

Spiritual Intelligence in Sunday School Activities (Phenomenology Research in Indonesian Christian Church -Depok in 2017)

Rita Deliana

State University of Jakarta
Jalan Rawamangun Muka
East Jakarta, DKI Jakarta

Yufiarti

State University of Jakarta
Jalan Rawamangun Muka
East Jakarta, DKI Jakarta

Hapidin

State University of Jakarta
Jalan Rawamangun Muka
East Jakarta, DKI Jakarta

Abstract:- The purpose of this research is to find out the children recognition of God by looking at the Children attitudes when attending Sunday school worship, quiet time and their behaves to friends and teachers. It uses Phenomenology Research to get information about the experiences of children during devotions that can enhance children spiritual development. The results show children know God as Creator, Helper, Savior and God is good. The attitudes those are seen as an act of spiritual attention, love to help and share. The implications of this research can provide information to the Church, Sunday school teachers and parents of the importance of early devotions to develop spiritual of children.

Keywords:- *Spiritual Intelligent, Sunday School, Quite Time, Spiritual of Children, Phenomenology Research.*

I. INTRODUCTION

The development of children's intelligence occurs very rapidly in the early years of life (0-8 years). According to Osborn, Burton, White, and Bloom¹ about 50% of the variability of adult intelligence occurs at the age of 4 years. 30% increase at the age of 8 years, and the remaining 20% in the middle or end of the second decade. Therefore, at this age is a very important period to provide optimal stimulation to improve children's intelligence. One of them is spiritual intelligence which is the basis for the formation of intellectual and emotional intelligence, the basis of the value of growing self-esteem, moral values, a sense of belonging and can provide direction on the meaning of life.²

But in today's technological sophistication not all information has a positive influence on children's development. Based on the results of research conducted by the Foundation for Science, Aesthetics and Technology regarding the quality of television shows, obtained from the aspect of quality, 46.1% of responses rated the children's television program as of poor quality, and around 80.1% of responses rated entertainment shows on television so far not friendly to children. Television, internet and games present violence, pornography and mysticism that hinder spiritual development and even lead to changes in behavior and influence the beliefs and value systems that apply in society.

According to data obtained by the National Child Protection Commission throughout 2016 there were 1,851 complaints of Children Against the Law (ABDH) who were brought to court. This figure increased from 2015, which only 730 complaints were received by independent child

protection institutions. Nearly 52 percent of the ABDH cases are cases of theft, rape, drugs, gambling, abuse and brawls.³

Aware that every child requires God to prevent negative impacts of technologies, Indonesia Christian Church Sunday school make a program called Saat Teduh (Devotion Time). Saat Teduh is the time to read and meditate God's Words every day. As written in the Bible that "All Scripture is given by God is indeed useful for teaching, for stating the error, to correct behaviour and to educate people in righteousness (2 Tim 3:16). The children's Commission of Gereja Kristen Indonesia at Depok program similar to what is being said by Singh and Sinha⁴ that to enhance the spiritual intelligence there are four steps that are performed, i.e. meditation (to understand and reflect on the word of God), praying, tools for empowering, and adherence to spiritual values.⁴

II. THEORETICAL STUDY

A. Characteristics of 6-7 years old Child Development

These are some characteristics of childhood development (late childhood):

➤ Cognitive Development

Based on the stages of cognitive development of Piaget, children at the first grade of elementary school, are in concrete operational stages. At this stage the child has a better understanding, has been able to master the abilities of conservation, classification and serialization.⁵

➤ Social Development

Social development is the achievement of maturity in social relations, as a learning process to adapt to group norms, morals and traditions, merge into one entity and communicate with one another, and work together.⁶ Social development in children aged 6 - 8 years is characterized by the expansion of relationships, in addition to the family as well as adults and other friends around them. In primary school age children have begun to adapt from egocentric nature (focusing on themselves) to cooperative (cooperative) or socio centric attitudes (willing to pay attention to the interests of others).

➤ Development of Emotion

Stepping on elementary school age, children begin to realize that expressing emotions roughly is not acceptable in society. Children begin to learn to control and control their emotional expressions. The ability to control emotions is obtained by children through imitation and training (refraction).

In children aged 5-7 years have begun to understand other people understand themselves. At this age a new child can understand one trait or one condition about him.

➤ *Moral Development*

Moral comes from the word "mores" which means procedures, habits and customs. Moral always refers to the good and bad as a human. Moral development involves the development of thoughts, feelings, and behaviors regarding rules and agreements about what to do, in children's interactions with others. Based on Piaget's stage⁷ of moral development, children aged 6-7 are at the stage of heteronomous morality. At this stage children think that justice and rules are envisaged as the properties of the world that cannot change and are free from human control.

B. *Understanding Spiritual Intelligence*

Spiritual intelligence was first conceived by Danar Zohar and Ian Marshall, which are the foundation needed to effectively function IQ and EQ and are the highest intelligence of humans. Danah Zohar and Ian Marshall⁸ define spiritual intelligence as intelligence to deal with and solve problems of meaning and value, intelligence to place behavior and life, intelligence to judge actions is more meaningful than others. This definition sees spiritual intelligence as intelligence possessed by a person to solve problems seen from when he assesses problems and behavior when taking action.

Yosi Amran stated that spiritual intelligence enables one to apply and realize the source and spiritual quality to improve functions and good deeds in daily life.⁹ From this definition, Amran states that there is an inner urge to do good deeds inside the men.

Both of these definitions see that spiritual intelligence deal with one's behavior. The actions and ways of life that are lived can distinguish between right and wrong so that they produce good deeds in daily life.

Ary Ginanjar sees spiritual intelligence as the ability to give meaning to worship and associate every behavior and activity with Allah.¹⁰ The same thing was also expressed by Nelson who stated that spiritual intelligence enables a person to accept what he believes in daily life.¹¹ Ary Ginanjar and Nelson see that the foundation of the development of spiritual intelligence is inseparable from its relationship with religion and religiosity which makes children understand the concept of goodness, virtue and the existence of God and children understand the rules and obligations that must be obeyed and carried out.

Marsha Sinetar¹² stated spiritual intelligence as a thought inspired by encouragement and effectiveness, existence or divinity life that unites as its parts. Sinetar sees spiritual intelligence as a result of inspired thoughts by the impulse of divinity that can unite each of its parts.

From the definitions above, those can be concluded that spiritual intelligence is a skill possessed by an individual to be able to solve problems about meaning and value so that they can be applied to improve self-quality

through right actions in daily life due to the human heart of God's Spirit .

C. *Characteristics of Spiritual Intelligence*

There are characteristics of Spiritual Intelligence given by experts:

Accord to Marsha Sinetar¹³ that people who have spiritual intelligence are people who:

- Have a deep self-awareness, intuition, power of "self" or innate authority.
- Have a broad view of the world: seeing yourself and other people related;
- Having high morals, strong opinions, a tendency to feel happy
- Having an understanding of life's goals
- Having an insatiable hunger will be selective things that are generally interested in the interests of others
- Having fresh and strange ideas; adult sense of humor
- Having a pragmatic and efficient view of reality.

Meanwhile, Nelson¹⁴ stated people who have spiritual intelligence is people who have the following characters:

- Have the love, joy, peace, , patience, kindness, goodness, faithfulness, gentleness, self-control, inside or outside of the situation which is full of pressure.
- Being spiritually teaching model
- Have an unwavering faith
- Lifestyle which is consistent with the belief
- Being able to admit when making mistakes
- Humility in deeds and having the nature of serving

Emmons¹⁵ said there are five components of spiritual intelligence:

- Ability to transcending physical and material
- The ability to experience a level of awareness of mounting
- The ability to invest everyday activities, events, and relationship with a sense of the sacred
- Ability to use spiritual resources to solve the problem
- The capacity to engage in virtuous behavior (to show forgiveness, to express gratitude, to be humble, to display compassion)

From the characteristics above, it can be concluded that people who are spiritually intelligent have the following characteristics:

- Having religious knowledge and practices,
- Having knowledge of the God he believes in
- Able to do good deeds, such as showing love, gratitude, humility, caring for others.

D. *Development of Spiritual Awareness Children*

James Fowler, known by his theory of Faith Development, explained that throughout the span of human life, faith as a holistic orientation shows that there is a relationship between individuals and the universe will experience the stages of faith development. Fowler divided the three stages of trust that occur in early childhood: Initial

Elementary Belief (Primal Faith), Intuitive_Projective Trust, Mystical-Literary Trust (Misthic - Literal Faith).¹⁶

Children aged 6-7 years are in Phase II, namely Intuitive-Projective Belief Stage (Intuitive-Projective Faith), where the child does not have a strong logical operating ability and also the limited ability to discriminate its own perspective from the perspective of others and coordinating its own perspective with their perspective. This stage opens the child's sensitivity to the world of mystery and the Divine and the real signs of power.

III. METHODOLOGY

The research used phenomenology research. The researcher wanted to know what experiences were obtained by children aged 6-7 years during the Devotion Activities that could develop children's spiritual intelligence. This study has 3 specific objectives, knowing the introduction of God for children aged 6-7 years, attitudes of children when attending Sunday school services, the application of good deeds to friends and others. The study was conducted at the Sunday school of the Indonesian Christian Church in Depok, by observing activities during Sunday School, Devotion Time at home and interviewing children, parents, teachers and pastors. The analysis technique uses the Milles and Hubberman models. The stages of analysis used are data collection, data reduction, data display, and conclusion¹⁷.

➤ *God According to the Children*

Buzan said self-awareness that God created humans for a plan and purpose is the basic principle of spiritual intelligence.¹⁸ This statement means the recognition that God is the one who created himself is very important for the growth and development of spiritual intelligence in a child. The realization that whatever humans do in the world is for the Creator, God.

Sunday school students, aged 6-7 years considers that God is the creator by looking at the environment. There are living things, light objects, inanimate objects, and other creations around them. In addition, children know God as Creator through hymns sung by children at Sunday school. Many of the hymns song state that God created the earth and all its contents. The songs usually sung at Sunday school service like "From rising sun, Long elephant trunk, Small sparrow." Children also know that God is the Creator through the Bible that they read every day and from Bible stories told by teachers at Sunday school. It is very clearly written in the Bible that "in the beginning God created the heavens and the earth and their contents." Genesis 1 describes very clearly how God created the earth and all its contents (humans, animals, plants, light objects).

God as Helper because the children realizes and experiences God's help. As a helper, God is always committed to His promises and everything is written in the Bible. Through stories that children read and hear about God's actions to all people and His promises that He is a God who will protect and help people from all things that make fear, such as fear of being left alone, afraid of darkness, fear of Satan and afraid when sick.

Humans always commit sins. As a result, humans deserve to receive punishment from God. God's way to save human from the penalty of sin, namely by the coming of the Lord Jesus Christ into the world and dying on the cross as a sinner in place of humanity. The Lord Jesus did it because of His love for all humans. To obtain salvation that is by accepting the Lord Jesus as Lord and Savior, believing in His death to atone sins. God's salvation work is written in the Bible.

➤ *Attitude of Children during Worship and Devotion Time*

Worship that is pleasing to God through worships that starts from a heart full of humility before God who is ready to honor and serve God. The attitudes can be seen in children while attending Sunday School worship such as respectful attitude. Respecting God can be seen from the presence of children attending Sunday school worship and when doing a quiet time on time, the attitude of the child's heart and body when praying and a heart attitude that is respectful of God when giving the best with attitudes and ways when offering.

Children have begun to worship by being orderly. The attitude shown when reading the Bible, listening to stories, giving offerings and doing activities.

Joy that children feel because God is the center and source of joy. Therefore, during the Sunday school service,

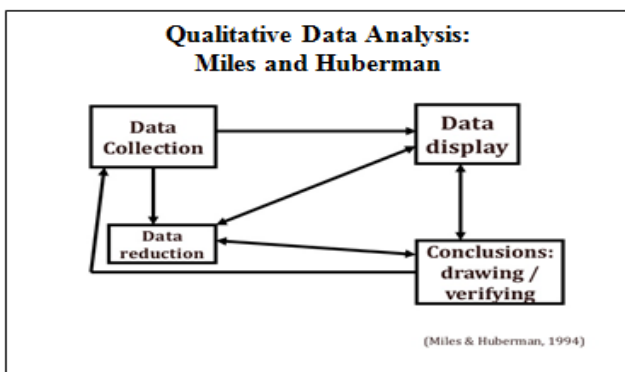


Fig 1:- Qualitative Data Analysis Miles and Huberman

IV. RESULTS AND DISCUSSION

The results of this study include three things: (a) God according to children, (b) Attitudes during Worship (c) Attitudes toward friends and neighbors

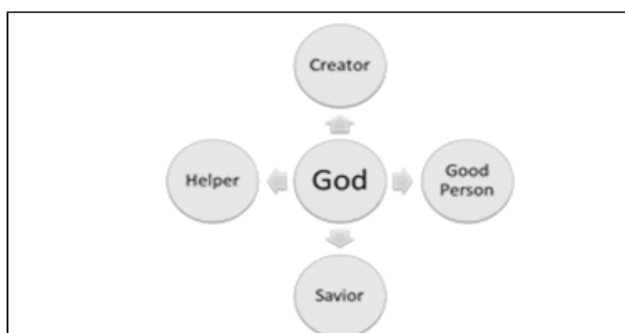


Fig 2:- God According to the Children

children were very happy when singing, listening to the Word of God and giving offerings.

➤ *Loving friends and others*

From the observations, it can be seen that children aged 6-7 years in GKI Depok have been able to imitate Jesus' actions by showing and developing an attitude of love to friends and others. The results of observations made, the way the child shows good deeds as thanksgiving are a) Caring, b) Helping, and c) Sharing

Children show their concern because there is an awareness they have to do like God wants and what the Lord Jesus has exemplified. This attitude is seen when children help their friends immediately when they need help. This attitude reflects the care of children to others.

Caring attitude makes children help people who need help. Happy to help is the attitude taught by Jesus in the Bible. A visible attitude: want to share food and drinks, lend equipment, and others.

Sharing is an attitude related to giving. Even though in the development stage children who are 6-7 years old have an egocentric character, but from the observations the children want to share, such as sharing food, toys and stationery. Happy sharing mental prepares children to be able to socialize well. .

V. CONCLUSION

Based on the results of research, it can be concluded as follows:

- Devotion time helps children to know who God is for themselves. First "The Creator who created the heavens and the earth and everything on the earth. Second, God is a "Helper", who will help people anytime and anywhere. Third, God is the Savior, who saves man from the penalty of sin, eternal death. Fourth, according to God's child is good, which gives parents, friends and all the best gifts for them.
- Their experience of doing Devotion time make them more respectful, orderly, and joyful when attending Sunday school services.
- The Word of God serves to teach and can change behavior. The attitude of love that has been seen in the GKI Depok Sunday School children is a caring attitude, helping, and sharing.

REFERENCES

- [1]. Mutih, Diana. "Early childhood psychology," Jakarta: Kencana, 2010.
- [2]. Ellissiti, Julaihah (Ed). "Spiritual parenting; presenting God in the life of the child", Jakarta: Curiosita, 2004, p.4.
- [3]. Belarminus, Robertus. "National Commission for Child Protection Predicts Cases of Children Affected by Legal Problems Will Increase." Kompas.com, 06 December 2016, <https://megapolitan.kompas.com> (accessed 02 May 2018).
- [4]. Singh, Jyotsna Sinha. "Impact of Spiritual Intelligence on Quality of Life International Journal of Scientific and Research Communications", Volume 3, Issue 5, May 2013, <http://www.ijsrp.org> (accessed 27 July 2017).
- [5]. John W. Santrock, "Life Span Development -13th ed", Jakarta: Erlangga, 2012, p. 250.
- [6]. Susanto, A. "Early Childhood Development: Introduction to the Various Aspects", Jakarta: Kencana, 2011, p.40
- [7]. Ibid., p.40.
- [8]. Zohar D & Marshall. SQ: Utilizing Spiritual Intelligence in Integralistic and Holistic Thinking to Mean Life Translation Rahmani Astuti, et al. (Bandung: Mizan, 2000). p. 4
- [9]. Yosi Amran, The Seven Dimensions of Spiritual Intelligence: An Ecumenical Grounded Theory "(Unpublished Paper, Institute of Transpersonal Psychology: 2010), p. 2.
- [10]. Ary Ginanjar Agustian, The Secret to Success in Building Emotional and Spiritual Intelligence based on 6 pillars of faith and 5 pillars of Islam (Jakarta: Arga, 2001). p. 57
- [11]. Alan E Nelson, Spiritual Intelligence; Discover Your SQ Deepen Your Faith. (Michigan: Baker Books, 2010), p. 19
- [12]. Marsha Sinetar, "Spiritual Intelligence: Learning from Children Who Have Early Awareness", Jakarta: PT. Elex Media Komputindo, 2009, p.13.
- [13]. Ibid., pp. 7-8
- [14]. Alan E Nelson, op.Cit., p.24
- [15]. Robert A. Emmons. Is Spirituality an Intelligence? Motivation, Cognition, and the Psychology of Ultimate Concern. Volume 10,2000. Abstract in the International Journal for the Psychology of Religion. (2000), http://tandfonline.com/doi/abs/10.1207/S15327582IJPR1001_2, (Accessed July 9, 2017).
- [16]. James W Fowler, "Belief Development Theory: Essential Supratic Editor's Works, Yogyakarta: Kanisius. 1995, pp. 27-30.
- [17]. Lexy Meolong, "Qualitative Research Methodology", Jakarta: Rosdakarya, 2010.
- [18]. Buzan, Tony, "The power of spiritual intelligence; 10 ways to tap into your spiritual genius," Jakarta: Gramedia Pustaka Utama, 2003.p.1