

**Intelligence Balance: Critical Foundations In Meeting 21 st Century Demands  
For Secondary Learners**

**Huswatul Hasanah**

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

Email: *huswatul.hasanah17@gmail.com*

**Abstrak**

Manusia yang berkualitas pada abad 21 sangat diperlukan dan ditekankan. Di abad ke-21, keseimbangan antara pengetahuan dan keterampilan adalah referensi dasar untuk sumber daya manusia berkualitas. Era ini menyajikan peluang dan tantangan bagi siswa untuk mengembangkan keterampilan lunak dalam persiapan untuk masa depan. Dokumen ini bertujuan untuk mengetahui dan memahami pentingnya keseimbangan kecerdasan intelektual, emosional, dan spiritual bagi siswa sekolah menengah dalam menghadapi tuntutan kehidupan abad ke-21. Metode penelitian menggunakan studi literatur, data, dan sumber data yang diperoleh melalui buku-buku dan artikel jurnal yang relevan dengan topik penelitian. Analisis data menggunakan teknik analisis konten. Hasilnya menemukan bahwa kecerdasan intelektual, emosional, dan spiritual saling terkait dan saling membutuhkan satu sama lain. Keseimbangan IQ, EQ, dan SQ penting bagi siswa di kehidupan abad ke-21 sebagai persyaratan untuk menghadapi peluang dan tantangan kehidupan abad 21. Keseimbangan IQ, EQ, dan SQ adalah salah satu faktor keberhasilan bagi siswa, terutama ketika mereka menghadapi masalah kehidupan. Keseimbangan tiga kecerdasan memungkinkan siswa untuk membuat keputusan yang bijaksana tentang masalah yang mereka hadapi. Sebaliknya, siswa yang tidak memiliki keseimbangan kecerdasan akan mengalami kesulitan ketika menghadapi kompleksitas masalah kehidupan.

Kata kunci: Kecerdasan, tuntutan, abad 21, pelajar.

**Abstract**

Emphasizing the need for human quality in the 21st century. In the 21st century, the balance between knowledge and skills is a basic reference for quality human resources. This era presents opportunities and

challenges for students to develop soft skills in preparation for the future. This paper aims to know and understand the importance of the balance of intellectual, emotional, and spiritual intelligence for secondary students in facing the demands of 21st-century life. The research method uses literature studies, data, and data sources obtained through books and journal articles relevant to the theme of the study. Data analysis uses content analysis techniques. The results found that intellectual, emotional, and spiritual intelligence are interrelated and need each other. The balance of IQ, EQ, and SQ is important for students in 21st-century life as a provision for facing the opportunities and challenges of 21st-century life. The balance of IQ, EQ, and SQ is one of the success factors for students, especially when they are faced with life problems. The balance of the three intelligences makes learners able to make wise decisions about the problems they face. Conversely, learners who do not have a balance of intelligence will have difficulty when faced with the complexity of life problems.

**Keywords:** *Intelligence, demands, 21st century, students*

### **Introduction**

The 21st century is characterized by rapid changes and developments in science and technology in all aspects of life, including education (Rahayu et al., 2022). The developments that occur cause demands for changes in competencies or skills. 21st century skills express the characteristics of individuals who become good citizens in terms of work. In addition, the main skills used in the 21st century refer to the development of cognitive, behavioral, or emotional forms of expertise for school and out-of-school life. 21st century skills are skill development that is prioritized in involving creativity, innovation, critical thinking, problem solving, decision making, learning, communication, and collaboration. Collaboration is important in developing skills that link information technology for the future of students when working in the field (Andrian & Rusman, 2019; Baroya, 2018; Prayogi & Estetika, 2019; Wiryanto et al., 2023). All the skills demanded and challenges that arise in the 21st century must be able to be answered by the world of education (Rawung et al., 2021).

The demand for changes in competencies or skills in the 21st century is certainly a challenge and an opportunity for students. Especially for secondary-level learners. Middle-level learners (SMP or SMA) are learners in the adolescent category, where adolescence is a transition period from childhood to adulthood (Hidayati, 2015; Octavia, 2020; Samadi, 2004). Then, at this time, secondary students also experience a period of rapid change in themselves, both in physical changes as well as changes in attitudes and behaviour (Gainau, 2015). The lives of secondary learners in adolescence struggle with three core issues: independence,

intimacy, and identity (Doka, 2011). Adolescence determines the direction of learners' lives. They can achieve many positive things in their lives, but it is also possible to be affected by bad things. If adolescents are able to cope with the various demands they face in an integrative manner, they will find their true selves. Conversely, if he fails, then he will be in a prolonged identity crisis (Sejati, 2019).

Deviations that occur in adolescence are related to self-regulation, namely human efforts to control themselves and also maximise self-concept in themselves, including internal and external factors. Internal factors that can affect self-concept are: self-identity, self-actors, self-acceptance, or judgment. Meanwhile, external factors that can affect self-concept are: physical self, ethical-normal self, personal self, family self, social self, and social self (Dewi, 2021; Prasasti, 2017; R. Utari, 2021). In addition, this period is also a critical phase in individual development, where their inability to meet various demands and life choices can shape the direction of their future. The changes that occur in an adolescent have various kinds of impacts on the adolescent. The readiness needed for the adult phase includes various aspects such as emotional, social, religious, intellectual, physical, and even moral development. If they are not able to go through this phase well, it will be problematic for their future development (Suryana et al., 2022).

To face the demands of 21st century life for secondary students, it is necessary to have the ability to manage the potential intelligence that exists in humans. Intelligence is a person's ability to solve problems (Pakpahan, 2021; Rangkuti et al., 2023). There are three intelligences in humans as fundamental factors that determine a person's success, namely intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ) (Gunawan, 2009). Intellectual intelligence is an intellectual ability, analysis, logic, and ratio; it is the intelligence to receive, store, and process information into facts (Pakpahan, 2021). Intellectual intelligence is an ability that includes learning and problem solving using words and symbols (TSP, 2014). Intellectual intelligence has an important role in achieving learning achievements, such as understanding the subject matter (Markhamah & et al., 2022). Intellectual intelligence is the main foundation in education. However, advances in technology and globalisation are expanding the demands on learners to not only have knowledge but also the critical and solutive thinking skills needed to face the complex challenges that arise. In an era where information is easily available and rapidly changing, intellectual intelligence needs to be juxtaposed with other dimensions of intelligence, namely emotional intelligence and spiritual intelligence.

Emotional intelligence is the ability to respond to emotional knowledge in the form of receiving, understanding, and managing it (Mubayidh, 2006). Emotional intelligence is our ability to build emotions well in relation to ourselves and others. One of the characteristics of someone with emotional intelligence is

empathy. Empathy is the ability to understand the feelings of others, or the ability to feel what others feel. Emotional intelligence is only concerned with revamping, structuring, and managing feelings, whose social value is that people who have emotional intelligence have social skills, namely skills in dealing with other people (Muhyidin, 2007). These skills help learners adapt to various social environments and build healthy relationships. Mental and social abilities are influenced by intellectual and emotional intelligence.

Meanwhile, spiritual intelligence is a person's ability to face and solve problems of meaning and value by placing our behaviour and life in a broader context of meaning and having the intelligence to judge that one's actions or way of life are more meaningful than others. Someone who has high spirituality can interpret everything well, so that it becomes a way to find happiness (Zohar, 2002). Spiritual intelligence is the ability to give spiritual meaning to thoughts, behaviours, and activities and to synergize IQ, EQ, and SQ comprehensively. The meaning of giving spiritual meaning is to give the meaning of worship to everything; the meaning of everything is juxtaposed to God (Agustian, 2005; Tasmara, 2001). In this fast-paced and technological era, spiritual intelligence provides a foundation for learners to explore the meaning of their lives and understand their role in society.

The importance of a balance between intellectual intelligence, emotional intelligence, and spiritual intelligence is becoming increasingly clear in the face of the complexities of modern life. Individuals who are able to integrate and balance these three dimensions of intelligence tend to be more adaptive, resilient, and able to cope better with change. This study aims to explore the balance of intelligences as a critical foundation for coping with the demands of the 21st century for secondary learners. A deeper understanding of the relationship between these three dimensions of intelligence will enable the design of a holistic approach to education, forming learners who possess not only academic intelligence but also a solid emotional and spiritual balance.

### **Research Method**

Researchers use the research method of literature study or library research. Library research includes qualitative research; library research is research that utilizes library sources to obtain data. Sources can be books, journals, reports, monographs, and others (Mustofa, 2023; Siregar & Fahmi, 2023; Zed, 2014). As for how to obtain data through the interaction of researchers with library materials using the documentation method, the data and data sources used are 25 books and 28 national journal articles relevant to the topic of discussion. Researchers carry out data validity checks to ensure the trustworthiness of the results of data analysis and interpretation. The data validity check technique in this research is observation persistence or contingency analysis; it is a technique that allows researchers to infer co-occurrences contained in the text, whether produced by the source or the researcher. Contingency analysis is an analytical technique in itself; it

begins with a group of recording units that must contain a sufficient number of co-occurrences (Krippendorff, 2004; Wibowo, 2023).

The next step is data analysis, which is the process of analyzing the data that has been collected in the research by decomposing a problem or focus of study into parts so that the arrangement and order of the form of something that is decomposed appear clearly and easily digested or capture its meaning (Helaluddin & Wijaya, 2019; Saputra et al., 2023; Sugiyono, 2019). Data analysis uses content analysis techniques, which aim to study, describe, and summarize content. Through the content analysis method, it is possible to see the consistency of meaning in a text that is described in structured patterns, so that researchers understand the value system behind the text (Eriyanto, 2015; Hamzah, 2020).

### **Results and Discussion**

Education in the 21st century is synonymous with science and technology (IPTEK), which is developing very rapidly. In the 21st century, the development of quality human resources is more emphasised or needed (Baharizqi et al., 2023). This era presents opportunities and challenges for students in developing soft skills in preparation for the future (Wahyudiono, 2023). In the 21st century, it also emphasises meaningful and learner-centred learning and develops learner competencies (D. Utari & Muadin, 2023), especially in the 4C skills, namely critical thinking and problem solving, creativity, communication skills, and the ability to work collaboratively (Virmayanti et al., 2023). In addition, 21st-century education emphasises the development of adaptability and problem solving in a rapidly changing environment (Kusmawati et al., 2023).

In the 21st century, there is a need for a balance between knowledge and skills as the basis of quality human resources in the development of the times. Sharpening skills through self-habituating and fulfilment of life needs in various kinds of things based on knowledge. 21st century learning is expected to open wider job opportunities and expand employment opportunities for Indonesian people as quality and superior human resources. Therefore, it is expected that education can create quality human resources in the field of information technology and also in humanitarian aspects because 21st century learning integrates more knowledge and skills (Mardhiyah et al., 2021).

To face the opportunities and challenges of 21st century life for students, it is necessary to have the ability to manage the potential intelligence that exists in humans. In humans, there are three intelligences, namely intellectual, emotional, and spiritual intelligence, which is the potential of God for humans that must be played in a balanced manner (Sriani, 2015). Understanding the differences in intelligence that exist in humans (IQ, EQ, and SQ) has enormous implications for humans in the way they think and behave. With the discoveries in the field of neuroscience, some people are becoming more rational, but many more are becoming "irrational." In a sense, more and more people are aware of the great potential within themselves. It is not only about social relationships between people but also existential relationships regarding the meaning of life (Pasiak, 2004).

The balance of intellectual, emotional, and spiritual intelligence is very important for students, especially in the 21st century (Widiyawati & Muhammad, 2023). Through the intellectual intelligence possessed by students, it can produce good learning outcomes. With high intellectual intelligence, students can more easily absorb the knowledge given by educators. In addition, high intellectual intelligence abilities in students can make it easier for them to solve the problems they face (Permata et al., 2024).

Then, with emotional intelligence, learners' lives become more qualified and happy. Emotional intelligence can provide valuable insights for learners to be better at communicating emotional portrayal and self-management issues such as stress, distress, morale, and low-quality work in daily life. Emotional intelligence includes things like self-awareness, self-regulation, motivation, empathy, and social skills. Good emotional intelligence can be seen in the ability to recognise oneself, control oneself, motivate oneself, empathise, and develop social skills. Therefore, someone who has good emotional skills will succeed in life and have the motivation to continue learning. Meanwhile, someone who has poor emotional skills will lack the motivation to learn, which can damage their ability to focus on individual tasks (Permata et al., 2024).

Meanwhile, through spiritual intelligence, students have the ability to understand and give spiritual meaning to one's life. By having good spiritual intelligence, they will be better able to face various problems that will be experienced. Therefore, to effectively function intellectual intelligence and emotional intelligence, one needs the foundation of spiritual intelligence (Dwiantanti & Wahyudi, 2022). Spiritual intelligence guides and scouts the heart's radar, enabling wiser attitudes and directing towards the divine truth that resonates within the voice of the heart. When a person's emotions are running well, the spiritual voice of his heart is alive, open to the truth, and free from bondage, arrogance, and anger (Sriani, 2015). Spiritual intelligence is spiritual and reflective, directing humans to 'know-why'. Spiritual intelligence gives humans the eyes to see the positive value in every problem and the wisdom to deal with problems while taking advantage of them (Saihu, 2022).

According to Dominic Petrus Jarob, intellectual quality is the ability of learners to organize, plan, and analyze situations and be realistic in making decisions. Emotional quality is having a controlled quality, being sensitive to situations, and being able to restrain themselves. Meanwhile, spiritual quality is the quality of recognition and obedience to God. Furthermore, he emphasized that IQ, EQ, and SQ are intertwined, interrelated, and must grow together. We must promote a balance of the three. The imbalance of the three will make it difficult for a person to make decisions, or vice versa, very quickly draw conclusions, or maybe even have no decisions and hesitate (Jarob, 2011). In line with Jarob's opinion, Mariani stated in her research that IQ, EQ, and SQ have a relationship that can be said to need each other and complement each other. Furthermore, she said that SQ teaches human interaction with the Creator, while IQ and EQ teach human interaction with themselves and the surrounding nature. If the three are

not balanced and proportional, then humans will not be able to achieve their status as caliphs on earth (Mariani, 2021).

Intellectual, emotional, and spiritual intelligence can be developed in accordance with the times so that intellectual intelligence is not only limited to knowing but can be done by observing, imitating, and modifying creativity, which can produce creativity towards everything. Then the development of spiritual intelligence can be done with a sense of self-consciousness of humans as weak creatures who need extraordinary powers that are abstract beyond human reasoning because, with their awareness, humans since birth have a religious soul that is used to always seek God and truth (Aryani et al., 2022).. Furthermore, the ability and quality of the learning process applied play a crucial role in enhancing students' intelligence. The learning process will be more meaningful if it has a balance between knowledge, attitudes, and skills by adjusting the learning model, which can increase intelligence in students (Yusup, 2023).

How to develop students to balance IQ, EQ, and SQ by applying several benchmarks as follows: love for God and the universe; responsibility, discipline, and independence; tolerance and peace-loving towards others; kindness and humility; leadership and justice; self-confidence, creativity, hard work, and perseverance; compassion, care, and cooperation; respect and courtesy; and honesty. Additionally, applying several benchmarks set by national education can help develop students who are balanced in terms of IQ, EQ, and SQ. Not far from this, the way to educate children who are balanced in terms of IQ, EQ, and SQ is to apply the values of Pancasila to students (Hafni et al., 2023).

### **Conclusion**

The balance of intellectual, emotional, and spiritual intelligence in 21st-century life is very important for learners. The balance of the three intelligences is one of the success factors for learners. In the 21st century, quality human beings are needed and emphasised by balancing knowledge and skills. To develop soft skills in learners certainly has opportunities and challenges. To face opportunities and challenges in 21st-century life for learners, it is necessary to have the ability to manage the potential intelligence that exists in humans. In humans, there are three intelligences, namely intellectual, emotional, and spiritual intelligence, which is the potential of God for humans, that must be played in a balanced manner.

### **References**

- Agustian, A. G. (2005). *Rahasia sukses membangun kecerdasan emosi dan spiritual ESQ: emotional spiritual quotient berdasarkan 6 Rukun Iman dan 5 Rukun Islam*. Penerbit Arga.
- Andrian, Y., & Rusman, R. (2019). Implementasi Pembelajaran Abad 21 dalam Kurikulum 2013. *Jurnal Penelitian Ilmu Pendidikan*, 12(1), 14–23.
- Aryani, W. D., Yuniar, D., Fauziyah, A. S., & Karlina, T. (2022). Pengembangan Kecerdasan Intelektual, Emosional Dan Spiritual. *Jurnal Pendidikan Indonesia : Teori, Penelitian, Dan Inovasi*, 2(4). <https://doi.org/10.59818/jpi.v2i4.225>
- Baharizqi, S. L., Iskandar, S., & Kurniawan, D. T. (2023). Optimalisasi Penerapan Model Pembelajaran Berbasis Permainan dalam Pembelajaran Abad 21 di Sekolah Dasar. *Jurnal Lensa Pendas*, 8(1), 9–16.
- Baroya, E. H. (2018). Strategi Pembelajaran Abad 21. *As-Salam Jurnal Ilmiah Ilmu-Ilmu Keislaman*, 1(01), 101–115.

## Huswatul Hasanah

- Dewi, F. N. R. (2021). Konsep Diri pada Masa Remaja Akhir dalam Kematangan Karir Siswa. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* 5(1), 46–62. <https://doi.org/10.21043/konseling.v5i1.9746>
- Doka, K. J. (2011). *Adolescence, Identity and Spirituality*.
- Dwiastanti, A., & Wahyudi, A. (2022). Peran Kecerdasan Intelektual, Kecerdasan Emosional Dan Kecerdasan Spiritual terhadap Pengelolaan Keuangan Usaha Mikro Kecil Dan Menengah (UMKM) Di Kota Malang. *INOBIIS: Jurnal Inovasi Bisnis Dan Manajemen Indonesia,* 5(2), 241–254. <https://doi.org/10.31842/jurnalinobis.v5i2.227>
- Eriyanto. (2015). *Analisis Isi: Pengantar Metodologi untuk Penelitian Ilmu Komunikasi dan Ilmu-Ilmu Sosial Lainnya* (Cetakan Ke). Prenada Media.
- Gainau, M. B. (2015). *Perkembangan Remaja dan Problematikanya*. PT Kanisius.
- Gunawan, K. (2009). *Melalui Aura, Kenali Potensi Sukses Anda dalam 10 Detik!* PT Elex Media Komputindo.
- Hafni, N. D., Shofwan, A. M., Laila, K., & Arifin, T. Z. (2023). Pendidikan Karakter untuk Membangun Anak Didik yang Memiliki Keseimbangan IQ, EQ, dan SQ. *Jurnal Bocil,* 1(1), 17–25.
- Hamzah, A. (2020). *Metode Penelitian Kepustakaan Library Research*. Literasi Nusantara.
- Helaluddin, & Wijaya, H. (2019). *Analisis Data Kualitatif: Sebuah Tinjauan Tori & Praktik*. Sekolah Tinggi Theologia Jaffray.
- Hidayati, F. N. N. A. (2015). *Perkembangan Peserta Didik*. FATABA Press.
- Jarob, D. P. (2011). Melahirkan Pelayan Tuhan yang Seimbang. *Pambelum: Jurnal Teologi,* 3(1), 35–39.
- Krippendorff, K. (2004). Content Analysis: An Introduction to Its Methodology. In *California: Sage Publications*. <https://doi.org/10.26740/jrpd.v10n2.p121-127>
- Kusmawati, H., Shobah, A. J. N., Kusmawati, E. D., & Fatmawati, W. (2023). Pendidikan Islam di Abad 21. *Ulil Albab: Jurnal Ilmiah Multidisiplin,* 2(9), 4215–4220. <https://doi.org/10.55799/jalr.v17i01.252>
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan,* 12(1), 187–193. <http://journal.unilak.ac.id/index.php/lectura/article/view/5813/2659>
- Mariani. (2021). Pendidikan Holistik dalam Islam: Studi terhadap IQ, EQ, dan SQ. *Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam,* 11(1), 1–13. <https://doi.org/10.18592/jtipai.v11i1.4780>
- Markhamah, & et al. (2022). *Strategi Pengembangan Talenta Inovasi dan Kecerdasan Anak*. Muhammadiyah University Press.
- Mubayidh, M. (2006). *Kecerdasan dan Kesehatan Emosional Anak*. Pustaka Al-Kautsar.
- Muhyidin, M. (2007). *Manajemen ESQ Power*. Diva Press.
- Mustofa, M. (2023). *Metode Penelitian Kepustakaan (Library Research)*. Get Press Indonesia.
- Octavia, S. A. (2020). *Motivasi Belajar dalam Perkembangan Remaja*. Deepublish Publisher.
- Pakpahan, D. P. (2021). *Kecerdasan Spiritual (SQ) dan Kecerdasan (IQ) dalam Moralitas Remaja Berpacaran Upaya Mewujudkan Manusia yang Seutuhnya*. CV. Multimedia Edukasi.
- Pasiak, T. (2004). *Revolusi IQ/EQ/SQ: Antara Neurosains dan Al-Quran*. Mizan.
- Permata, I., Ariansyah, Aprilia, M., & Asbari, M. (2024). Pengaruh Kecerdasan Intelektual dan Kecerdasan Emosional dalam Perspektif Neurosains di Dunia Pendidikan. *Journal of Information Systems and Management (JISMA),* 3(2), 60–64.
- Prasasti, S. (2017). Kenakalan remaja dan faktor penyebabnya. *Prosiding SNBK (Seminar Nasional Bimbingan Dan Konseling),* 1(1), 28–45.



## Huswatul Hasanah

- Prayogi, R. D., & Estetika, R. (2019). Kecakapan Abad 21: Kompetensi Digital Pendidik Masa Depan. *Jurnal Manajemen Pendidikan*, 14(2), 144–151. <https://doi.org/10.15330/jpnu.5.1.40-46>
- Rahayu, R., Iskandar, S., & Abidin, Y. (2022). Inovasi Pembelajaran Abad 21 dan Penerapannya di Indonesia. *Jurnal Basicedu*, 6(2), 2099–2104. <https://doi.org/10.31004/basicedu.v6i2.2082>
- Rangkuti, C., Ependi, R., & Amin, N. (2023). *Mengembangkan Metode Menghafal Al-Quran (Pendekatan Kecerdasan Majemuk)*. PT. Green Pustaka Indonesia.
- Rawung, W. H., Katuuk, D. A., Rotty, V. N. J., & Lengkong, J. S. J. (2021). Kurikulum dan Tantangannya pada Abad 21. *Jurnal Bahana Manajemen Pendidikan*, 10(1), 29–34. <https://doi.org/10.24036/jbmp.v10i1.112127>
- Saihu, M. (2022). AL-QUR'AN DAN KECERDASAN MANUSIA (Kajian tentang Kecerdasan Intelektual (IQ), Kecerdasan Emosional (EQ) dan Kecerdasan Spiritual (SQ). *Mumtaz: Jurnal Studi Al-Quran Dan Keislaman*, 6(02), 233–251.
- Samadi, F. (2004). *Bersahabat dengan Putri Anda: Panduan Islami dalam Memahami Remaja Putri Masa Kini*. Pustaka Zahra.
- Saputra, M. R. A., Chalid, F. I., & Budianto, H. (2023). *Metode Ilmiah dan Penelitian: Kuantitatif, Kualitatif, dan Kepustakaan (Bahan Ajar Madrasah Riset)*. Nizamia Learning Center.
- Sejati, S. (2019). Implikasi Egosentris dan Spiritual Remaja dalam Mencapai Perkembangan Identitas Diri. *Jurnal Ilmiah Syiar*, 19(01), 103–126.
- Siregar, H., & Fahmi, F. (2023). *Metodologi Penelitian (Sebuah Pengantar Bidang Pendidikan)*. Jejak Pustaka.
- Sriani. (2015). Urgensi keseimbangan IQ, EQ, SQ Pendidik dalam Proses Manajemen Pembelajaran. *Jurnal Nur El-Islam*, 2(1), 55–77.
- Sugiyono. (2019). *Metode Penelitian Pendidikan*. Alfabeta.
- Suryana, E., Wulandari, S., Sagita, E., & Harto, K. (2022). Perkembangan Masa Remaja Akhir (Tugas, Fisik, Intelektual, Emosi, Sosial dan Agama) dan Implikasinya pada Pendidikan. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(6), 1956–1963. <https://doi.org/10.54371/jiip.v5i6.664>
- Tasmara, T. (2001). *Kecerdasan Ruhaniah (Transcendental Intelligence)*. Gema Insani Press.
- TSP, M. (2014). *Kualitas Kecerdasan Intelektual Generasi Pembaru Masa Depan*. Universitas Brawijaya Press.
- Utari, D., & Muadin, A. (2023). Peranan Pembelajaran Abad-21 Di Sekolah Dasar Dalam Mencapai Target Dan Tujuan Kurikulum Merdeka. *Jurnal Pendidikan Islam Al-Ilmi*, 6(1), 116. <https://doi.org/10.32529/al-ilmi.v6i1.2493>
- Utari, R. (2021). Self Regulation pada Remaja dalam Perspektif Islam ( cara pandang dalam perspektif Psikologi dan Agama Islam menghadapi usia remaja dan problematikanya). *Bayani: Jurnal Studi Islam*, 1(1), 43–51.
- Virmayanti, N. K., Suastra, I. W., & Suma I Ketut. (2023). Inovasi dan Kreativitas guru dalam Mengembangkan Keterampilan Pembelajaran Abad 21. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 515–527.
- Wahyudiono, A. (2023). Perkembangan Kurikulum Merdeka Belajar Dalam Tantangan Era Society 5.0. *Education Journal : Journal Educational Research and Development*, 7(2), 124–131. <https://doi.org/10.31537/ej.v7i2.1234>
- Wibowo, F. C. (2023). *Teknik Analisis Data Penelitian: Univariat, Bivariat dan Multivariat*. Get Press Indonesia.
- Widiyawati, E., & Muhammad, D. H. (2023). Pengembangan Kecerdasan Spiritual ( SQ ) Melalui Pembelajaran Pendidikan Agama Islam Di SMP Nurul Islam Kota Probolinggo. *AL-AFKAR: Journal for Islamic Studies*, 6(1), 393–404. <https://doi.org/10.31943/afkarjournal.v6i1.584>
- Wiryanto, W., Fauziddin, M., Suprayitno, S., & Budiyo, B. (2023). Systematic Literature Review: Implementasi STEAM di Sekolah Dasar Kelas Rendah. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(2), 1545–1555.

## Huswatul Hasanah

- <https://doi.org/10.31004/obsesi.v7i2.4268>  
Yusup, U. M. (2023). Creation of the Esqk Learning Model as an Effort to Improve Multi Intelligence. *Jurnal Ilmu Sosial Dan Pendidikan (JISIP)*, 7(4), 3473–3479.  
<https://doi.org/10.58258/jisip.v7i1.5834/http>  
Zed, M. (2014). *Metode Penelitian Kepustakaan*. Yayasan Pustaka Obor Indonesia.  
Zohar, D. & I. M. (2002). *SQ: Memanfaatkan Kecerdasan Spiritual dalam Berpikir Integralistik dan Holistik untuk Memaknai Kehidupan* (Terj. Rahm). Mizan.