

developing social attitudes. The social attitudes of students have a strong influence on the provision of development to become fully human. Education provides a description of how the formation and strengthening of children's behavior (Setiadji, 2020). Education provides a solution how the concept of forming student behavior (Quadir et al., 2020).

The formation of social attitudes of students can be realized from the activities and behavior of daily life. Attitudes and social activities in daily life influence interactions and relationships between humans as social beings. Social attitudes can create a comfortable, harmonious, peaceful life, as well as being able to solve the problems they face. Activities ranging from interactions in the family, school, and community provide children's experiences to find out what should be done. Family education has the main impact on the formation of children's social and independent attitudes (Safitri et al., 2019). Support from family members affects social attitudes starting from the father's role and the mother's role in the family (Lappegård et al., 2021). Attitudes of roles and structures in the family provide differences in children's attitudes toward one another (Buchanan & Selmon, 2008). Likewise, the social attitudes of partners give a similarity to offspring (Martin et al., 1986). The family role is also directly proportional to the environment that provides the concept of constructing social aspects of children. The social environment influences the prosocial formation of children (Kosse et al., 2020).

Social attitudes shape a person through moral and social activities from an early age, especially in elementary age. Various experiences and knowledge gained by children become the main component in shaping social attitudes. Various backgrounds such as ethnicity, race, socioeconomic, and lifestyle provide different social attitudes of each elementary school student (Mistry et al., 2015). The social attitudes of elementary school students are marked by the relationships and social interactions of children, as well as the realization of a peer group (Kärnä et al., 2011). With the existence of interaction with their friends, students can determine the choice of patterns of social interaction and academic ability (Cohen-Cole et al., 2018). Dependence on the group, establishing a special relationship pattern with peers, how to adapt, and being able to work together to provide meaningful experiences for social interaction. The level of

social interaction for students has an impact on changes in behavior and thinking skills (Orben et al., 2020).

Students who interact with friends, family, and society in their daily life need provisions to be more systematic in dealing with social problems. Considering the ability of students to be improved and have a clear vision, a spiritual intelligence component is needed. Spiritual intelligence is expected to be able to balance the intellectual abilities and emotional attitudes of students. Spiritual intelligence provides a view of life and personality formation in various activities (Skrzypińska, 2021). Furthermore, the development of human performance is also related to spiritual intelligence (Mahmood et al., 2018). If a child has good management of spiritual intelligence, the management of life will also be meaningful.

This research will examine and describe the literature about spiritual intelligence, social attitudes of elementary school students, and the relevance of spiritual intelligence to the formation of social attitudes.

METHOD

The research method applied is a literature study. Literature studies are limited to building theories and concepts from library collections without doing data in the field (Zed, 2008). The method applied is carried out systematically on the problem, followed by problem finding (Yousda & Arifin, 1993). The purpose of literature study research is the development of theoretical aspects or practical benefits (Sukardi, 2013). Literature study serves as a theory-building research foundation (Sujarweni, 2014). The sources used are books; scientific journals; research results that come from theses, dissertations; studies from the internet, as well as relevant sources (Sanusi, 2016).

RESULTS AND DISCUSSION

RESULTS

The results obtained in this study are

1. Danah Zohar and Ian Marshall are figures who are known as the originators of spiritual intelligence who position behavior and life in the context of a broad meaning to deal with the problems they face. Intelligence assumes that action is a determinant of one's goals to be more meaningful.

2. The social attitudes of elementary school students include discipline, honesty, tolerance, responsibility, mutual care, confidence, and cooperation.
3. The relevance of spiritual intelligence to the formation of children's social attitudes is that spiritual intelligence determines patterns of action and behavior towards children's attitudes in daily life and finds problems experienced.

DISCUSSION

Spiritual Intelligence

Intelligence can be seen as the ability to see the world, think logically, and use resources or concepts to deal with a problem. Intelligence is a general human ability to carry out various actions on a rational basis and leads to goals. Intelligence is the ability to meet new situations or learn to do with new adaptive responses (II, 2003). Intelligence is the biopsychological potential to process information so that it can solve problems, and create new results that add to local cultural values (Suarca et al., 2016).

Spiritual intelligence (*SI*) is intelligence that is used to manage values, meanings, and motivations. *SI* requires the integration of mind and spirit to carry out daily life. Spiritual intelligence is applied to problem-solving where behavior is placed in the context of the meaning of one's life (Zohar & Marshall, 2000). The manifestation of *SI* is in the form of wisdom and good behavior (Vaughan, 2002). There are 3 components of *SI*, namely 1) the formation of meaning that comes from knowledge about a thing; 2) how to solve problems quickly and accurately; 3) the relationship between individuals. Spiritual intelligence can be seen in a person's ability to solve problems (Hosaini et al., 2010).

There are 7 components that appear in the spiritual, including 1) *Consciousness*, awareness can increase knowledge, attention, and spiritual action; 2) *grace*, living according to the rules and according to beliefs can make life happy and always grateful; 3) *meaning*, in daily life based on goals and needs; 4) *transcendence*, more concerned with linkages and relationships with others to better understand and sympathize; 5) *truth*, always accept the truth; 6) *Peaceful surrender*, surrender to God Almighty; 7) *Inner-Directedness*, responsible actions include truth, freedom, and judgment (Amram, 2007). Educators, government, supervisors, and related education providers must strengthen and develop aspects of spiritual intelligence in the education curriculum

(Srivastava, 2016). If spiritual intelligence is applied to the work environment, it will create a conducive atmosphere (Joseph & Sailakshmi, 2011). Regarding spiritual intelligence, there are 5 characteristics, namely *transcendence*, high awareness, carrying out daily life with meaning, solving problems with spiritual power, and behaving wisely (Wolman, 2001).

There are still many elementary school students who have not actualized spiritual intelligence which results in difficulties in interpreting life and carrying out daily life. Spiritually intelligent students will be able to interpret their own lives (Yulianto & Indarto, 2019). Improving the ability of spiritual intelligence will increase the academic achievement of students (Rahimi, 2017). Individuals who experience meaningful spiritual experiences will find it easier to face life (Liu et al., 2021). SI provides an overview to master and apply skills in defining, understanding, and solving problems, increasing individual competence, and practical matters (Nasel, 2004). If viewed from the point of view of students, it will be more important to determine identity, spiritual development, value processing, and provide something new. Every step of a person must be meaningful, here are the characteristics of someone who is said to have applied spiritual intelligence, namely:

1. *shiddiq*, someone with spiritual intelligence will show and hold to the principle of always being honest. Wherever, with whom, whenever a person will always be honest because it is always accompanied by responsibility for his actions;
2. *istiqomah*, a strong attitude and will continue to be steadfast to uphold something to achieve good conditions. Can be seen in people who are creative, purposeful, patient, and value time;
3. *fatamah*, has a high level of professionalism in the field mastered based on morals, good morals, always wise;
4. *amanah*, something that becomes spiritual for one's life; and
5. *tabligh*, someone will have competence in controlling the feelings of others as well as learning from the experience (Ahyadi, 2015).

Social Attitudes of Elementary School Students

Every human being is required to be able to behave in daily life. The attitude attached to each individual will determine how to behave. Attitude is a manifestation of

one's behavior (Bain, 1928). Attitude is the tendency to respond to behavior in interacting. The process of interaction between individuals will affect the process of social interaction. The influence of social interaction will make a person's relationship pattern (Prislin & Wood, 2005). Social attitude is behavior in a group. Likewise, the application of character values in education will create patterns of social attitudes of students for social provision. The application of social attitudes to students can be done by being disciplined in following the learning process from beginning to end, being polite in the family, giving examples of respecting elders, being not rude when speaking, and being polite (Candrawati et al., 2018). There is a relationship between the attitude of students with intelligence. (Tenenbaum, 1944) .

The behavior of elementary school students varies depending on the treatment given by parents to students in teaching the pattern of life and the rules that exist in society. The social attitudes of students at school include piety in worship and politeness towards teachers (Mufida, 2020). Of course, the most important aspect of attitude must be applied at the school level, because it can affect aspects or behavior of students. Social behavior can be demonstrated with discipline, honesty, tolerance, responsibility, mutual care, confidence, and cooperation (Ketut Marheni et al., 2020). Not only for students but the development of social attitudes must also be carried out for educators, because it affects the management of learning (Bialangi & Kundera, 2018). Parents also play a big role in the development of children's social attitudes. When a child gets a good recognition of the child's identity, it affects the child's positive social attitude (Febyanto, 2016).

There are several opinions of parents about the application of social attitudes at home including 1) Application of Islamic values as a reference for a happy life; 2) Increasing faith and piety to Allah SWT; 3) mental conditioning with the environment and morals; 4) managing students' mistakes according to the teachings for life; 5) limiting the child about things that are not good; 6) supervise students while watching television; 7) channeling positive children's activities (Taufiqurahman & Nida, 2019). The inculcation of social values for the realization of good social attitudes for participants can be done in various ways such as application through a film, story, or even novel. Serdadu's novel illustrates how the application of social values for students is carried out such as inculcating honesty, religious, disciplined, tolerance, creativity,

hard work, democratic, independent values, love for the homeland, national spirit, curiosity, peace-loving, communicative, appreciative. achievement, love of reading, social care, responsibility, and care for the environment (Wardani et al., 2015). The development of social values for children can be done in various ways, proving that social values are always attached to daily life. Even the early development of students is influenced by family, community, education management, and global society (Dewi et al., 2020).

The Relevance of Spiritual Intelligence to the Formation of Social Attitudes

Spiritual intelligence determines the formation of social attitudes of elementary school students. People's views regarding this are correct, given the message from parents to remember worship, if in Islam improve prayers, do tahajjud prayers, carry out sunnah fasting accompanied by study, attitudes and achievements will follow. Given the dynamic and uncertain global conditions, as parents and educators, we must prepare the best provisions for students to become adults. Such conditions require the integration of the brain and heart. If talking about your heart, of course, you will talk about spiritual intelligence. Someone who applies spiritual intelligence will be intelligent in religion and also has the advantage of being able to know his own needs and better understand others (Nggermanto, 2002). Spiritual intelligence provides direction to always do positive things, in line with the goals of National education (Aziz et al., 2018).

The curriculum in Indonesia has competency objectives, namely the competence of spiritual attitudes, social attitudes, knowledge, and skills (Permendikbud, 2018). When viewed from the goals of the spiritual curriculum and social attitudes, they will always be integrated to fulfill the needs of elementary school students. Spirituality itself revives intellectual and emotional intelligence, in addition to bringing up self-concept in students about the importance of learning (Supriadi, 2015). How important is the formation of spiritual intelligence in various aspects of students. The formation of spiritual intelligence can also be carried out through habituation programs, spiritual enlightenment, as well as exemplary (Anam, 2021). The program that has been developed will be in line with the basis for developing spiritual intelligence, namely morals which then contribute to the behavior of daily life. Efforts that can be made by educators in schools are 1) integrating morals into every learning in schools; 2)

integrating with extracurricular learning; 3) cultivating spiritual intelligence through all activities carried out by every school member (Yunanto et al., 2021).

The influence of spiritual intelligence on the educational aspect is very much. As with the ethical attitudes of students, spiritual intelligence has a positive influence (Pangestu et al., 2018). Spiritual intelligence also affects the character formation of students (Fitri, 2016). The spiritual intelligence contained in each individual is different, but these differences will make each try to find their identity and behave better (Choiriah, 2013).

CONCLUSION

Spiritual intelligence provides an overview of how to behave, do an action, and solve problems related to daily life. On this basis, a person's attitudes and behavior ranging from honest, responsible, fair, disciplined, speaking, and other social attitudes become better. In this study, there are many studies, theories, and concepts related to the relevance of spiritual intelligence and social attitudes. However, further research is needed to determine the relevance of spiritual intelligence to the social attitudes of students in elementary schools.

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