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LEVEL OF INTELLECTUAL INTELLIGENCE AND LEVEL OF MORAL INTELLIGENCE IN CITIZENSHIP LEARNING AT THE EDUCATION LEVEL

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Abstract

The educational process in school is a process that is not personal in nature but rather comprehensive in nature . Many experts state that to achieve success a person must have a high Intelligence Quotient (IQ), because intelligence is a provision of abilities that can facilitate the educational process and in time will produce maximum educational achievement. The aim of this article is to determine the level of intellectual intelligence and the level of moral intelligence in citizenship learning. And also this research aims to identify the efforts of citizenship learning teachers in developing students' moral intelligence and intellectual intelligence, because students not only need academic achievement, they also need moral and intellectual skills, especially when dealing with other people. This research is qualitative research by selecting qualitative procedures in the type of literature review or what is usually called literature study. This literature study refers to various sources related to the research discussed by the author. In this literature study, the author took various sources including books, articles and journals, scientific papers whose veracity can be fully justified. Thus, this research can be concluded that teachers in schools contribute very actively with their role, namely combining moral intelligence values that will be built in students with the learning process, reviewing material which is then linked to moral intelligence values, making plans and carrying out civic education. which is based on integrated thematics which still contains the values of moral intelligence and here the teacher will also become a moral and intellectual agent and become a role model for his students.

Keywords : Education, learning, moral, intellectual

Introduction

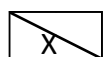
Education is a universal phenomenon (universal phenomenon) and lasts throughout human life. "Where there is human life, there must be education" (Driyarkara, 1980: 32). In general, the educational process is a process given by adults to students for their maturation process. Education is also a conscious process to increase independence and expand abilities in the school environment and outside the school environment and lasts a lifetime. Then education can also be owned by each person according to each individual's abilities, so that the government has a big responsibility in implementing the education process (Sri Rumini, 1995:58). The aim of national education is to improve the ability of students to be devout to God Almighty, competent, knowledgeable, creative, healthy, independent, and to become responsible democratic citizens (Article 3 No. 20 of 2003 concerning the National Education System). Susanto in (Zebua et al., 2015) revealed that citizenship learning also has the aim of developing good character or character for students, and helping them become citizens who are able to: (a) think creatively, rationally and critically; (b) be responsible and participate actively; (c) develop positively. Apart from that, citizenship learning in schools can also develop into a center for developing attitudes, insights and life and life skills which will later build a democratic life (Djuwita, 2017). The educational process in school is a process that is not personal in nature but rather comprehensive in nature. Many experts state that to achieve success a person must

have a high Intelligence Quotient (IQ), because intelligence is a provision of abilities that can facilitate the educational process and in time will produce maximum educational achievement.

Intellectual intelligence is the ability to direct thoughts so that they can change the direction of action in a better direction. Building moral intelligence is very important so that we can differentiate between good and bad, so that we can ward off bad influences from outside. Moral intelligence can be learned and we start teaching it when toddlers are in school and cannot be separated from this role, because a child who is already in school will spend part of his time at school interacting with the teachers who act as teachers. and educators and can provide... positive and negative influences. Moral intelligence is the capacity that grows...slowly to consider what...is good to do and what is wrong to do by using...the intellectual resources of the human mind. Moral intelligence cannot be achieved just by remembering existing rules, but through abstract discussions at school, then a person can certainly grow in morality as he learns how to behave towards other people. Citizenship Learning (Project Citizen) is a learning innovation designed to help students understand citizenship theory through practical empirical learning experiences. With practice, students are given practice to learn contextually. Citizenship subjects have a very important effort in developing students who are ideal and mentally strong so that they can face and overcome the problems they will face. Students will copy and imitate what they see in the environment around the school, so that the environment is the biggest factor that influences moral development. The aim of this article is to determine the level of intellectual intelligence and the level of moral intelligence in citizenship learning at the educational level.

Research Methodology

In this research, the author chose a qualitative method in the form of literature review or what is usually called literature study. This literature study refers to various sources related to the research discussed by me. With quite a few quotations, some are very important because these quotations can be a benchmark for finding the original source. In this putaka study, we also took from various sources including books, articles and journals, scientific papers, all of which can be verified for their truth. One of them is that I took the source from the article as a reference from the many articles with the title "level of intellectual intelligence and level of moral intelligence in citizenship learning at the educational level" I chose several of these articles because they contain all the content that can be a reference for us in making this article and the articles used as references by us have a good reputation and have been published in accredited journals as well. From all the literature that has been collected, we can describe it descriptively in discussing articles that highlight increasing intellectual intelligence and moral intelligence at the educational level.



X: Intellectual Intelligence

Y: Moral Intelligence

Result & Discussion

Every pupil or student, apart from being intellectual, must also have morals. Because in reality, every good student is someone who has these two factors positively. Regarding morals and intellectuals, the two can be said to be interrelated. In fact, it is gathered in one straight line in the world of education that pupils and students dive into. Intellectual and moral factors are important. For example in the world of education. If the improvement of pupils and students is only focused on intellectual improvement, then other aspects will be forgotten. Especially morals. So it is not surprising that there are so many pupils and students who experience moral degradation. That is why morality must also be directly proportional to intellect. Examples of average levels of intellectual intelligence and moral intelligence at educational levels are in the table below:

Table1. Table of average moral intelligence

Moral Intelligence	Average
Elementary School (Sd)	7 (1.7%)
Junior High School (Smp)	17 (4%)

High School(High School)	25 (6%)
Studying	52 (12%)

Table 2. Average intellectual intelligence table

Intellectual Intelligence	Average
Elementary School (Sd)	85-115 IQ
Junior High School (Smp)	111 – 120 IQ
High School(High School)	120 – 130 IQ
Studying	131– 140 IQ

Intellectual intelligence

Is a collection or totality of a person's ability to act with specific goals and think rationally, and deal with the environment effectively. According to Azwar, intellectual intelligence is a person's intellectual ability to analyze logic and reason. IQ is the brain's intelligence in managing to store information into facts. People who have intellectual intelligence are people who have the ability to combine experiences, the ability to learn well, the ability to complete difficult tasks by paying attention to psychological and intellectual aspects and the ability to think abstractly.

Various types of intellectual intelligence

1. Multiple intelligences is an intelligence that can be interpreted as a human's competence to be able to solve a problem or problems that exist in the world.
2. Multiple Intelligences are various skills and abilities possessed by students to be able to solve various problems in learning activities (Fleethan in Yaumi 2013: 11). (Gardner in Yaumi, 2013: 11) found that there are several types of plural intelligence, namely verbal-linguistic, logical-mathematical, visual-spatial, rhythmic-musical, physical-kinesthetic, intrapersonal, interpersonal, and naturalistic intelligence. Then Walter McKenzie, writing in Yaumi 2013: 11) added that existential intelligence is one part of plural intelligence.

Levels of intellectual intelligence

Intellectual intelligence or IQ is a measure which explains the level of intelligence compared to others in a population. intelligence can be done by using psychometric tools commonly referred to as IQ tests. To determine the level of human intelligence, it is done through a psychological test which has many methods or methods. However, experts differ in determining the level of intellectual intelligence of human IQ. According to Stanford-Binet, the normal IQ value for children ranges from 85-115. Meanwhile, according to Lewis Terman, the IQ value ranges from 90-109. Meanwhile, according to Wechsler, the normal IQ is 100 with a tolerance value of 15 (meaning 85-115). Based on the clarification of the three expert opinions above, it can be concluded that there is no difference in these opinions. Then general clarification of the level of modified intelligence from the three expert opinions above is as follows:

85-115 Normal or average IQ level

This group is a normal or average group, they are the group with the largest percentage in the population, formal education can be obtained, but they will often experience difficulties in learning, usually this occurs in elementary school (SD).

1. 111 – 120 High IQ level in the normal category (Bright Normal). This group is a group of normal individuals but at a high level, usually this occurs in junior high school (SMP).
2. 120 – 130 Superior IQ level
This group is very successful in school/academic work. They are often in general classes, usually occurring in high school (sma)

3. 131 or more IQ level is very superior or genius

The very superior category of children is better at reading, has more knowledge. Very good with numbers, broad vocabulary, and quick to understand abstract meanings. In general, health, dexterity and strength factors are more prominent than normal children, this usually happens to students because they have better minds.

Based on the clarification above, it can be concluded that every human being can know the level of intellectual intelligence that a person has by using the IQ test method as proposed by experts such as Stanford Binet, Lewis Termen and Wechsler. By having a benchmark for the level of intellectual intelligence, it doesn't mean that we are getting lazy about studying, in fact we have to be more enthusiastic about the process in the world of education even though we are at the lowest level.

Components of Intellectual Intelligence

The term intelligence is used with a very broad and varied meaning, not only by the general public, as Stenberg experts argue that intelligence is not a single and uniform ability but is a composite of various functions. This term is used to encompass the combination of abilities necessary to survive and thrive in a particular culture. According to (Stenberg in Dwijayanti, 2009: 58) there are three components of intellectual intelligence, namely:

1. Problem-solving ability Problem-solving ability is a person's ability to show knowledge related to the problems faced, make the right decisions, and be able to solve problems optimally and express clear thoughts
2. Verbal intelligence Verbal intelligence is a good vocabulary, reading with full understanding, being intellectually curious and showing curiosity
3. Practical intelligence 18 Practical intelligence is conditional, knowing what to do to achieve goals, understanding the world around you, and showing interest in the outside world.

Factors that influence intellectual intelligence

In our daily lives, we often hear people talk about intelligence as a factor that determines a student's success or failure at school. Knowledge about students' intellectual levels can help teachers determine whether a student is able to follow the teaching given by the teacher, as well as predicting the student's success or failure if the student has followed the teaching given by the teacher. Thus, it is necessary to remember that student achievement is not completely determined by the level of intellectual ability alone, but there are still many factors that can influence it: According to (Dalyono in Sawaludin and friends, 2017: 2) there are several factors that influence a person's intellectual intelligence as follows:

1. Innate Innateness is determined by the traits and characteristics that are innate from birth. The limits of a person's ability or ability to solve problems are determined by, among other things, genetic factors.
2. Influence of environmental factors All circumstances external to a person that influence the development of intelligence.
3. Influence of maturity factors Every organ in the human body experiences growth and development. Each organ (physical or psychological) can be said to be mature if it has achieved the ability to carry out its function.
4. Distinctive interests and traits Interest directs actions towards a goal and is the impetus for those actions.
5. Freedom Freedom means that humans can have certain methods in solving the problems they face in addition to freedom of choice, methods, and also freedom to choose problems according to their needs.

All the factors mentioned above are related to each other. To determine whether a child is intelligent or not. We cannot be guided by one of the factors mentioned above. Intelligence is a total factor that determines a person's actions (IQ). Based on the description above, it can be concluded that there are several factors that influence intellectual intelligence. These factors are environmental influences, maturity, unique characteristics, and freedom. All of these factors are related to each other.

Moral Intelligence

Currently we are facing a very complicated problem in the form of symptoms of an increasing decline in morality in the practice of nation-state. One scientist believes that: today we are facing a new phenomenon, namely moral pluralism, which is often referred to as one of the characteristics of our era. This new phenomenon usually arises because the moral approach is increasingly dominant in children's thinking. If it turns out that someone has the right, then an action or situation can be morally justified. Rights are increasingly accepted as the primary moral justification. This kind of thing will of course throw the moral order into chaos because natural law has been

arbitrarily overturned. Moral intelligence is the ability that grows slowly to reflect on what is good and what is bad (Sjarkawi, 2009:90). Another opinion that moral intelligence is the ability to understand good and bad things. This means having strong ethical beliefs and acting based on beliefs (Borba, 2008:4). Moral development is a continuous process throughout life, increasing children's moral capacity and is supported by a conducive environment, so that children have the potential to master higher morality. When a child succeeds in mastering a virtue, his moral intelligence increases and the child reaches a higher level of moral intelligence. (Borba, 2001:89). Moral intelligence is very important so that we can distinguish between good and bad. So that we can ward off bad influences from outside. Moral intelligence can be learned and we have started teaching it since we were toddlers, schools must not be separated from this role. Because, a child who is already in school, will spend some of his time away from school, interacting with teachers who act as teachers and educators and friends who can have both positive and negative influences. Based on the explanation above, it can be concluded that what is meant by moral intelligence is a slowly growing ability to reflect on what is good and what is bad and have strong ethical beliefs and act based on beliefs. Moral intelligence is important for all humans. Because moral intelligence directly underlies human intelligence to do something useful. Moral intelligence can give human life a purpose. Without moral intelligence, nothing can be done and the events that become experiences become meaningless.

The cardinal virtue of moral intelligence

To shape and develop children's morals to become good citizens and have high morals, it must aim or refer to the development of the child's 21 main moral virtues, because children's moral intelligence will be awakened through their main moral virtues. According to (Borba, 2008: 7) there are seven main virtues so that children have high morals. The seven main virtues are:

1. Empathy Understand and feel the concerns of others.

This virtue makes people sensitive to the needs and feelings of other people, encourages them to help others who need help, and requires them to treat people with compassion. People with a good sense of empathy will show the following behavior:

- a) Demonstrates social sensitivity, can understand other people's feelings.
- b) Demonstrates sensitivity to the needs of others.
- c) Can understand other people correctly from gestures, body language, facial expressions and subtle tone of voice.
- d) Understand the expressions shown by other people and react appropriately.
- e) Showing concern when peers are treated unfairly

2) Conscience Knowing and applying how to act correctly. Conscience is the foundation for every development of honesty, responsibility and high integrity. Types of people with a good conscience include:

- a) Admit your mistake and apologize.
 - b) Be honest and your words can be trusted.
 - c) Never reminded when to behave correctly.
 - d) Don't blame your mistakes on others.
 - e) Feeling guilty and ashamed of his bad behavior.
 - f) Remain kind despite pressure to act otherwise
 - g) Know how to correct a mistake when it is wrong
2. Self-control controls thoughts and actions in order to resist impulses from within and from outside so that we can act correctly. People who have good self-control are demonstrated through their behavior as follows:
 - a) Rarely interrupts or throws out answers or questions without thinking first.
 - b) Waiting in line and not cutting in line.
 - c) Quickly regain composure when, frustrated, or excited.
 - d) Rarely gets angry or out of control.
 - e) There is no need to be reminded, ordered, or asked to behave well.
 3. Respect Respect is how to respect other people by behaving politely. People who have good respect are:
 - a) Does not discriminate against age, religion, culture, gender.
 - b) Speak in polite language.
 - c) Don't want to talk bad about other people

4. Kindness Demonstrates concern for the well-being and of others. Kindness makes a person think more about the needs of others, show concern, provide assistance to people in need, and protect those who are in trouble or sick. There are several types of people with strong kindness, including the following:
 - a) Make good and constructive comments.
 - b) Caring for people who are treated unfairly.
 - c) Treat every creature created by God well.
 - d) Share, help and entertain others without expecting anything in return.
5. Tolerance Respect the dignity and rights of all people even if their beliefs and behavior differ from ours.
6. The behavior of people with high tolerance can be described as follows:
 - a) Respect for others regardless of age, culture, religion or gender.
 - b) Tolerance towards parents or people who must be respected.
 - c) Shows dislike when other people are insulted or put down.
 - d) Do not make jokes that demean someone.
 - e) Proud of its cultural traditions. • Always act friendly to everyone.
7. Fairness Think openly and act fairly and correctly.
 This main virtue can foster children's moral sensitivity, so that they will be encouraged to defend those who are treated unfairly and demand that everyone regardless of ethnicity, nation, race, culture, religion, economic status, abilities or beliefs be treated equally. People who have a strong sense of justice are as follows:
 - a) Serve others fairly
 - b) Wait your turn patiently and be willing to queue
 - c) Don't just accuse other people.

Aspects of Moral Intelligence

Moral intelligence is actually a collection of certain aspects. Lennick and Kiel (2005) proposed 4 aspects of moral intelligence and each aspect is connected to one another. Moral intelligence is built from four principles that help a person face the ethical challenges and pressures that cannot be avoided in life. The following are four principles according to (Lennick and Kiel 2005: 7-8) so that moral values are maintained in a person:

1. Integrity (Integrity)
 When a person acts with integrity he can align his behavior to be in accordance with universal human principles. A person can do what he thinks is good, his actions remain on the right track based on the principles and beliefs he adheres to.
2. Responsibility
 The ultimate personal responsibility is a person's desire to accept all the results of the choices made. A person is said to have responsibility if he is responsible for his personal choices, admits his own mistakes and failures and is committed to serving others.
3. Feelings of Compassion
 Feelings of compassion are a very important attitude in life because caring for others is not just about showing one's respect for others, but can also change other people's respect for them and that person cares when they are in need. An example of a person who can be said to feel compassion if: Actively Caring about Others. This means that someone does something that actively supports the personal choices of other people and cares about that person's goals.

Factors that influence moral intelligence

1. Situational context According to experts' views, "situational context includes the nature of the relationship between individuals and is related to whether there are other people who see them, similar previous experiences, and social values or norms in the community where they live.
2. Individual context, namely:
 - a) Temperament: moral development may be influenced by individual temperament, a person's innate characteristics, sensitivity to various experiences and the ability to react to variations in social interactions.
 - b) Self-control: research conducted by Mischale et al explains that: "moral development may also be influenced by self-control, namely the ability to regulate impulses, behavior and emotions" another opinion explains "children who have self-control are more successful than children who is impulsive by resisting the temptation to cheat during experimental play."

3. Social context

- a. The family, according to experts, believes that to build a moral culture, it must start from home, morality is built on the basis of love, affection of parents, both father and mother, for their children. Furthermore, explanations from other experts stated that responsive parents increase the maturity of children's moral reasoning
- b. Peers, children who have the opportunity to participate and peer groups can further develop moral behavioral reasoning. Another expert stated that "interaction with peers provides a source of knowledge, skills and values that are different from those presented by their parents".
- c. Schools influence moral development through learning programs and staff according to the opinion of the following expert who states that "children also carry out a moral socialization process at school with a learning process or religion-based activities that provide opportunities for children to learn to give judgment on moral behavior
- d. In society, some experts believe that moral development is influenced by cultural ideology. In society, children learn manners through a natural process in the family which is of course colored by cultural philosophical values and is believed by the family.

Development of Moral Intelligence

Basically, all moral values possessed by children are not obtained from outside. The development of children's moral intelligence is influenced by several factors, including: (1) home environment, (2) school environment, (3) peer environment, (4) reaction activities. Child development is formed through several phases, and each phase has various moral characteristics, namely: (1) The morals of a 3 year old child's behavior are solely controlled by unconscious impulses with the tendency that what is pleasant will be repeated and what is not memorable will not be repeated (2) Morals of children 3-6 years At this time the moral foundations of social groups must be formed. Children are shown how to behave and when this happens, children must obey the demands of parents and the environment (3) Morale of children aged 6 years to teenagers. In this phase, children behave according to what is expected by their group. During the teenage years, children have developed moral values as a result of experiences at home and in relationships with other children (Gunarsa, 2003: 46-48). Based on the three developments above, it shows that it can influence the development of a person's moral intelligence because from the age of 3 years they act from encouragement and those aged 3-6 years are how they behave so as not to get punished, while children aged 6 years to teenagers are developing experiences. and moral outcomes in relationships with others.

The Relationship between Intellectual Intelligence and Moral Intelligence

To understand the relationship between intellectual intelligence and moral intelligence, first understand the definitions of intellectual intelligence and moral intelligence. According to Alfred Binet and Theodore Simon, intelligence is defined as an ability consisting of three components, namely:

- a) the ability to direct thoughts or direct actions,
- b) the ability to change the course of action once the action has been taken, and
- c) the ability to criticize oneself (Azwar, 2004: 5). In line with this, David Wechsler defines intelligence as the totality of a person's ability to act with purpose, think rationally, and deal with their environment effectively (Azwar, 2004: 33).

Then the definition of moral intelligence according to Borba Moral intelligence is the ability to understand right or wrong and a strong stance to think and behave in accordance with normative values (Botba, 2008:7). Other experts say that moral intelligence is the ability to grow slowly to reflect on what is good and what is bad.

Conclusion

The relationship between intellectual intelligence and moral intelligence is very strong. Someone who has intellectual intelligence certainly has good morals. A person who has intellectual intelligence will certainly be able to direct the direction of action in a good direction, such as behaving politely, dressing neatly, smiling and so on. An intelligent person will have the ability to organize his behavioral patterns so that he can act more effectively and more precisely. This means that the higher a person's intelligence, the more motivated they will be to behave and behave ethically. Education can improve intellectual and moral qualities which can make students understand more and improve their thoughts and attitudes.

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