

Relationship Between Spiritual Education and Social Education With the Development of the Superior Personality of Students

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Abstract. This study aims to explain the relationship between spiritual and social education with the development of a superior personality of students in SMA Negeri 2 Rangkas Bitung and SMA Negeri 1 Sajira Lebak, Banten. This research uses a quantitative approach using comparative-comparative analysis techniques, path analysis. Collecting data was done through random sampling. In class X there were 70 students, with 35 students in SMA Negeri 2 Rangkas Bitung and 35 students in SMA Negeri 1 Sajira Lebak Banten school year 2019-2020. Analysis of parametric statistical data through the Kolmogorov Smirnov (K-S) ANOVA test with the help of the SPSS Program for Windows version 22.00. The results showed that (1) the relationship of spiritual education with the development of superior personality of students in SMA Negeri 1 Sajira Lebak (t.hit 3.30) and in SMA Negeri 2 Rangkasbitung (t.hit 2.77), both of them included in the medium category; (2) the relationship between social education and the superior personality of students in SMA Negeri 2 Rangkasbitung (t. Hit 3.40) is in the medium category, while in SMA Negeri 1 Sajira Lebak (t.hit 2.51) is in a low category.

Keywords: *spiritual education and social education models, superior personality*

INTRODUCTION

Education, in general, means the process of life in developing each individual to live. Education plays an important role in achieving success in the development of participants. In Act No. 20 of 2003 article 3 of the National Education System, National Education has the function and purpose of developing the capacity and character of civilizations and civilizations that are dignified in the pursuit of the nation's life, aimed at developing the potential for learners to become believers and be responsible. to the Supreme Lord, to be virtuous, to be healthy, to be knowledgeable, to speak, to be

creative, to be independent, and to be a democratic and responsible citizen [1].

The concept of education in the perspective of the Qur'an as reflected by Allah SWT in the QS. Luqman (31: 12-13) as follows [2]:

And verily we give wisdom to Luqman, that is, "Be grateful to Allah. And whoever is grateful (to Allah) is truly grateful to himself, and whoever is not grateful, surely Allah is Rich and Blessed" (12). And (remember) when Luqman said to his attendants when he taught his attendants: "O my people, do not associate with Allah; indeed, alliance (Allah) is a great injustice" (13).

Spiritual intelligence involves the ability to live the deepest truths. That means realizing the best, whole, and most humane thing in the mind. Ideas, energy, values, vision, encouragement and direction of life's call flows from within, from a state of consciousness that lives with love. This means that spiritual intelligence makes humans live with others with love, sincerity, and ihsan which all lead to the Divine [3].

According to Gordon, a German psychologist (in Hutagalung) said that personality is a dynamic organization in an individual as a psychophysical system that determines its unique way of adjusting to the environment [4]. Personality is not something that can be worn or removed as a person wears clothes or follows a certain fashion. Personality is about the whole person; the personality is unique to each individual. Problems in the superior personality of students both in SMA 2 Rangkasbitung and SMA 1 Sajira lie in religious, pious faith, creative, independent and cooperation when the learning process takes place towards the development of spiritual and social education in the classroom or school environment. Students tend to follow friends or are influenced by the flow of information and technology through mobile phones, television and other media.

The mission and vision of SMA Negeri 2 Rangkasbitung and SMA Negeri 1 Sajira Lebak Regency is to form superior students, have

competitiveness and be able to carve out achievements at the local and global level.

Problems about spiritual and social education of students in SMA Negeri 2 Rangkasbitung and SMA Negeri 1 Sajira are caused by several factors, including: (1) lack of religious and social education both at school and in the environment, (2) lack of participant understanding of the pillars of religious education, (3) lack of education about personality in schools, (4) lack of learning about spiritual and social education in high school, (5) lack of enthusiasm in learning spiritual and social education, (6) lack of educational supporting facilities and infrastructure spiritual and social for the personality of students, (7) lack of attention in spiritual and social education in class.

Hence, the teacher's role is to guide and direct students by promoting spiritual and social advancement so that students can limit the harmful effects of technological progress and other applications. The problem of superior personality for students is due to the lack of spiritual and social education developed by the teacher towards the students themselves. The sophistication of technology and informatics is based on system 4.0 (on-line) and is completely flexible can affect the personality of students.

METHOD

This research uses a quantitative approach with correlational and comparative analysis techniques. Comparative research that compares the state of one or more variables in two or more different samples, or two different times [5]. Sampling using a random sampling technique totaling 70 students (taken between 10-15%) [6] consisting of 35 students of class X SMA Negeri 2 Rangkasbitung and 35 students of SMA Negeri 1 Sajira Lebak from the total population: 540 students comprised of SMA Negeri 2 Rangkasbitung totalling 360 Sajira students and SMA Negeri 1 totalling 180 students. Data collection variables X1, X2 and Y use a questionnaire, each variable consisting of 20 items that have been tested for validity and reliability. Data were analyzed statistically by the Kolmogorov Smirnov (K-S) ANOVA test with the help of the SPSS program for Windows version 22.00.

RESULT & DISCUSSION

1. Data Description: Relationship of Spiritual Education (X1) with Superior Personality Development (Y)

1.a Relationship of Spiritual Education (X1) with superior Personality Development (Y) of SMAN 2 Rangkasbitung students.

The hypotheses tested are:

$$H_0 : \beta_{y1} \leq 0$$

$$H_1 : \beta_{y1} > 0$$

Table 1. Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	X-Y	2.42857	5.18077	.87571	.64892	4.20823	2.773	34	.009

Table 2. Correlation interpretation and categorization [7]

No	Interval	Categorization
1	0.5 – 1.5	Very low
2	1.6 – 2.5	Low
3	2.6 – 3.5	Medium
4	3.6 – 4.5	Strong
5	4.6 – 5.5	Very strong

Based on the results of data analysis using the SPSS Version 22 application, the path value of $t_{count} = 2,773$ is obtained, while the price of $t_{table} (\alpha = 1,975)$. This fact reveals that $t_{arithmetic} > t_{table}$, meaning H_0 is rejected and H_1 is accepted. This means that the path coefficient is significant. Finding after consulting the interpretation table and categorizing that the relationship of spiritual education (X1) with the development of superior personality (Y) in class X students of SMAN 2 Rangkasbitung is in the medium category.

1.b The Relationship of Spiritual Education (X1) with the Superior Personality Development (Y) of Sajira 1 Senior High School Students. The hypotheses tested are:

$$H_0 : \beta_{y1} \leq 0$$

$$H_1 : \beta_{y1} > 0$$

Table 3. Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	SP-KR	3.54286	6.34472	1.07245	1.36337	5.72234	3.304	34	.002
Pair 2	SS-KR	3.28571	7.73674	1.30775	.62805	5.94338	2.512	34	.017

Based on the results of data analysis using the SPSS Version 22 application, the path coefficient of $t_{count} = 3.3$ is obtained, while the price of $t_{table} (\alpha = 1.975)$. This fact reveals that $t_{arithmetic} > t_{table}$, meaning H_0 is rejected and H_1 is accepted. This means that the path coefficient is significant. These findings after consultation with the interpretation and categorization table that the relationship of spiritual education (X1) with the development of superior personality (Y) class X students of SMAN 1 Sajira is in the medium category.

The relationship of spiritual education with superior personality obtained by the regression equation $\hat{Y} = 27.137 + 0.20 X_1$ has $F_{count} (2.966) > F_{table} (0.20)$ at $\alpha (0.01)$. This means that the regression equation is very significant. On the other hand, the price of $F_{count} (5970)$ is smaller than $F_{table} (0.543)$, then $t_{count} = 2.773$, while the price of $t_{table} (\alpha = 1.975)$ (SMA Negeri 2 Rangkas Bitung). This fact reveals that $t_{count} > t_{table}$, means H_0 is rejected and H_1 is accepted, while the calculation of $t = 3.3$, the price of $t_{table} (\alpha = 1.975)$. (SMAN 1 Sajira) This fact reveals that $t_{count} > t_{table}$, $0.000 < 0.05$ means that H_0 is rejected and H_1 is accepted. This means that there is a significant relationship between spiritual education (X_1) with superior personality (Y) with moderate category Based on the results of research between spiritual education and social education is very significantly related to the value (R Square) 0871. Value $r^2 \times 100$, then 87.1% means that there is a relationship between spiritual education and personality development superior students in the good category while other factors influence the remaining 12.9%.

The results of the study are in accordance with Fathul Mufid's opinion that the spiritual education model applied in schools can change the character and personality of students and the conditions of the school so that all forms of violations are no longer found. The above opinion is supported by the results of Fathul Mufid's research which shows that with the implementation of spiritual education there has been a positive change in character, both attitudes, behavior, and mindset of students [8].

The above opinion is also supported by Rahmawati Febri's research results, that there is a significant positive correlation between spiritual intelligence with student personality types and Fitra Hamdika's research that spiritual intelligence has a relationship with student personality [9], [10].

2. Relationship of Social Education (X2) with Superior Personality Development (Y)

2.a Relationship of Social Education (X2) with Superior Personality Development (Y) of SMAN 2 Rangkasbitung Students

The hypotheses tested are:

$$H_0 : \beta_{y2} \leq 0$$

$$H_1 : \beta_{y2} > 0$$

Table 4. Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
				Paired Differences				
$X_2 - Y$	73,714	12,80	2,164	69,314	78,113	3,4050	34	,000

Based on the results of data analysis using the SPSS Version 22 application, it obtained path coefficient (β_{y2}) = 0.378 Price of $t_{count} = 3.4054$, while the price of $t_{table} = 1.975$. This fact reveals that $t_{count} > t_{table}$, meaning H_0 is rejected and H_1 is accepted. This means that the path coefficient is significant. These findings after consultation with the interpretation and categorization table that the relationship of social education (X_2) with the development of superior personality (Y) class X students of SMA Negeri 2 Rangkasbitung is in the medium category.

2.b Relationship of Social Education (X2) with Superior Personality (Y) of Class X Students of SMAN 1 Sajira

The hypotheses tested are:

$$H_0 : \beta_{y2} \leq 0$$

$$H_1 : \beta_{y2} > 0$$

Table 5. Paired Samples Test

Pair	Social-	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
					Paired Differences				
1	KU	3.28571	7.73674	1.30775	.62805	5.94338	2.512	34	.017

Based on the results of data analysis using the SPSS Version 22 application, the path coefficient (β_{y2}) = 0.017 $t_{count} = 2.512$, while the $t_{table} = 1.975$. This fact reveals that $t_{count} > t_{table}$, meaning H_0 is rejected and H_1 is accepted. This means that the path coefficient is significant. These findings after consultation with the interpretation and categorization table that the relationship of social education (X_2) with the development of superior personality (Y) class X students of SMA Negeri 1 Sajira is in the low category.

Based on the test results above, it can be concluded that the regression equation $\hat{Y} = 62,146 + 1,176 X_2$ has $F_{count} (1,269) > F_{table} (0.543)$ at $\alpha (0.01)$. This means is very significant. On the other hand, the price of $F_{count} (1,727)$ is smaller than $F_{table} (1,744)$. This confirms that the regression equation is linear. Thus, the regression equation $\hat{Y} = 62,146 + 1,176 X_2$ is very significant and linear. This shows that there was a relationship between social education and the development of the superior personality of students in SMAN 2 Rangkasbitung $t_{hitung} = 3.4054$, price $t_{table} = 1.975$ with the medium category. Whereas in Sajira 1 High School, $t_{count} = 2.512$, price $t_{table} = 1.975$ with low category. This fact reveals that $t_{count} > t_{table}$, $0.000 < 0.05$ means that H_0 is rejected and H_1 is accepted. This means that there is a relationship between social education and the

development of the superior personality of students in SMAN 2 Rangkasbitung with the medium category and in Sajira 1 High School in the low category. The results of statistical analysis show the relationship between social education and the superior personality of students is significant with a value (R Square) of 0.603. Value $r^2 \times 100$, then 60.3% This means that there was a relationship between social education and the development of the superior personality of students in SMAN 2 Rangkasbitung and at SMAN 1 Sajira Lebak, the remaining 39.7% is influenced by other factors.

It was interested in explaining the difference in relationship categories between the two high schools. The relationship of social education with the development of a superior personality of students in SMA N 1 Sajira is lower than in SMAN 2 Rangkasbitung. That is because, most of the Sajira 1N SMA students are relatively not easily influenced by external factors, student interaction with outsiders is still limited, because of the geographical location (location) of the school in the village area. Another reason was considered important and emotions in students. This finding is in line with Hunainah that many factors influence personality someone, including personal experience, culture, other people who are considered important, mass media, educational institutions or institutions, religious institutions, and emotions in individuals [11].

The results of the study were accorded with Anshori's opinion, that in shaping the character of students in schools through social education learning, they must link four main supporters, including Curriculum, Learning Materials, Teachers and Learning Process. The four supporters are very important because they can develop the potential of the heart/conscience / affective students who have cultural values and national character, the habits and behaviour of students that are centred and in line with universal values and traditions religious, national culture, leadership spirit and responsibility as the next generation of the nation, the ability of students to become independent, creative and nationally oriented people, and develop the school life environment as a safe, honest learning environment, full of creativity and with a high sense of nationality [12].

The opinion above is supported by the results of Jani Mustikasari's research, that good character can be done through habituation applied in the community, so that habituation can become the character and characteristics of a personality. Character education is education that is very important to make humans have good morals, noble character, and capable and able to balance information and communication technology [13].

CONCLUSION

Based on statistical analysis it can be concluded: 1) The relationship of spiritual education with the development of superior personality of students in SMA 2 Rangkasbitung and SMA 1 Sajira in Lebak Regency is in the medium category. 2) The relationship of social education with the development of superior personality of students in SMA Negeri 2 Rangkasbitung, Lebak Regency is in the category while in SMA Negeri 1 Sajira, Lebak Regency is in a low category.

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