:

$$Y = 2,127 + 0,431 X_1 + 0,491 X_2 +$$

The results of multiple regression analysis which are still in the form of numbers can be explained in easy-to-understand language as follows:

1. Constants 2,127. The constant value of 2.127 means that if the variables of Citizenship Education and Spiritual Intelligence are zero, then the value of *Good Citizenship* is 2.127. So it can be concluded that without the variables of Citizenship Education and Spiritual Intelligence, *Good Citizenship* will be 2.127 units.
2. $(X_1) = 0,431$. This means that the Citizenship Education variable affects *good citizenship* by 0.431 or has a positive effect. If the value of the Citizenship Education variable increases by one unit while the other variables remain constant, it will result in an increase in the value of the *good citizenship* variable by 0.431 units.
3. $(X_2) = 0,491$. This means that the variable of spiritual intelligence affects *good citizenship* by 0.491 or has a positive effect. If the value of the spiritual intelligence variable increases by one unit while the other variable remains fixed, it will result in an increase in the value of the *good citizenship* variable by 0.491 units.

Test F

Test F is used to find out all the variables of Citizenship Education and Spiritual Intelligence simultaneously affecting *good citizenship*. The results of the F test can be seen in the following table:

**Table 5. Results of Test Analysis F
ANOVA**

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2008.188	2	1004.094	213.480	.000b
	Residual	540.897	105	4.703		
	Total	2549.085	117			

Source : SPSS data processed by researchers, 2023

Based on table 5 of the calculation results of the F test, it can be seen that the F value is calculated as 213,480 and F table with df_1 = the degree of the numerator is 2 and df_2 = the degree of denominator 117 with a level of 5%, then it is obtained that the F table of 3.07 means $F_{\text{calculated}} > F_{\text{table}}$. The result $p = 0.000 < 0.05$, then H_0 is rejected and H_3 is accepted. From the results of the F test, it can be concluded that independent variables together or simultaneously affect the dependent variables significantly. Based on the analysis, it can be concluded that Civic Education and Spiritual Intelligence have a positive and significant effect simultaneously on *good citizenship*.

Test t

Basically, the t-test shows how far the influence of one independent variable partially in explaining the variation of dependent variables. The basis is to use significant probability numbers. The results of data processing using the SPSS program are in the attachment and are further summarized as follows:

Table 6. Results of t-Test Analysis

Model	T	Sig.
(Constant)	1.985	.049
Civic Education	4.589	.000

Spiritual Intelligence	5.640	.000
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Source: SPSS data processed by Researcher, 2023

The results of coefficient through hypothesis testing and then compared with t_{table} t , namely n =number of samples 118 with $\alpha = 0.05$ and $K= 3$, then t_{table} 1.98063 is obtained.

H1: Testing the Citizenship Education hypothesis on *good citizenship*. From the results of the research obtained t_{count} for X_1 by 4,589 greater than t_{table} 1.98063 with a significance of 0.000 is smaller than the significance level of 0.05. This means that the conclusion that H1 is accepted and H_0 is rejected can be drawn, then this shows that the Civic Education variable has a positive and significant effect on *good citizenship*.

H2: Test the hypothesis of Spiritual Intelligence on *Good Citizenship*. From the results of the calculation, the calculation for X_2 is 5.640 greater than the $t_{of table}$ 1.98063 with a significance of 0.000 less than the significance level of 0.05. This means that the conclusion that H2 is accepted and H_0 is rejected, then this shows that the variable of Spiritual Intelligence has a positive and significant effect on *good citizenship*.

Determination Coefficient Analysis (R^2)

This determination coefficient is used to find out how much percentage of the relationship of independent variables to dependent variables. The magnitude of the percentage influence of all independent variables on the value of the dependent variable can be determined from the magnitude of the determination coefficient (R^2) of the regression equation. The determination coefficient figures seen from the results of the SPSS calculation can be seen as follows:

Table 7. Results of Determination Coefficient Analysis (R^2)

Model Summary ^b					
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.888a	.788	.784	2.169	1.538

Source: SPSS data processed by researchers, 2019

Judging from Table 7, the determination coefficient (R^2) shows a figure of 0.788 or 78.8%, which means that the variation of the Good Citizenship variable can be explained by the variables of Citizenship Education and Spiritual Intelligence and the remaining 21.2% can be explained by other variables outside the research variable.

Discussion

Civic Education

The term Civic Education is taken from the term Civic Education, and by some experts it is translated into Indonesian as Civic Education and Civic Education. The term Civic Education is represented by Azyumardi Azra and the ICCE (Indonesian Center for Civic Education) Team, while the term Civic Education is represented by Zamroni, Muhammad Numan Soemantri, Udin. S. Winataputra, and the CISED (Center Indonesian for Civic Education) Team. (Rosyada, 2007) gave the opinion that, "Civic Education is the same as Democracy Education which aims to prepare citizens to be able to think critically and act democratically, through activities to instill awareness in the new generation that democratic awareness is the form of community life that best guarantees the rights of citizens". According to the opinion of expressing the objectives of PKN, among others, are as follows: (Rosyada, 2007)

1. to form quality and responsible participatory skills in political and community life, both at the local, national, regional, and global levels;

2. Making good citizens and able to maintain the unity and integrity of the nation in order to realize a strong, prosperous, and democratic Indonesia;
3. Producing students who are comprehensive-minded, analytical, critical, and act democratically;
4. Developing a democratic culture, namely freedom, equality, independence, tolerance, self-restraint, decision-making, and the ability to participate in community political activities;

Able to shape students to become good and responsible citizens through the cultivation of morals and skills (*social skills*) so that in the future they will be able to understand and solve actual citizenship problems such as tolerance, differences of opinion, empathy, respect for plurality, legal awareness and social order, uphold human rights, develop democratization in various fields of life, and Local wisdom.

Spiritual Intelligence

Spiritual intelligence (SQ) is the intelligence to face and solve the problem of the meaning of life, values, and self-integrity, namely the intelligence to place our behavior and life in the context of a broader and richer meaning, the intelligence to judge that one's actions or way of life are more meaningful compared to others. One can find meaning in life from working, studying and asking questions, even when facing problems or suffering. Spiritual intelligence is the intelligence of the soul that helps heal and build the human self as a whole. Spiritual intelligence is the foundation necessary for the effective functioning of IQ and EQ. In fact, SQ is the highest intelligence stating that spiritual intelligence allows a person to recognize the value of traits in others as well as in himself (Zohar D. dan Marshal, 2001). Zohar and Marshall define spiritual intelligence as the intelligence to face and solve problems of meaning and value, that is, the intelligence to place behavior and life in the context of a broader and richer meaning, the intelligence to judge that one's actions or way of life are more meaningful than others.

A well-developed spiritual intelligence will be characterized by the ability to be flexible and adaptable to the environment, have high awareness, be able to overcome suffering, be able to take valuable lessons from failure, defeat, and be aware of life. In line with the vision and mission, being able to see the connection between many different things, being independent, and ultimately making a person understand the meaning of their life (Agustian, 2007) (Agustian, 2007) indicates signs of a well-developed SQ including the following:

1. Tawazzun (The ability to be flexible).
2. Kaffah (Seeking fundamental answers in looking at various problems holistically).
3. Have a high awareness and istiqomah in life inspired by vision and values
4. Tavadhu" (Rand: was)
5. Sincerity and tawakkal in facing and overcoming trials.
6. Sincerity and tawakkal in facing and overcoming trials.

The Younger Generation

(Darmodihardjo, 1974) Looking at the importance of coaching, it formulates the meaning of the young generation in more depth and detail. In general, they group it into two surveys: *First*; Based on age groups and reviews from various aspects, including: biological aspects, cultural aspects or seen functionally, workaries, social aspects, for the sake of modern planning the term "young human resources" is used and from an idiological-political point of view. *Second* In accordance with its pattern and humanitarian aspects, the younger generation can be seen through various aspects of review.

1. As a biological person, biologically youth can be considered to end at the time of puberty (12-15 years). There are also those who think that 15-21 years is still included in biological

youth. The object of review in this aspect is physical development, both physical and functional body growth.

2. As a cultural person, culturally youth is considered to end at the age of 21, because at that time mental stability has been achieved. What is meant in this case is the development of human beings as people who are moral Pancasila, tolerant, polite, civilized, traditional, responsible, family, society, nation and state.
3. As an intellectual person, from this point of view, youth is considered to end at the time of graduation from university (age 25 years), with the ability to think as an object of review.
4. As a worker and profession, as a worker in the sense of earning income with the status of a helper workforce, his youth ranges from 14 to 22 years. As a human being, professors generally range from 21 to 35 years old.
5. As an ideological person, ideologically a person's youth ranges from 18 to 40 years old. It is in that period that it is possible to foster a person's view of various aspects of life.

CONCLUSION

From the results of the research we conducted, it can be concluded that all the variables used have a very positive effect on students to become good citizens or often called *to be good citizenship*. The Citizenship Education variable has a positive and significant effect on *good citizenship*, the Spiritual Intelligence variable has a positive and significant effect on *good citizenship*, and finally the Citizenship Education and Spiritual Intelligence variables simultaneously have a positive and significant effect on *good citizenship*. Based on direct experience in the field in this research process, there are limitations experienced by researchers. The limitation in this study is that the information provided by the respondents through the questionnaire sometimes does not show information from the actual respondents, this happens because sometimes there are differences in thoughts, assumptions and understandings that are different for each respondent, as well as other factors such as the factor of honesty in filling in the opinions of the respondents in the questionnaire. *Future research* in this study is for reference material in further research in the field of spiritual intelligence, the younger generation, even civic education, or even other researchers can replace other factors in civic education.

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