AINI YURISA

Correlation between Spiritual Competence and Self-Expression with Student Learning Behavior

ABSTRACT: The purpose of this study is to find out about the correlation between Spiritual Competence, Self-Expression with students' Learning Behavior in the context of teaching and learning in Junior High School, so that the problem can be formulated, “How is the correlation between Spiritual Competence and Self-Expression with student Learning Behavior in learning?” This study uses correlational design and quantitative approach methods with primary data as data sources. The population of this study were 308 students of Istiqamah Bandung Middle School, class VII, VIII, and IX in West Java, Indonesia, with the study sample selected using the Proportional Stratified Random Sampling technique. There are three variables in this study, namely: Spiritual Competence, Self-Expression, and Learning Behavior. The results showed that there was a strong positive relationship between Spiritual Competence, Self-Expression, and student Learning Behavior based on statistical calculation. The implications of Spiritual Competence for learning behavior in the learning process of students are so that students can get closer to God and make God the main foundation for learning, while worshiping so that they become more directed and behave properly as students in general. While the implications of the ability of students’ Self-Expression for Learning Behavior of course so that students are able to express various ideas, thoughts, feelings, and actions in a positive way so as not to trigger the emergence of negative expressions.

KEY WORDS: Spiritual Competence; Self-Expression; Learning Behavior.

INTRODUCTION

Based on the research findings, experts acknowledge that religion has an important role in the lives of individuals, so the concepts of religiosity and spirituality develop along with studies on their impact on various aspects of life (Borges, Santos & Pinheiro, 2015; Amir & Lesmawati, 2016:1; and Malone & Dadswell, 2018).

Departing from religion, then, emerging concepts about spirituality which in essence already exist in every human being. The religion here certainly means Islam. In addition, there are many concepts and definitions expressed by experts in spiritual descriptions. In this study, two views were drawn from both Islam and the West.

In the view of Islam, it seems spiritual is not only about physical problems or spirit, but the spiritual is divided into four parts, including thoughts, feelings, soul, and spirit. The four components are interrelated with each other...
and lead to something that is non-material and believed to be the creator of all creatures that exist in the world and also all the creations that exist in the universe. The creator referred to here is God (Isgandarova, 2011; Ubale & Abdullah, 2015:2; and Groff & Smoker, 2017).

As a human being living in a Muslim environment, they should have high spiritual competence. The skills referred to in this study are a person's ability to solve problems thoroughly and efficiently (Ubale & Abdullah, 2015; Huda et al., 2016; and Swihart & Martin, 2019). Thus, if it is associated with the spiritual, spiritual competence are the ability or competence of a person in solving good problems in the form of thoughts, feelings, spirit, and soul that are always connected with God, so that they are lighter and even afraid to face and find solutions to these problems (Puchalski, 2001; Pargament, 2007; and Rudolfsson, Berggren & da Silva, 2014).

However, in reality in the field, it turns out that not all students have high spiritual competence. There are some students who overcome the problem do not think about or associate with God, such as cheating behavior at the time of the test or doing daily tasks. In addition, there are still relationships between friends of the opposite sex that do not link to the existence of God, which in the end is manifested by dating behavior, even though this is not prohibited by Allah (Giyoto, 2006; Mulyasa, 2011; and Hadjar, 2017).

As is well known, religion or specifically in the formation of spiritual competence is an expression of human needs. As for every individual or human being, of course, has a dominant tendency among modern society to make ordinary people express not only their views, but also their identities (Said & Funk, 2001; Whitley, 2012; and Hadjar, 2017).

They do it in different ways, such as: publishing their life stories and their personal history online through social media, such as Facebook or Instagram for example (Granger, 2014; Piskorski, 2014; and Burger, 2015:1); describes into the planning stage the development of the project by the social development facilitator using a participatory approach (Mohan, 2007; Guijt, 2014; and Burger, 2015); express their identity into the reality of television and radio programs (West, 2010; Grindstaff, 2011; and Burger, 2015); and raise it into digital stories and express their individual and group identities in the community they have (Burger, 2015; Robin, 2016; and O’Byrne et al., 2018).

Learning to find yourself and express yourself in life is a lifelong job, not only for yourself but also for those who guide themselves (Yilmaz, 2008; Grindstaff, 2011; and Applegate, 2013:2). Children, who are better able to produce a prototype of expression, obtain high ratings from teachers in academic competencies (Browne, 2010:3; Soland, Hamilton & Stecher, 2013; and Herbein et al., 2018).

Thus, if a student has the ability to express themselves positively at each learning activity takes place, it can achieve high academic values. However, in reality in the field, not all students have the ability to be able to express positively, both to themselves and to other people, such as friends or even teachers (Bambaeeroo & Shokrpour, 2017; Willis, 2017; and Darling-Hammond et al., 2019).  

Therefore, this study was conducted to reveal the relationship between self-expression and student learning behavior.

**METHODS**

The research design used in this study is Correlational Design. Correlational Design is a procedure in quantitative research, in which researchers measure the level of relationship between two or more variables using statistical procedures or correlational analysis (Creswell, 2003; Williams, 2007; and Chiang, Jhangiani & Price, 2017).

The population in this study is all students of Bandung Istiqamah Middle School for Academic Year of 2018/2019 in West Java, Indonesia. The study sample was selected using the Proportional Stratified Random Sampling technique. This selection of this sample is based on the sample size divided by the overall proportion of students (Williams, 2007; Arifin, 2017:8; and Hayes, 2019). The number of students in class VII, VIII, and IX were 308 people. Thus, the number or size of samples for each class is as shown in the table 1.

---

1 See also, for example, “APA Dictionary of Psychology”. Available online at: https://dictionary.apa.org/competence [accessed in Bandung, West Java, Indonesia: January 2, 2019].
In this study, the researcher wanted to examine the correlation of Spirituality Skills (X1), Self Expression (X2), and Student Behavior (Y). It could be seen through the scheme below:

\[ X_1 \xrightarrow{} Y \xleftarrow{} X_2 \]

Spiritual Competence variables will be revealed by using spiritual characteristics proposed by Philip Brownell (2015), namely: God-Oriented, World-Oriented, and the Humanistic (Brownell, 2015:44). The variables of Self-Expression will be revealed using the self-expression scale modified by Mikyung Jang & Yun-Hee Kim (2012), which is positive self-expression and negative self-expression (Jang & Kim, 2012:39).

Learning Behavior variables will be revealed using the characteristics of learning behavior according to Muhibbin Syah (2014), namely: intentional changes, positive and active changes, and effective and functional changes (Shah, 2014:113-116).

RESULTS AND DISCUSSION

Spiritual Competence. From the results of these studies, obtained an average value on variable X1 (Spiritual Competence) of 59.84 with an interval class value of 16.8. So, this spiritual skill questionnaire is categorized as quite good, because it is included in the interval (54.7 – 71.4).

It can be interpreted that as many as 30 out of 104 respondents, or a percentage of 28.84%, belong to the category of SB (Sangat Baik or Very Good) in terms of Spiritual Competence; and as many as 60 respondents, or 57.70%, have Spiritual Competence included in category B (Baik or Good); while 14 respondents, or 13.46% of the total sample, have a level of Spiritual Proficiency which is CB (Cukup Baik or Good Enough). These results can be seen through the table 2.

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondent</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>0</td>
<td>00.00%</td>
</tr>
<tr>
<td>Not Good</td>
<td>0</td>
<td>00.00%</td>
</tr>
<tr>
<td>Pretty Good</td>
<td>14</td>
<td>13.46%</td>
</tr>
<tr>
<td>Well</td>
<td>60</td>
<td>57.70%</td>
</tr>
<tr>
<td>Very Good</td>
<td>30</td>
<td>28.84%</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 1: The Number or Size of Samples

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>121/308 = 39 Students</td>
</tr>
<tr>
<td>VIII</td>
<td>103/308 = 33 Students</td>
</tr>
<tr>
<td>IX</td>
<td>84/308 = 27 Students</td>
</tr>
<tr>
<td>Total</td>
<td>104 Students</td>
</tr>
</tbody>
</table>

Table 2: Results of Study on Spiritual Competence
AINI YURISA,
Correlation between Spiritual Competence and Self-Expression

Table 3:
Results of Study on Self-Expression Positively

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondent</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Good</td>
<td>3</td>
<td>2.90%</td>
</tr>
<tr>
<td>Pretty Good</td>
<td>19</td>
<td>18.26%</td>
</tr>
<tr>
<td>Well</td>
<td>66</td>
<td>63.64%</td>
</tr>
<tr>
<td>Very Good</td>
<td>16</td>
<td>15.38%</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4:
Results of Study on Self-Expression Negatively

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondent</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>20</td>
<td>19.23%</td>
</tr>
<tr>
<td>High</td>
<td>76</td>
<td>73.07%</td>
</tr>
<tr>
<td>Medium</td>
<td>8</td>
<td>7.70%</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Very Low</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>100%</td>
</tr>
</tbody>
</table>

(Sangat Baik or Very Good) category; then 66 respondents, or 63.64% of respondents, included in the B (Baik or Good) category; around 19 respondents, or 18.26%, included in the CB (Cukup Baik or Good Enough) category; and around 3 respondents, or 2.90%, included in the KB (Kurang Baik or Poor) category. To be clearer, can be seen through the table 3.

As for negative self-expression abilities, 8 out of 104 respondents or 7.70% had moderate negative self-expression tendencies; then, 76 respondents or 73.07% had high negative self-expression abilities; and as many as 20 respondents or 19.23% have a very high tendency. This can be known based on the table 4.

Learning Behavior. The acquisition of the average value of the variable Y (Learning Behavior) is 91.59 with an interval class of 20.8. Then, the learning behavior questionnaire belongs to the good category, because it is in the interval class (88.5 – 109.2).

As for learning behavior, based on the calculation of the data obtained, there are as many as 4 out of 104, or 4% of respondents, have very good learning behavior; as many as 37% of respondents have fairly good learning behavior; and 59% of respondents belong to students, who have good learning behavior. These results can be clarified through the table 5.

As for negative self-expression abilities, 8 out of 104 respondents or 7.70% had moderate negative self-expression tendencies; then, 76 respondents or 73.07% had high negative self-expression abilities; and as many as 20 respondents or 19.23% have a very high tendency. This can be known based on the table 4.

Correlation between of Spiritual Competence and Self-Expression with Learning Behavior.

Furthermore, from the calculation results, it is known that Spiritual Competence and Self-Expression have a correlation with student Learning Behavior in learning amounting to 42.3% from the results of SPSS (Statistical Package for the Social Sciences) 18, from the Determination Coefficient, as evidenced by comparing F-count with F-table with the provisions F-count > F-table; then, H0 is rejected meaning that “there is a correlation between spiritual competence and self-expression with student learning behavior in learning at school” (cf Williams, 2007; Arifin, 2017:8; and Hayes, 2019).

Analysis of the correlation test between Spiritual Competence and Self-Expression with student Learning Behavior in learning using the product moment correlation formula. So, the value obtained is 0.650, which means there is a “strong”. Then,
the results are compared with r-table at a significant level of 5% to test, whether or not the correlation is significant. Because in this study $n = 104$, it is known that the r-table value at the significance level is $5\% = 0.194$. Therefore, the results of $r_{xy} = 0.650$ are greater than the r-table value at the 5% real level declared significant. See table 6.

Discussion and Implications. Based on the results of the research that has been done through the calculation of SPSS (Statistical Package for the Social Sciences) version 18.0, it can be concluded that, in general, the description of respondents in terms of students' Spiritual Competence (Variable X1) in Istiqamah Middle School in Bandung, West Java, Indonesia, based on 3 aspects, namely: Association with Allah; Linkages with the World; and Relation to Self-Belongs to a fairly good category (cf. Brownell, 2015; Daulay, 2017; and Na’imah, Sukiman & Nurdin, 2017).

While the description of student Self-Expression (Variable X2) based on 2 aspects, namely: positive self-expression; and negative self-expression classified as a good category (cf. Jang & Kim, 2012; Prameshella, 2018; and Sueb & Hartanti, 2018).

Then, for the description of student Learning Behavior in learning based on 3 categories, namely: intentional change; there are positive and active changes; and overall effective and functional changes are categorized as good (cf. Shah, 2014; Wahyudi, 2017; and Abdullah, Thalib & Sinring, 2018).

In addition, there is a strong positive relationship between Spiritual Competence and Self-Expression with student Learning Behavior in learning with a correlation coefficient of 0.650 and a coefficient of determination 42.3% (cf. Kimmeyi & Daryaee, 2016; Sadida & Triman, 2018; and Yurisa, 2019).

CONCLUSION

This study examines the correlation between Spiritual Competence and Self-Expression with student Learning Behavior in learning. The implications of Spiritual Competence for Learning Behavior in the learning process of students are so that students can get closer to God and make God the main foundation for learning, while worshipping so that they become more directed and behave properly as students in general. While the implications of the ability of students’ Self-Expression for Learning

Acknowledgement: I would like to thanks to Dr. Nandang Budiman and Dr. Titin Kartini, the Lecturers at the Study Program of Educational Psychology SPs UPI (Sekolah Pascasarjana Universitas Pendidikan Indonesia or School of Post Graduate Indonesia University of Education) in Bandung, West Java, Indonesia, whose guided me in conducting the research and final study. However, all contents and its interpretations related to this article are solely rested to my own responsibility academically.
Behavior of course so that students are able to express various ideas, thoughts, feelings, and actions in a positive way so as not to trigger the emergence of negative expressions.

The results of this study are recommended for educational staff, students, parents of students, government and educational institutions, and subsequent researchers with the following presentation:

Teachers. Research on the correlation between Spiritual Competence and Self-Expression with student Learning Behavior in learning is done to help improve spiritual competence, self-expression, and student learning behavior to be better, so that the education staff is expected to be able to facilitate and guide students to be more proficient in spiritual matters, expressing themselves in the form of better learning behavior.

Students. The implementation of the correlation study between Spiritual Competence and Self-Expression with Learning Behavior in learning in students is carried out in the hope that students can better recognize the level of spiritual competence and self-expression in learning, so that they can further try to improve it.

Students’ Parents. This research is expected so that parents of students identify their spiritual development, self expression, and learning behavior. So that it can help provide real solutions and actions for the problems of their own children, because parents are the first school for students to learn.

Government and Educational Institutions. The existence of this research is expected to motivate the government in general, and specifically for the Bandung City Education Office and also the religious department to contribute also in improving Spiritual Competence and Self-Expression with students’ Learning Behavior in Islamic-Based Junior High School learning. This can be realized in several ways, such as providing religious and psychological counseling on various student problems in school or digital simulations that are of interest to students in the 21st century.

Next Researcher. This research is expected to be an opening for new insights in terms of learning, especially Spiritual Competence, Self-Expression, and Learning Behavior. For the next researcher can do research with different variables from this study or better yet can make a method or treatment that is structured and in accordance with the characteristics of students in overcoming spiritual problems and self-expression of students.

References


Statement: I confirm that this article has not been published elsewhere and is not under consideration in whole or in part by another journals. This article is also not product of plagiarism. So, I have no conflicts of interest to declare it.


