

## INTELLIGENCE DISCOURSE IN EDUCATION: INTEGRATION OF IQ, EQ, AND SQ

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### Abstract

This research aims to conduct a discourse on the concepts of IQ (Intelligence Quotient), EQ (Emotional Quotient), SQ (Spiritual Quotient) and the role of each intelligence in shaping a successful person in Indonesia. This research uses a qualitative approach with content analysis. This approach is carried out by searching and analysing relevant theoretical sources to gain a deep understanding of the research topic. The content analysis involves systematic analysis of textual, visual, or audio content to identify patterns, themes, or meanings within the data. This approach is important in developing quality research and providing a holistic understanding of the topic under research. The results of this research show that in the discourse on intelligence IQ, EQ, and SQ have their own differences and roles. IQ is likened to "hardware" that affects a person's cognitive capacity, EQ as "software" that affects the quality of social relationships, while SQ is the moral core that directs the value and purpose of using intelligence. Within this overall discourse of intelligence, this research shows that understanding and applying these concepts can positively impact individuals, social relationships and the meaningful and valued use of intelligence. Based on the results of the research, it is suggested that it is important to develop the concepts of intelligence in education in Indonesia.

**Keywords:** Holistic Learning, Educational Paradigms, Multidimensional Intelligence, Indonesia Emas

### INTRODUCTION

The role of education in realising the "Golden Indonesia" is very important for the future development of the nation. The quality of education is a key factor in creating a prosperous Indonesia. The transformation towards a "Golden Indonesia" 2045 emphasises the importance of quality and equitable education as an important point in social transformation (Mulyana, 2023). The government's target to create a "golden generation" in Indonesia in the next ten to twenty years underscores the importance of education in this endeavour (Darman, 2017). However, there are still many cases in the education area, which causes Indonesian children to have motivation problems in their learning process. There are plenty of cases such as bullying, parental motivation and attention, school environment, social influence, etc.

Bullying is a troubling phenomenon in the context of education in Indonesia. Bullying cases in Indonesian education are a serious concern. Based on the results of the National Assessment, around 25-36.31% of students in Indonesia have the potential to experience bullying. According to the Ministry of Education and Culture based on the results of the National Assessment (2022) in [Republika.co.id](http://Republika.co.id) (2023), there are 36.31 percent or one in three learners (students) in Indonesia who have the potential to experience bullying or bullying. Commissioner of the Indonesian Child Protection Commission (KPAI) Aries Adi Leksono said that Indonesia is experiencing an emergency of violence against children, especially in the world of education. Aries also revealed KPAI data until August 2023, recording 810 cases of child abuse in the school environment and their social environment (Wiryono & Sentosa, 2023). Despite the

various prevention efforts that have been made, bullying cases are still a major concern at various levels of education, from elementary school to college. Although bullying is not the only cause of students being hindered in achieving, bullying cases are very detrimental to students.

It is important to understand that bullying not only harms the victim emotionally, but also has a long-term impact on students. This bullying behaviour will cause physical and psychological distress to the victim. For victims, bullying can cause psychological harm such as depression, anxiety, social isolation, and low self-esteem, up to suicide (Oktaviani & Ramadan, 2023). Another negative impact experienced by children who are victims of bullying is that they often feel afraid and then withdraw from their classmates, and become passive and less focused in learning (Harmiasih, Kumari, & Watini, 2023). Therefore, it is important to find out the causes of bullying behaviour, whether physical, verbal, or cyberbullying, so that students are ready to welcome the Golden Indonesia of 1945.

Bullying or various attitudes taken by students are influenced by several factors. Factors such as social, economic and cultural differences often trigger bullying in schools. This can be dealt with by integrating students' intelligence, both intellectual intelligence, emotional intelligence, and spiritual intelligence so that they can know what students need. This integration is essential for balancing knowledge, skills, and character development, which is pivotal for the success of each component of education (Arini & Roesminingsih, 2021). Integrating these different types of intelligence is important for the holistic development and success of individuals. While IQ is associated with cognitive abilities, EQ and SQ are crucial for managing emotions, building relationships, and navigating social interactions, which are essential skills for personal and professional success (Tiwari & Dhakal, 2023; Cambrilearn, 2022). Therefore, a balanced development of IQ, EQ, and SQ is essential for individuals to thrive in various areas of life, including academics, career, and personal relationships. In short, it can be concluded that people who have balanced intellectual, emotional and spiritual intelligence have a wise attitude. The effect of intelligence on student attitudes is a complex topic and can have multiple perspectives.

The integration of intellectual intelligence, emotional intelligence and spiritual intelligence can help students in making decisions on student attitudes. However, this research wants to discuss different things. Previous research has not specifically addressed the discourse of intellectual intelligence, emotional intelligence and spiritual intelligence. Therefore, this research can be something new in the knowledge of the importance of integration between intellectual intelligence, emotional intelligence, and spiritual intelligence towards students. The main objective of this research is to analyse the differences and roles of intellectual intelligence, emotional intelligence, and spiritual intelligence on students' attitudes in their lives in welcoming the Golden Indonesia of 1945. Furthermore, is it important to develop the concepts of Intelligence in education in Indonesia? The main purpose of education is to produce human beings who are just to themselves and have the highest loyalty to the Creator..

## **METHOD**

This research uses a qualitative approach with content analysis. This approach is carried out by searching and analysing relevant theoretical sources to gain a deep understanding of the research topic. The content analysis involves systematic analysis of textual, visual, or audio content to identify patterns, themes, or meanings within the data. This approach

is important in developing quality research and providing a holistic understanding of the topic under study.

A qualitative approach with content analysis also allows researchers to describe the content characteristics of a message and understand the phenomena experienced by research subjects, such as perceptions, behaviour, actions, motivations, and others. In addition, with a qualitative approach and involving content analysis method, researchers can explore previous research contributions, identify differences of opinion, and build strong arguments. Thus, this approach is important in developing high-quality research and providing a more holistic understanding of the topic under study (Moleong, 2017).

## **FINDINGS AND DISCUSSION**

The researchers inform several findings from content analysis that is carried out by looking for references to journals and books that were relevant to the topics searched on Google Search, Google Scholar, Lib Gen, and Z-Library. There are The Discourse, Discourse of Intellectual Intelligence (the factors and the outcomes), Discourse of Emotional Intelligence (the factors and the outcomes) and Discourse of Spiritual Intelligence (the factors and the outcomes).

### **Discourse**

The word "discourse" contains several meanings that are sometimes confusing, and affect our understanding of discourse analysis. According to Fairclough (2003), discourse is the activity of discourse as a social practice that causes there to be a related relationship between social practice and the process of forming discourse. Discourse is viewed as a system (a socially and culturally organised way of speaking) through which particular functions are realised (Xabibiloevna, 2023, p. 73). Through discourse, views, opinions and arguments are put forward, exchanged and debated, thus influencing shared understandings, social norms and knowledge construction (Suparman, et al., 2023). In terms, discourse refers to a set of communicative practices that shape the way we think, speak and understand the world around us.

Discourse also involves language analysis and cultural studies to understand how power, identity, and other social factors are reflected in the way we communicate. Discourse analysis is to analyse the way terminologies and concepts work across the boundaries of single sentences or utterances to form a meaningful whole (rather than a collection of unrelated sentences (Xabibiloevna, 2023, p. 74). In particular, discourse analysis presents a unique challenge to employing rigour and quality, in that this approach involves both theoretical and methodological connections, along with embedding other sources of rigour in the research process itself (Sveinson & Wagner, 2023, p. 2). Thus, discourse analysis requires an understanding of how terminology and concepts work together in a context that is broader than a single sentence or utterance and it requires a strong link between theory and methodology.

### **Discourse of Intellectual Quotient (IQ)**

Intelligent quotient (IQ) was derived in 1912 by Stern and enhanced in 1916 from the Stanford-Binet scale and is used to measure intelligence and knowledge (Hughes, 2016). Intelligence Quotient measures a person's level of comprehension, intellectual, analytical, logical and critical. Intellectual Intelligence is a standard score or number to assess the level of mental intelligence or the ability of someone to reason, solve problems, learn,

understand ideas, and think abstractly (Nouval, 2021). Thus, intellectual intelligence is defined as the ability to think and solve problems. Discourse of intellectual intelligence refers to the role of language and communication in shaping and influencing intelligence analysis and cognitive abilities. The search results reveal that discourse abilities are part of the structure of cognitive capabilities and form a discrete factor that includes verbal and general intelligence (Anatoly & Kochkinab, 2017). Discourse abilities allow a person to effectively initiate, keep, expand, and complete the process of communication, and they are directly linked with discourse practices and a certain communicative situation (Kochkina, 2017).

The role of discourse in intelligence analysis is two-fold: firstly, analysts have to interpret the discourses they receive from various sources and identify the cultural, political components that underlie them and that may, at times, come into conflict with the ones they hold and cause cognitive closure (Ruxandra, 2014). Secondly, critical discourse analysis would be a vital tool for intelligence in deciphering the data concerning discourse abilities and in understanding the nuances of respectful dialogue and embracing conflicting ideas (Girdhar, 2023). Thus, discourse plays a significant role in shaping and influencing intellectual intelligence, and critical discourse analysis can be a useful tool for understanding and improving cognitive abilities. Intellectual intelligence has various factors and also outcomes.

### *Factors of IQ*

In the development of intellectual intelligence, there are several factors that affect individuals differently. According to Khumaerah, Hasnah & Rauf (2017) there are several factors that are influence in intellectual intelligence; age factors greatly affect the development of intellectual intelligence, nutritional status factors of children greatly affect the development of intellectual intelligence, parenting factors greatly affect the development of intellectual intelligence, and ethnic factors greatly affect the development of intellectual intelligence. Furthermore, Sari, et al. (2020) mentioned there are several factors that influence it. The factors that influence intelligence include the following.

- 1) The inheritance factor, in which this factor is determined by the nature carried from birth. This factor is the limitation of a person's ability to solve problems and it is determined by inheritance factors. Therefore, in one class, it can be found children who are stupid, rather smart, and very smart, even though they receive the same lesson and training.
- 2) Typical interest and nature factors, in which interest directs the action towards a goal and is an impetus for the action. In humans, there is an urge or motive that encourages humans to interact with the outside world, so human interest can provide encouragement to do more actively and better.
- 3) The formation factor, where the formation is all the conditions outside oneself that affect the development of intelligence. It can be distinguished between deliberate formation, as done in school and accidental formation, for example the influence of nature around it.
- 4) Maturity factor, where every organ in the human body experiences growth and development. Every human organ, both physical and psychological, is matured, if it has grown or developed to reach the ability to carry out their respective functions. Therefore, it is not surprising that children have not been able to work on or solve maths problems in fourth grade elementary school, because those problems are still too difficult for

children. Their organ and soul function are still immature to solve the problem and maturity is closely related to age.

5) The freedom factor, humans can choose certain methods in solving the problem. In addition to the freedom to choose a method, it is also free to choose problems that suit their needs.

### *Outcomes of IQ*

Intellectual intelligence can have various outcomes, including academic achievement, problem-solving skills, critical thinking, and decision-making abilities. Intellectual intelligence has a positive impact on student learning outcomes, as students with higher intellectual intelligence tend to perform better academically (Handarini, 2021; Nafiah, Aziz, & Samsilayurni, 2022). Not only in education, intellectual intelligence plays a role in the field of work. intellectual intelligence is also proven to have a significant influence on employee competence and performance in the workplace. Intellectual intelligence has been found to have a significant influence on employees' competence and performance in the workplace (Darman & Adha, 2021). Furthermore, studies have shown that intellectual intelligence, along with other factors such as adversity quotient, can influence learning motivation (Samsilayurni, et al., 2021). Thus, intellectual intelligence plays a crucial role in various aspects of an individual's life, including academic, professional, and personal development.

### **Discourse of Emotional Quotient (EQ)**

Emotional Intelligence is the ability of the person to manage their emotions. Hughes (2016) cited in Salovey & Mayer (1990) created and used the term EQ; describing it as an ability to recognize the meaning of emotions and their relationships, and to reason and solve problems on the basis of them. Their refined definition of EQ is “the ability to perceive accurately, appraise, and express emotion; ... to access and/or generate feelings when they facilitate thought; ... to understand emotion and emotional knowledge; and ... to regulate emotions to promote emotional and intellectual growth” (P. 10). The ability to detect and control one's own emotions, as well as the emotions of others, has been termed EQ (Andrei, 2023). Thus, Emotional intelligence can be defined as a set of abilities to control and use emotions, as well as self-control, motivation, empathy, and social adjustment. Goleman (2002) divides emotional intelligence (EI) into five components, which are self-awareness, self-regulation, motivation, empathy, and social skills. These components are essential for understanding and managing emotions, as well as for building and maintaining relationships. Self-awareness involves recognizing and understanding one's emotions, while self-regulation is about controlling and managing those emotions. Motivation refers to the drive to improve and achieve personal goals. Empathy is the ability to understand and share the feelings of others, and social skills involve managing relationships and connecting with people.

Emotional intelligence is a topic of discourse in various fields, including education, psychology, and management. Some researchers have critically analysed emotional intelligence as a dominant discourse in the field of education, arguing that it establishes ways of understanding, managing, and regulating emotions (Álvarez-Hevia, 2018). Been (2022) mentioned that emotional intelligence can have a positive impact on student learning achievement, particularly in courses such as Discourse Analysis. Social media analysis has also shown that emotional intelligence is a topic of discussion among



speakers, psychologists, and medical professionals, and that the discourse is generally positive (Shankar & Tewari, 2021). Thus, emotional intelligence is an important topic of discourse that has implications for various aspects of life, including education, work, and personal relationships.

### *Factors of EQ*

There are several factors that can affect a person's emotional intelligence, namely factors that are innate or genetic (temperament), factors that come from the family environment (parenting methods), and emotional education factors obtained at school (Febrindah, Harahap, & Gusfa, 2020). Emotional intelligence can be influenced by 2 (two) factors, namely: 1) Family environment and 2) Non-family environment (Goleman, 2002). According to Safari & Hestaliana (2019) the factors that influence emotional intelligence are family and non-family factors. The family is the first place for a person to learn emotion management. While non-family factors, which are related to the environment outside the home namely the wider community and the world of education. Furthermore, Pristiwati (2017) mentioned that the factors that influence the development of emotional intelligence are physical, psychological, family, school and environmental factors. Judging from these 4 factors, all of them are very important and have a big influence on the development of students' emotional intelligence, but the more dominant one is the family, because all learning things and even emotional control start from the family. In conclusion, the influential factor in the determination of emotional intelligence is starting from the family.

### *Outcomes of EQ*

The findings showed that emotional intelligence can make a beneficial contribution in learning in schools. Based on the results of the data analysis obtained, emotional intelligence factors affect students' learning outcomes because students can level up their learning spirits and manage their emotions during learning (Daulay, 2022). The search results suggest that emotional intelligence (EQ) can have a positive impact on learning outcomes. Islahati, Rokhmaniyah, & Ngatman (2021) stated that emotional intelligence and learning independence contribute to mathematics learning outcomes. Another study found that emotional intelligence significantly influences student learning outcomes (Rohmah & Mukhlis (2021). Additionally, a study found that emotional intelligence can influence student learning achievement in the Discourse Analysis course (Baan, 2022). Thus, emotional intelligence can have a positive impact on learning outcomes, including academic achievement and interpersonal skills.

### **Discourse of Spiritual Quotient (SQ)**

Spiritual intelligence is self-awareness to discover and develop innate talents, intuition, inner authority, the ability to distinguish between right and wrong, and wisdom (Puspita, Sari, & Tabroni, 2023). Spiritual intelligence is the ability of the individual to act wisely in some situations and others think that it is a style or a method of thinking that enables an individual to employ his senses in contemplation and critical thinking (Hassan, 2023). SQ is the higher dimension of human existence that embodies the relationship with God. However, if these qualities are limited to human psychology and morality (which can be, to some extent, non-religious), they do not attain their full potential (Andrei, 2023). Thus,

spiritual intelligence is defined as the ability to be wise in their life. The discourse of spiritual intelligence has gained attention in various academic studies, and it has been defined in different ways. Howard, et al (2009) stated that spiritual intelligence is considered an interconnected configuration of affective orientations intimately linked to creating meaning in events and persons. While there is a proliferation of literature on spiritual intelligence, there is a lack of consensus on its value in educational thought, and its identification as a form of intelligence raises serious questions regarding limitations and stigma associated with spirituality. Howard, et al also added that despite the growing interest in spiritual intelligence, there are still limitations and challenges associated with its study, such as the stigma associated with the identification of spirituality as a form of intelligence and the lack of consensus on its value in educational thought. In addition, although spiritual intelligence is attracting a lot of attention, there are still limitations and challenges in this research, such as the stigma associated with identifying spirituality as a form of intelligence and pain regarding the value of spiritual intelligence in education.

### *Factors of SQ*

The formation of spiritual intelligence is caused by several very influential factors. According to Prasetyo & Sutoyo (2022) spiritual intelligence is influenced by internal and external factors. Internal factors, namely all humans have good nature while external factors are humans influenced by different family, school, community environments. Supporting factors in improving students' spiritual intelligence are apart from the family, the school, the rules enforced at school, the establishment of good relations between Islamic Religious Education teachers and general teachers, the existence of adequate facilities and infrastructure (Putri, et al., 2022). In addition, the results of research from Sakina, Damopolii, & Afif (2022) there are several factors that hinder the development of spiritual intelligence including: environmental factors, different educational patterns, and lack of response from parents. Thus, the internal and external factors influence spiritual intelligence such as family, school, and society.

### *Outcomes of SQ*

Spiritual intelligence is a predictor of academic achievement, self-effectiveness, creativity and achievement motivations, self-pleasure, happiness, professional toughness, life quality, prosperity, and mind watchfulness (Hassan, 2023). Septiani (2020) mentioned that spiritual intelligence is very helpful in generating work ethic (appetite for work), high work ethic helps in completing work properly. In addition, Esmaili, Zareh, & Golverdi (2014) stated that the people who have spiritual intelligence, have some attributes which lead them to excellence and orientation towards contributing in humanitarian activities. These people have the ability to cope with hardships, pains and failures. These people have high self-awareness and learn from past failures experiences (Esmaili, Zareh, & Golverdi, 2014). Spiritual intelligence also enables one to be creative, civilising, moralising, and giving positive meaning (Nurdiansyah, 2016). Based on the literature, spiritual intelligence has various effects, including the ability to solve problems of meaning and value, the ability to place behaviour and life in a broader and richer context of meaning, the ability to deal with problems of meaning and value, and the ability to give positive meaning.

The researchers provide some findings to answer the research question about the difference and roles of IQ, EQ and SQ. There are several differences and roles taken from various references including:

### **The differences of IQ, EQ and SQ**

IQ, EQ, and SQ are three different types of intelligence that are often used to measure an individual's abilities and many factors and outcomes of these intelligences. Here's how they relate to each other: IQ (Intelligence Quotient): IQ measures a person's level of comprehension, their ability to solve problems, and their capacity for logical thinking. It is typically tested through questions related to understanding, calculation, and the use of tools. EQ (Emotional Quotient): EQ refers to a person's ability to manage their own emotions and understand the emotions of others. It includes skills such as empathy, self-regulation, motivation, and social skills. SQ (Social Quotient): SQ measures a person's ability to interact and communicate with others empathetically and sustainably. It involves skills such as building and facilitating networks, finding a balance in social interactions, and managing conflicts.

IQ is more related to cognitive abilities and logical thinking, EQ and SQ are more related to emotional intelligence and social skills. Research suggests that a combination of IQ, EQ, and SQ is crucial for assessing an individual's overall abilities and success. People with higher EQ and SQ tend to go further in life than those with a high IQ but low EQ and SQ. Therefore, all three types of intelligence are important and can complement each other in various aspects of life and work.

Chippendale (2010) mentioned that there are Our Three Main Intelligences:

- 1) IQ is linked to the brain's serial processing activity (rational cognition). It has to do with our neurological pathways. Formal logic establishes the rules of a fixed program that neural tracts follow when learning (or being wired). There is a step-by-step, rule-bound learning process involved. Children are encouraged to wire their brains for serial processing when we teach them the times table by rote. It generates the kind of thought that is helpful in reaching certain goals or resolving logical issues. Serial processing also explains a lot of natural behaviour. An instinct can be compared to a set program, such as the imprinting instinct in ducks and other birds, in which the hatchling recognizes the first person or object that provides care as its mother and sticks with that identification. Certain too analytical people may become locked in a conditioned thought pattern and struggle to break the norms or pick up new ones.
- 2) EQ is the majority of our simple emotional intelligence (EQ), or the connections between emotions and their surroundings, bodily sensations, and other emotions, is rooted in associative thinking. It can also learn physical abilities like riding a bike or driving a car, as well as recognize patterns like faces or odours. It is referred to as our "body's intelligence" or "emotional intelligence" since it involves "thinking" with both the heart and the body. Neural networks are the structures found in the brain that enable associative thinking. Bundles of up to 100,000 neurons can be found in each of these networks, and each neuron in a bundle can have up to 1,000 connections. In neural networks, every neuron acts upon or is acted upon by numerous other neurons concurrently, in contrast to the exact wiring of neural tracts.
- 3) SQ. Another name for spiritual intelligence (SQ) is the "intelligence of meaning." The capacity to plan, regulate our emotions, restrain our impulses, make



decisions, and provide meaning to the world is what defines us as fundamentally human. Our ideas are generated, plans are put together, thoughts are associated to build new memories, and transient perceptions are stored in the frontal lobes of the brain until they are either erased or committed to long-term memory.

According to Nurdiansyah (2016) Emotional intelligence is a person's ability to recognize self-emotion, self-regulation, self-motivation, recognize the emotions of others (empathy) and the ability to build relationships (social skills) with others. Spiritual intelligence is the ability to give religious meaning to every behaviour and activity through steps and thoughts that are fitrah, towards a human being who is whole and has a broad mindset, and is principled only because of Allah.

### **The Roles of IQ, EQ and SQ**

IQ, EQ, and SQ play distinct roles in everyday life, and their interplay influences various aspects of human behaviour and success. Here are some examples of how they are used:

**IQ (Intelligence Quotient):**

- 1) Problem-solving: High IQ individuals excel in analysing and solving complex problems, which is valuable in fields such as science, technology, and mathematics.
- 2) Learning and academia: IQ is often associated with academic success and the ability to grasp and apply new information effectively.

**EQ (Emotional Quotient):**

- 1) Interpersonal relationships: High EQ individuals are adept at understanding and managing their emotions, which enhances their relationships and communication with others.
- 2) Leadership: EQ is crucial for effective leadership, as it enables individuals to empathise with and motivate their teams.

**SQ (Social Quotient):**

- 1) Networking: Individuals with a high SQ can build and maintain extensive networks, which is beneficial in both personal and professional spheres.
- 2) Conflict resolution: SQ contributes to the ability to navigate and resolve conflicts, fostering harmonious interactions in various social settings.

The combination of these intelligences is essential for overall success, as they collectively influence an individual's cognitive, emotional, and social capabilities (Chipendale, 2010; Atre, 2023). While IQ is valuable for cognitive tasks, EQ and SQ are equally important for navigating social dynamics and emotional challenges in everyday life and professional settings.

The results of the analysis of Jumaidi, et al (2022) show that the spiritual intelligence variable is very dominant in influencing ethical behaviour, followed by the emotional intelligence variable which has a significant positive effect on student ethical behaviour. This condition shows that the spiritual intelligence variable shows the strongest awareness energy to control, reduce and suppress the occurrence of moral hazard, because this intelligence has a deeper level of psychological awareness (soul) than intellectual intelligence and social intelligence. If individuals succeed in building, forging, developing and placing their spiritual and emotional intelligence properly, then of course students will have excellent self-control abilities to behave and behave in carrying out their duties as an accountant in the future.

## CONCLUSION

The environment plays an important role in a child's development. In education, the environment affects the level of intellectual intelligence of students. However, the level of intelligence of students is not only influenced by the environment but also by innate traits and intelligence into several types, namely intellectual intelligence, emotional intelligence, and spiritual intelligence. Intellectual intelligence can be obtained from learning. Emotional intelligence is related to controlling feelings or emotions so as to create determination and motivation. This condition will affect intellectual intelligence. Spiritual intelligence is the ability to give religious meaning to every behaviour, action, and activity through steps and thoughts that are fitrah, towards a complete human being. Spiritual intelligence is very helpful in generating a high work ethic so that it can complete a job well.

Intellectual intelligence, emotional intelligence and spiritual intelligence become more maximal if integrated to achieve success in life. This needs to be instilled from an early age either from family, school. or a larger environment. So that with qualified students or Indonesians, we can achieve the country's goal of becoming the Golden Indonesia 2045.

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