



The Practice of Mindful Communication Brings the Strong Effect on Spiritual Intelligence of School Students

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ABSTRACT

This study aims to describe the influence analysis of students' mindful communication abilities on the spiritual intelligence of Triratna High School students in West Jakarta. Mindful communication ability is the communication ability that is adequately conveyed by being aware of aspects of language and communication ethics. Character is formed due to an understanding of the three relationships that every human being must experience. Spiritual intelligence is the foundation for intellectual and emotional intelligence to function effectively. This study used a descriptive approach and a quantitative regression method using two instruments to measure mindful communication's effect on students' mental intelligence at Triratna school, West Jakarta. The results of this study indicate that there is a positive relationship between mindful communication and cognitive intelligence. The results of this study contain implications that mindful communication has an essential role for students.

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Introduction

Spiritual intelligence is the intelligence to overcome and solve life's problems by placing individual behavior in a deeper and broader context (Nugroho, 2021). Increased mental intelligence has an impact on a better quality of life. Cognitive intelligence refers to the skills and talents that enable people to solve everyday problems. The spiritual interior can be used as the primary means of overcoming life's crises and traumas. Spiritual intelligence is a necessary foundation for the effective functioning of intellectual and emotional intelligence. In short, spiritual intelligence can combine the other two skills mentioned above: intelligence and



emotional intelligence (Shapiro and Carlson, 2009). Spirituality is needed for people who still need guidance from an early age. Advice from an early age makes people more motivated and focused on learning. Through spiritual intelligence, positive attitudes such as self-awareness, passion, motivation, leadership, and responsibility grow.

Spiritual intelligence is part of intelligence that develops early in the school environment because it is considered capable of balancing intellectual and emotional intelligence. Mental intelligence is an essential aspect of intelligence that must be developed in society (Khullida, 2020). After all, education in Indonesia is not only about student's intellectual, emotional, and spiritual aspects. A mental crisis in children is an emerging problem, such as crime, gambling, brawls between schools, etc. This is because some more advanced humans have no balance between religious values. Therefore, moral issues need special attention to strengthen children from unwanted things, and it is necessary to develop students' spiritual intelligence so that they understand religion and know how to apply it in everyday life. (Permadi et al., 2020). Spiritual intelligence is a field of intellect whose mission is to open a person's way of thinking so that he is more flexible, intelligent, and able to solve the problems he faces wisely and calmly. The study's results (Robert Coles, 1990) provide one of the most comprehensive works on childhood spirituality based on interviews with young people and religious beliefs in various countries. Despite the children's different backgrounds, Cabbage shared the same spiritual concerns and desires. Coles showed that children's spirituality stems from their desire to know what and why. Moreover, every part of their life is related to their spiritual thoughts. Therefore, moral attitudes and emotions such as shame and guilt are the first foundation of spiritual understanding.

This condition aligns with findings (Waskito et al., 2018), which show a positive relationship between mindfulness and life satisfaction. These results indicate that mindful individuals can achieve life satisfaction and avoid anxiety, stress, and frustration that affect individual adjustment and problem-solving success. This mode allows wake-up and troubleshooting. How is the ability to explain the meaning of life, understand the value of every action, and the potential ability of each person to understand and define purpose, values, morality, and love for a greater power and fellow human beings? Overall, you can live wisely, calmly, and happily and live more actively. Spiritual intelligence plays an essential role in everyday life; although it is called spiritual intelligence, it is not only based on religion because it can also be achieved in various ways, such as through worship and meditation. Puja glorifies Buddha by offering flowers, lamps, incense, and so on (Sigit, 2014). Doing puja is directly related to spiritual intelligence, where through puja, a person can develop his mind so that noble qualities arise in purifying thoughts, speech, and actions. In worldly life, humans must choose between needs and desires, good and bad. Under these conditions, humans must have a qualified spirituality.

Mindful communication is communicating well, attention to language, and communication ethics. According to (Anthony and Vidal, 2010), from the point of



view of mindful communication, the interaction between participants in the communication process focuses on the presence, response, and understanding of information. Whether we realize it or not, youth shapes one's ability to adapt and develop in adulthood. If there are communication problems at this age, there will likely be problems in adulthood. In thinking and behaving as adults, obstacles arise in achieving and carrying out their desires. Character is formed as a result of an understanding of the three relationships that must be experienced by everyone (relationship triangle), namely the relationship with oneself (internal), the environment (social and environmental relations), and the relationship with God. (spiritual). The results of these relationships ultimately provide insight/understanding of individual values and beliefs. How one sees forms of human relations determines how the world is treated. Negative performance affects adverse treatment, and positive knowledge treats the world positively.

In addition, several studies have shown that cognitive intelligence can be increased through mindful communication skills, where a person can mindfully accept and perceive everything that happens so that everything done by the body can be adequately controlled, increasing self-confidence and problems. - solving skills. In this case, to maintain spiritual intelligence, spiritual awareness must be practiced in a calm and controlled way of life. Based on the results of interviews conducted with several Triratna school teachers, information was obtained that the spiritual intelligence of Triratna High School was good, but there was still room for improvement, including some students who changed their religious identity without knowing it. In fact, what beliefs do they have? Students' level of mental intelligence is not commendable, and this shows that there are still gaps in students' communication with their peers through mindful contact. To increase this spirituality, schools hope to develop mindfulness practices and mindful communication to improve the quality of student academic achievement. In addition, the mental intelligence of each student at Triratna High School varies from day to day. Teachers obey students to apply morning mindfulness and good manners, and it is not yet known how attractive Triratna High School is for school students in terms of carrying out practical activities and practicing the given Buddhist teachings.

Based on the background described above, mindful communication in improving mental intelligence is an interesting phenomenon to study. Several studies have specifically examined how mindful contact affects cognitive intelligence. However, this study examines how these variables affect the development of mental intelligence. In addition, the gaps in the results of previous studies provide opportunities for further research. Therefore, this study investigates how mindful communication affects students' mental intelligence at Triratna School, West Jakarta.

Method

This study uses survey research that takes samples from one population and uses a questionnaire as the primary data collection tool with the regression method to



determine mental intelligence influenced by mindful communication among Triratna High School students. All students from SMA Triratna in West Jakarta participated in this study. The research subjects were SMA Triratna Jakarta Barat students' mindful communication and mental intelligence. In this research, the data collection to have research material, a questionnaire, was used as a measuring tool (instrument) which was compiled based on the metrics of each research variable as a list of respondents willing to provide answers according to the instructions of the research institute, which is usually used.

According to (Sugiyono, 2016) population is a generalized area (group) consisting of objects or subjects with specific characteristics and characteristics set by researchers to study and then draw conclusions. If you want to see all elements of the research field, then the research is population research. Ninety-eight students from SMA Triratna in West Jakarta participated in this study. Proportional random sampling is used in the sampling technique. The selection was carried out using a relatively simple random sample for each student. Research data was collected using a tool (questionnaire), where information was obtained directly from all respondents selected as research samples. In this quantitative regression study, two instruments were used to measure the effect of mindful communication on students' mental intelligence at Triratna School, West Jakarta.

Fundings & Discussion

Mindful Communication

The nature of mindful communication is a character that focuses on maximum communication behavior in compassion and empathy but minimal anger. The theory used is interpersonal communication theory, known as Attentive Communication. When interacting with people from different cultures, one may encounter unexpected problems or obstacles. Barriers can be using other languages, values, social norms, or communication behaviors in each culture. The prerequisite for a good relationship is communication built on mutual understanding so that exchanging information or meaning runs smoothly in different cultures.

The nature of mindful communication cannot develop overnight. This character development requires a process that does not occur immediately and must be started early. This figure of mindful communication can be formed since the golden age, namely from zero to seven years. The nature of the mindful communication of Golden Age children could be shaped by the production and presentation of the works of art they created in the educational institutions they studied. According to (Wahyuningtyas, 2015), mindful communication is one of the essential qualities that ideally every individual has, whose development begins when a person is between zero to seven years old. The nature of mindful communication is a character that focuses on maximum communication behavior in compassion and empathy but minimal anger. The theory used is interpersonal communication theory, known as Attentive Communication.



Constant communication begins with socialized and internalized habits and is then instilled into the person. One way to teach is through behavior and interaction with others. Once established, maintaining the caring nature of communication does not mean losing the way of thinking when communicating means demeaning others (Wahyuningtyas, 2016). Although the formed character lasts long, the original character will undoubtedly disappear and change in a different direction as time goes by under constant pressure. In mindful communication, listening skills and abilities precede empathy and sincerity (Listening). Listening is defined as an active process with five stages in the process, namely (1) receiving, (2) understanding, (3) remembering, (4) evaluating, and (5) giving a response.

According to (Burmansah et al., 2020), mindfulness exercises are needed to create positive effects related to the exercises' role, formally and informally. In character education, early childhood is actively allowed to develop their potential and apply internal processes and values to become individuals who get along with society and create a more prosperous community life. Mindful Communication character education is planned and implemented by school principals, teachers, and lecturers (instructors) together as a community and implemented in the curriculum (Center for Education and Development of Education, 2010). Mindful communication is carried out through integration into daily activities, namely by: (1) routine activities, (2) spontaneous activities, (3) exemplary, and (4) rehabilitation in addition to the things mentioned above. It is also necessary to study the culture of educational institutions/universities.

More specifically, concerning these critical elements, mindfulness means being fully aware of what is happening in the present moment, with an open and non-judgmental attitude towards internal (i.e., feelings and thoughts) and external stimuli (Arendt, Johannes). FW, 2019). Mindfulness techniques help focus attention and potentially improve student well-being (Wongkom, S., Sanrattana, W., & Chusorn, 2019). Mindfulness results from increased awareness (awakening) and attention focused on an internal state and external environment to gain experience of being in the here and now, without needing to determine, without judgment, for example, being open in the process of knowledge and acceptance.

Brown, Ryan, and Kabat-zinn's basic idea that mindfulness stems from Buddhism is similar to studying human intelligence. Zohar et al. describes various types of human intelligence, particularly spiritual intelligence or SQ, which refers to a person's ability to think critically and analyze life and life situations, which then leads to self-realization - knowing and understanding one's actual life goals, the ability to truly to feel one's purpose, birth, and life, and to understand the relationship between oneself and others, to see the connection between things, and the ability to change attitudes and life problems (Wongkom, S., Sanrattana, W., and Chusorn, 2019). The benefits of mindfulness meditation are not only limited to physical health but also mental health. The concept of mindfulness has its roots in Buddhism and the contemplative tradition that focuses on maintaining mindfulness and awareness. This flexibility is in his nature so one can focus on each experience. Attention is the



first point of attention. Attention becomes the ruler of mindfulness, placed in a central position of awareness (Arif, 2016). Mindfulness is focused on the present moment, without discrimination, with compassion, wisdom, and faith in the role of the body (presence of the heart). People need the training to focus on psychological flexibility. Mindfulness can be a way to practice and practice. Based on the description above, it can be synthesized that mindfulness refers to the practice of understanding and accepting life's circumstances in a wise, non-judgmental state, raising full awareness at all times. The indicators are (a) Observing, (b) Describing objects, (c) Acting mindfully (d) Accepting without judging. These indicators are grouped into several indicators, according to experts.

Spiritual Intelligence

The word "spirit" comes from the Latin word "*spirtus*" which means breath, and the verb "*spirare*" which means to breathe. Seeing the word's origin of life is breathing, and breathing means soul. That means being spiritual means having more attachment to things that are spiritual or psychological than physical or material (Khullida, 2020). So spiritual is the soul and body (thoughts and actions) that bond with spiritual properties. Spiritual sapientia (*sophia*) in Greek means "wisdom." This explains that spirituality does not have to be associated with a person with divine aspects because even a humanist or an atheist can have high spirituality (Aulia et al., 2020). Spiritual intelligence can help humans develop themselves, does not depend on culture and values, and spirituality is not religion (Acep, 2018). Mental intelligence works from the brain's center, namely the brain's five unifying functions. Spiritual intelligence unites all of our intelligence. Spiritual intelligence makes us truly intellectual, emotional, and spiritual beings. Spiritual intelligence is soul intelligence. Intelligence can help us improve and build our whole being.

Factors that indicate a) the ability to be flexible (spontaneous and adaptive active), b) the presence of high self-awareness, c) the ability to face and take advantage of suffering, d) the ability to process suffering and overcome pain, e) high-quality vision and life value-inspired, f) tendency to see relationships between things (holistic view), g) tendency to ask questions and seek basic answers, h) to find work easy to convection (Zohar et al., 2019). Etymologically, spiritual intelligence is intelligence related to the perfection of one's psychological, spiritual, internal, spiritual, and moral development (Sinaga, 2019). Spiritual intelligence has more to do with soul enlightenment. People with high spiritual intelligence can interpret life and give positive meaning to every event, problem, and even suffering they experience. You can awaken the soul and take positive action by providing a positive sense. Spiritual intelligence is something that gives meaning and value to what is done. These meanings and values come from the beliefs one believes in. Usually, acquiring this belief comes from being taught to believe in something considered accurate and a way of life.

Increasing mental intelligence is necessary for every student because with increasing mental intelligence, students can be sensitive in controlling their



emotions which become the framework for behavior, social society, and the ability to make the right decisions. How important spiritual intelligence (heart) is for someone, where spiritual intelligence becomes the foundation for other intellectuals. Spiritual intelligence comes from the mind or soul, which always thinks positively to become a perfect human being (Hamdani, 2017). Children's mental intelligence must be developed from an early age. The goal is for children to become human beings with inner and spiritual sensitivity to themselves and others (Khullida, 2020).

Spiritual intelligence is self-realization (spiritual stage), when people can express their creativity in a relaxed, happy, and straightforward manner and feel called to help others reach the level of wisdom and satisfaction they experience. Research conducted by Maslow emphasizes that spiritual intelligence keeps humans who are genuinely intellectual, emotional, and spiritual intact, so it can be said that spiritual intelligence is the intelligence of the soul that can help humans heal and develop themselves as a whole. This must be achieved in an environment full of love and affection (Yantiek, 2014). Spiritual intelligence is the intelligence of the soul, the innate ability of the human brain and soul, whose most profound source is the core of the universe itself, an institution developed over millions of years that enables the brain to find and use meaning to solve problems. (Amiro, 2019). Spiritual intelligence is intelligence to face and solve issues related to life goals, values, and self-integration, namely intelligence to place one's behavior and life in the context of a broader and richer meaning, intelligence to evaluate one's actions or actions; lifestyle more reasonably than expected others (Purnama Sari, Ayi Teiri Nurtiani, 2020).

Spiritual intelligence is the ability of students to give the meaning of worship and spiritual values to every behavior and activity both in learning and outside. Using spiritual intelligence that is not known through self-honesty and courage, one can identify the deepest sources and meanings to achieve broader goals (Thalib, 2020). The maturity of one's mental intelligence can be seen, for example, in its development; a person can control himself in new situations spontaneously and actively, with a high level of awareness, not to take suffering for granted without remedy, but to react to it as a warning that must be used as self-control, in this case, he can withstand all his moods, without ignoring moral values (Busthomi et al., 2014). Factors that cause spiritual intelligence, namely:

- a. The perennial aspect of spiritual intelligence (SQ) can reveal the perennial part (the eternal, the basic, the spiritual, the nature) in the structure of human intelligence.
- b. Mind, body, soul—Humans consist of the mind (mind), bodies (body) and soul, spirit, spirit (soul). Spiritual intelligence facilitates dialogue between IQ, and EQ and between the two (IQ-EQ).
- c. Spiritual health. SQ can not only touch our spiritual side but also provide a variety of recipes ranging from spiritual experience to spiritual healing so that we genuinely experience spiritual health.



- d. Spiritual peace. SQ guides humans to achieve spiritual peace
- e. Spiritual bliss. SQ interprets life as achieving true or spiritual happiness, which is a type of happiness that we have experienced without being aware of the presence and meaning of that happiness or have never experienced it.
- f. Spiritual wisdom. Spiritual wisdom can surpass intellectual arrogance, material greed, and emotional bondage. Living life wisely and spiritually, namely being honest, fair, tolerant, open, and full of love and compassion for others.

According to (Tirto, A. R and Kahija, 2015), spiritual intelligence (SQ) is intelligence that exists in everyone from birth, which makes a person live this life meaningfully, always listen to the voice of his conscience, never in vain. , everything he lived was always precious. Spiritual intelligence comes from the heart, shapes individuals when facing personal problems, and tries to see the meaning in them and solve them well to get peace and mind. Spiritual intelligence causes humans to interpret every action as worship. Spiritual intelligence is the intelligence to find the meaning of life (Sinaga, 2019). Spiritual intelligence is soul intelligence. It can help people heal and rebuild themselves completely. This spiritual intelligence is in the deepest part of a person, directly related to wisdom and awareness, through which humans recognize existing values and creatively discover new ones (Fariyah, 2015).

Based on the concepts that have been described, it can be synthesized that spiritual intelligence is related to a person's ability to understand and place adaptive behavior in the community environment so that he can communicate well and take actions that are very meaningful in life. The indicators go through the same theory using indicators (a) predisposing factors (knowledge, attitudes, beliefs), (b) supporting factors (physical environment), and (c) guiding factors (human behavior). Researchers classify these indicators into one group. The Effect of Mindfulness on the Spiritual Intelligence of Triratna High School Students

Table 1. Coefficient of mindful communication and spiritual intelligence Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	26.358	5.051		5.218	.000
X2	.731	.041		18.007	.000
			.899		

a. Dependent Variable: Spiritual intelligence

The results of the above calculations show that the t_{count} for the mindfulness variable is 18.007 and the significance level (sig.) is 0.00, while the t_{table} with $dk\ n-2 = 79-2 = 77$ and $\alpha = 0.05$ obtained 2,213; thus $t_{\text{count}} > t_{\text{table}}$ or $18,007 > 2.213$ at a significance level of <0.05 then H_0 is rejected and H_1 is accepted, meaning that



mindfulness has a significant effect on the spiritual intelligence of Triratna High School students. Thus the research hypothesis states: "There is a positive and significant influence of mindful communication on the spiritual intelligence of Triratna High School students." acceptable and proven to exist. Furthermore, the results of the correlation analysis to determine the contribution of the influence of mindful communication on the spiritual intelligence of Triratna High School students are presented in the following table.

Table 2. The Effect of Mindful Communication on Spiritual Intelligence
Model Summary

			Adjusted R	Std. Error of the
Model	R	R Square	Square	Estimate
1	.899a	.808	.806	5.91557

a. Predictors: (Constant), Mindful communication

b. Dependent Variable: spiritual intelligence

The results of the correlation coefficient test are shown in the Model Summary table. The table shows an R² score of 0.889, and this means that the influence of the mindfulness variable on spiritual intelligence is 89.9%, while the remaining 10.1% is influenced by other variables not included in this study. Mindful communication is a practice and a way to manifest and receive communication in a wise state without judgment, increasing full awareness at all times. For example, when we are sad, we learn to react wisely, not to complain when it passes, but to accept it. That all things are impermanent, and all circumstances change. Mindfulness can mediate the attainment of mental intelligence. Mindfulness activities can be considered the key to cognitive intelligence functioning. If one lives actively in the moment without judgment, relationships with oneself, others, and the environment must be created with full awareness.

The results of this study indicate that there is a positive relationship between mindful communication and mental intelligence. As research conducted (E. Fouriana, 2017) says that there is a direct relationship between awareness and religious spirituality. Practicing mindfulness, or living all the time mindfully, allows you to observe, describe how you are feeling, and then act mindfully, increasing your mental capacities. So spirituality grows well. In addition, several studies have shown that mental intelligence can be increased by practicing mindful communication, where a person can mindfully accept and understand everything, have reasonable control over everything the body does, increase self-confidence, and solve problems.

Conclusion

The results of the research and discussion on the effect of mindful communication on the spiritual intelligence of Triratna High School students, West Jakarta, can be concluded that the results have been known that $t_{\text{count}} > t_{\text{table}}$ ($18.007 > 2.213$) or sig ($0.000 \leq 0.05$), so it can be concluded that H_0 rejected and H_a accepted. Thus,



mindful communication influences the spiritual intelligence of Triratna High School students in West Jakarta. Many variables affect spiritual intelligence, but this study is limited to mindful communication variables considered the most influential in increasing spiritual intelligence. The results of this study contain the implication that mindful communication has an essential role for Triratna High School students in West Jakarta, which is carried out based on observing, describing, acting with awareness, and acceptance without judgment will show one's self-capacity to increase spiritual intelligence.

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