The Influence of Intellectual, Emotional, and Spiritual Intelligence on Online Media Response Behaviour in Students

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This study aims to determine the effect of intellectual, emotional and spiritual intelligence on online media response behaviour in high school students. Using a quantitative approach with a survey design, the study population was all eleventh-grade high school students in the city of Surabaya, totalling 22 schools. Samples were taken in clusters and in a proportional manner. All research data was extracted with a questionnaire that had been tested for validity and reliability. Data was analysed by using discrete, correlational and general regression techniques. The study found: (1) there was no effect of high school students' intellectual intelligence on online media news response behaviour, (2) there was no influence of emotional intelligence on high school students' response behaviour to online media news, (3) there was no influence of high school students' spiritual intelligence on response behaviour to online media news.

INTRODUCTION

The literacy culture of Indonesian people is still very low. Based on a survey of many international institutions, the literacy culture of Indonesian society is far behind that of other countries in the world. Indonesia ranks second lowest in world literacy. A survey conducted by UNESCO in 2012 has statistics that show the reading interest index in Indonesia has only reached 0.001. This means that for every 1,000 residents, only one person has an interest in reading.

The latest data from the Central Statistics Agency (BPS) shows that the literacy rate of the Indonesian population aged 15 years and over is getting better from year to year. The National Socioeconomic Survey (Susenas) in 2009-2015 shows the percentage of literate people has exceeded 90%. Although Indonesia has been able to make its inhabitants able to recognise letters, apparently this is not enough. In March 2016, Indonesia was ranked second lowest in literacy level. The intended literacy level is behaviour related to literacy, such as reading and writing habits. This study was conducted by John W. Miller, President of Central Connecticut State University in New Britain, CT, United States. The World's Most Literate Nations Ranked examines literacy rates in 200 countries, but only 61 countries are released. The assessment indicators used are the number and size of the library and the level of newspaper readers.

The use of online media in current times has become a common phenomenon. Everyone, from children to adults, has been internet literate. The presence of online media is very useful as a communication and information tool to find everything needed by the community. The rapid development of online media today is due to everyone being able to have their own media access. An online media user can access online media with an internet network (even if access is slow) alone and without expensive costs and tools. As an online media user, one can freely edit, add and modify text, images, videos, graphics and various other content.

Online media, in general, can be interpreted as sites that provide a place for users to interact with each other online (Putu, Pratami Wijaya, Haizam, & Saudi, 2019). In online media, everyone can interact with other users. This may be in any kind of business relationships and friendships. People can add insight, communicate, look for material that may be difficult to find in real terms as well as share knowledge and information with people from various walks of life (Anne Carter & Goldie, 2017). Online media has become a major requirement for most people to access various information they need, including school children, teachers, students, entrepreneurs, employees and even housewives (Çöteli, 2019; Anne Carter & Goldie, 2017).

Online media users today are not only adults. School students and children who are not old enough are also already familiar with online media. Online media requires people to change their lifestyles to be smarter and able to use the latest technologies so that they can catch up with technology in other countries. This online media can be a virtual container that is a by-

product of the internet. It contains information in the form of text, photos and videos from people who have an account on a social network. Its main function is to promote interaction in cyberspace (the internet) so that people can make friends virtually (Auwal, 2016). Users can easily participate, share and create content using online media. This content includes blogs, social networks, wikis, forums and the virtual world (Toto, 2018). Blogs, social networks and wikis are the most common forms of online media used by people throughout the world.

By the end of 2017, internet users in Indonesia reached 143, 26 million people. This represents roughly a nine percent increase from 2016 (10.56 million users). The increase cannot be separated from the growing popularity of online media, such as Facebook, Twitter, Path, Instagram and others (Devi, 2017) . This can be seen in a survey conducted by the asision. In collaboration with PusaKaKom UI, a survey was conducted involving 7,000 internet users from various province. It posed detailed questions about what they were doing with the internet. The results indicated that as many as 87.4 percent of the total correspondents claimed to be fond of accessing online media. Other hobbies, namely doing research and finding data through search engines, was carried out by 68.7 percent of correspondents.

Online media is one form of technological progress in the field of information and communication. The effect of online media varies for each individual. This is due to differences in mindset and differences in nature that have an impact on attitudes, daily social relations and cultural differences (Wykes, 2017). Social change in society is oriented to the formation of new elements and to values that have existed in the past.

The existence of online media is now a necessity that cannot be separated from humans. Its effectiveness and role is so great that making online media is an important component for the formation of personality, behaviour and the experience of public awareness. The role of online media influences social changes experienced by the community, especially changes in the mentality or structure of the community and the mindset and behaviour of the people in their interactions. Do not be surprised if there is a community that is not ready to face these developments and cause a crisis of values and norms in society.

Basically, online media not only has a negative impact, but there are also many positive impacts. Online media provides enormous benefits. On the other hand, online media becomes a medium of information that is not easily limited. Various kinds of information in various forms and purposes are mixed into one. Access requires a touch of a finger. For example, of the forms of online media that are the most popular in the community, Facebook is an easy-to-understand system that has become a very inherent need in human life. This is so not only for teenagers. Even small children and parents are not spared from the target. Aside from being an intermediary media for communication between users, Facebook has also succeeded in bringing interactions initially present only in big cities to remote areas. On the other hand, Facebook also has a negative influence. A lot of criminality that occurs due to Facebook. This

concerns users who have motives to conduct crimes such as theft and fraud both in the form of product sales and money transactions. There are many more benefits and consequences that involve social change, and their presence in society is increasing.

Hoax news or hoaxed are a subject of public discussion. Its spread is increasingly out of control and many have even become victims. Many Indonesians are trapped and believe hoax news that is very misleading. Who the creators and disseminators of hoax news are and where the news sources are from is not known. Due to the speed of hoax news, technology quickly spreads it while making a number of ordinary people trust it easily. In fact, not only a few news hoaxes have resulted in the lives of humans being lost due to news that cannot be accounted for. Hoaxes are spreading among the people. Usually they get the news through online media or it is spread via instant messages like WhatsApp. However, it may not yet be known whether it is right or wrong. Some people choose to swallow raw information they get before checking the truth.

The use of online media can also have a negative impact on society. Online media is used as a medium to inculcate hatred towards others through the uploading of unethical words or images. This builds a feeling of displeasure and hate towards someone, especially those who have an important position both in government and state institutions. Online media is used as a means to insult, revile and even provoke others. This behaviour is very dangerous, especially concerning the survival of the state and the Unitary State of the Republic of Indonesia.

The most concerning thing is the impact of online media on the behaviour of our teenage children. They become apathetic and ignorant of their environment. Parents find it increasingly difficult to communicate with their children. Online media makes children increasingly lazy in learning and difficult to manage. This is because almost all of their time is spent fiddling with information, both at school, outside of school or at home. Children prefer air their grievances on online media rather than with their own parents. This results in common problems and personal matters to be conveyed to online media. They do not realise that what is said becomes part of public consumption and is difficult to withdraw.

METHOD
This study aims to determine the description and degree of influence of intellectual, emotional and spiritual intelligence on online media response behaviour in high school students in Surabaya. This type of research uses a quantitative approach. Research data is a collection of empirical facts that can be in the form of a collection of scores (numbers) or a collection of information about a topic. This is the object of study. It is obtained from relevant and accurate sources through the process of collecting data both with test techniques and non-test techniques (Vivian & Yi, 2012). In this study, data was collected using survey techniques (questionnaires).

The population of this study were all students of class XI high schools spread throughout the city of Surabaya. This amounted to 22 schools divided into 5 regions. These were state high schools 3, 7, 8 and 19 in the northern part of Surabaya; state high schools 10, 15, 18 and 21 in South Surabaya; state high schools 4, 14, 16, 17 and 20 in East Surabaya; state high schools 11, 12, 13 and 22 in West Surabaya; and public schools 1, 2, 5, 6 and 9 in Central Surabaya. The samples in this study were proportional samples. They involve taking subjects from each stratum or each region determined to be balanced or proportional to the number of subjects in each stratum or region. They include sampling techniques with accidental sampling techniques, i.e. samples that are taken from anyone who happens to be there, which are samples regarding data on intellectual, emotional and spiritual intelligence.

Based on the results of a preliminary study in the field, it was decided to take five state high schools spread across 5 regions in the city of Surabaya as research samples. In each region, 1 school was chosen randomly. They were SMA Negeri 5, SMA Negeri 8, SMA Negeri 16, SMA Negeri 18 and SMA Negeri 22. The school where the samples were taken for validity testing was SMA Negeri 15. Each school was sampled specifically for class XI only.

Data analysis techniques using linear regression analysis with multiple regression analysis are used to determine the effect of the independent variable (X) together with the dependent variable (Y). Research variables are an attribute or value of people, objects, processes, or activities that have a certain variation of values. These are determined by researchers to be the object of study (Mukhadis A.: 2016). The independent variable is the intelligence variable. It includes intellectual intelligence (X1), emotional intelligence (X2) and spiritual intelligence (X3). The dependent variable is the online media news response (Y) variable.

Statistical calculation in the multiple linear regression analysis used in this study uses the computer program SPSS for Windows version 16.0. Statistical testing using the ordinary regression model of the least ordinary squares method (Ordinary Least Squares), will produce the nature of the Best Linear Unlimited Estimator (BLUE) (Gelman & Nolan, 2017). A series of tests can be done so that the regression equation that is formed can meet the requirements as a good model. This can be done by conducting a series of tests of classic assumptions, namely a data normality test, heteroscedasticity test and symptom test of multicollinearity.

DISCUSSION

Based on the results of the research hypothesis test, the majority of respondents' behaviour gave approval to the values of intelligence. These included intellectual intelligence, emotional intelligence and spiritual intelligence. Among the intelligence parts, spiritual intelligence is the aspect that has the highest perception that underlies intelligence. It is then supported by intellectual intelligence and emotional intelligence as part of the intelligence possessed by students (Gorji, Darabinia, & Ranjbar, 2017).

Based on the results of the research hypothesis testing of high school students in the city of Surabaya in 2018, the intelligence variable had no influence on the behaviour resulting from online media news responses in students. This means that intelligence consisting of intellectual, emotional and spiritual intelligence together does not have a significant influence on student behaviour in responding to online media news.

The results of the analysis of some intelligence variables indicate that intellectual intelligence does not significantly influence the behaviour of online media responses in students. This means that the intellectual intelligence of high school students in the city of Surabaya does not affect the response behaviour of students regarding online media. One's success is determined by one's level of emotional intelligence, not intellectual intelligence. This refers to people who can manage life and give meaning to life through virtues such as self-awareness, patience, self-motivation, social skills and empathy (Widhianningrum, 2017).
The correlation of the significance is negative. This means that the influence of intellectual intelligence on online media response behaviour is not unidirectional. In other words, if high intellectual intelligence does not produce response behaviour, that tends to be good (Kurniawan, 2017). The insignificance of this proves that the impact of intellectual intelligence is negative.

Intellectual intelligence/intelligence quotient (IQ) is the basic form of intelligence associated with cognitive processes. Learning (intellectual intelligence) tends to involve mathematical-logical abilities and language. In general, this only develops cognitive abilities (writing, reading, memorising, counting and answering) (Soenarso & Usman, 2019; Hughes, 2016; Pandey, 2018; Jatmika & Sukartha, 2018; S. Chin, Raman, Yeow, & Eze, 2014). Therefore, in order for students to have positive response behaviours, teachers and parents must create a response guidance program that is directed, effective and can accommodate students' needs in accordance with their intellectual intelligence. In addition, providing guidance for responses can help students interact with social media well in the community.

There are two factors that influence emotional intelligence (Muhammad & Usman, 2019).
1. Family environment. Family life is the first school in studying emotions. Emotional intelligence can be taught while still a baby through expression. Emotional events that occur in childhood will be attached and settled permanently into adulthood. Emotional life that is fostered in the family is very useful for each individual later on.

2. Non-family environment. This is related to the community and education environment. Emotional intelligence develops in line with physical and mental development. This learning is usually aimed at a person's activities outside themselves with emotions that accompany a person's condition.

These external factors help individuals to recognise the emotions of others. Consequently, individuals can learn about various emotions that others have and help individuals to feel the emotions of others within the circumstances that accompany them. Internal factors are factors that originate from within the individual. These internal factors help individuals in managing, controlling their emotions so that they can be well coordinated, and they do not cause problems for themselves and others.

Aspects of one's emotional intelligence, according to (Dewi & Wirakusuma, 2018), are

1. personal skills, namely the ability to manage oneself.
2. social skills, namely the ability to handle a relationship.
3. social skills, namely the ability to arouse responses desired by others.

Subramaniam & Panchanatham (2012) state that a person's success is determined by the extent of their emotional intelligence, not their intellectual intelligence. It can be concluded that emotional intelligence is the main key to one's success (Subramaniam & Panchanatham, 2012). However, this apparently contradicts the results of the next analysis, which is about the effect of emotional intelligence variables on high school student response behaviour in Surabaya.

Analysis of data regarding the influence of emotional intelligence variables on the response behaviour of high school students in Surabaya is not significant. This means that the level of emotional intelligence of high school students in the city of Surabaya does not affect the students' response behaviour. The significance of the correlation is negative, meaning that the influence of emotional intelligence on response behaviour is not unidirectional (referring to good emotional intelligence that will result in good response behaviour). This significance proves that the impact of emotional intelligence is negative.

Emotional intelligence as the ability to motivate oneself and endure frustration, control impulses and not exaggerate pleasure, regulate moods and keep the burden of stress from crippling the ability to think, empathise and pray (Beauvais, Stewart, & DeNisco, 2014; Alaei, Zabihi, Ahmadi, Doosti, & Saberi, 2017; Furnham, 2012). Emotional intelligence is needed by humans in order to achieve success both in academia, careers and in social life. Some research in the field of student psychology has proven that students who have good emotional intelligence will be more confident, happier, popular and successful in school. They are better able to master their emotions, able to establish good relationships with others and able to manage stress and have mental health.

In the case of low levels of emotional intelligence, students are not able to understand themselves, manage emotions, have empathy and establish good relationships with others (Ylmaz, 2012). In addition, students who have low levels of emotional intelligence cannot understand the feelings of others. They cannot read between the lines. All of these understandings are difficult to conceptualise in guiding oneself to behave according to needs and the environment. A student's social life can be said to be unfavourable if they cannot

respond properly to their environmental demands.

Emotional intelligence is strongly influenced by the environment. The latter is not sedentary and can change at any time (Liddle, 2018; Sogolitappeh, Hedayat, Arjmand, & Khaledian, 2018; Hassan & Shabani, 2012). For this reason, the role of the environment, especially involving the parents of students, greatly influences the formation of emotional intelligence. In addition, the ability to manage emotions properly also affects behaviour. This is related to the mood experienced by students. Positive emotions, in general, can increase the behaviour of helping. Conversely, someone who is experiencing negative emotions has a lesser likelihood to help. If helping can improve their mood, then they will give help (Aggarwal & Aggarwal, 2012). Emotional intelligence is the other side of cognitive tendencies that play a role in human activities. It includes self-awareness, self-control, enthusiasm, self-motivation, empathy and social skills (Furnham, 2012).

Emotional intelligence is the ability of students to have self-awareness, self-control, empathy, motivation and social skills (Chakraborty & Konar, 2009). Therefore, so that students can behave with good responses, students must be given an understanding of the management of emotional intelligence. With a good understanding of emotional intelligence, students can recognise their feelings and the feelings of others so they have good response behaviours.

There are differences in the results of research when compared to the results of the current analysis. The latter found that emotional intelligence does not affect the behaviour of online media responses in students. The absence of the influence of emotional intelligence on response behaviours that affect student behaviour can occur due to external influences. These include family, culture, friends and the surrounding environment. Family also influences student response behaviour. In a family, a student is educated, and habits are instilled from childhood by parents. The role of each parent in a family is a spearhead in educating students. This influences student response behaviour.

Emotional intelligence does not only develop scientifically. This means that a person does not automatically have a mature EQ based solely on the development of their biological age (Hansenne, 2012). In emotional intelligence, there are two things that must be possessed. These are emotional skills and social skills. Emotional skills are how a person knows and understands oneself. Social skills emphasise how individuals are able to see situations so that they are able to understand themselves and others and care for the needs of others. If the two skills can work well together, then everyone will be able to empower, control, express and communicate themselves with others properly.

Many experts began to research emotional factors. This resulted in the finding that emotions are indeed very influential in student response behaviour (Higgs & Dulewicz, 2016). An emotional

person will not be able to think well, no matter how high their IQ. Students with good emotional intelligence have personal and social abilities, such as empathy, self-discipline and initiative. This produces better behaviour than that of students with lower emotional intelligence.

Spiritual intelligence becomes a fundamental component in strengthening the character of the self. This is supported by intellectual intelligence and emotional intelligence as part of intelligence in response behaviour and how to behave towards changes/influences in the surrounding environment (Robins & Chima, 2008; Supriyanto, Ekowati, & Masyhuri, 2019; Sogolitappeh et al., 2018). Analysis of the data above about the influence of the variables of spiritual intelligence on the response behaviour of high school students in Surabaya is not significant. This means that the spiritual intelligence of students in high schools in the city of Surabaya does not affect the students' response behaviour.

The correlation of significance is negative. This means that the influence of spiritual intelligence on response behaviour is not unidirectional (referring to good spiritual intelligence that will strengthen response behaviour). This significance proves that the impact of students' spiritual intelligence is negative.

Spiritual intelligence, in terminology, is the main intelligence with which problems can be solved. It has meaning and is of value, placing actions or a way of life in a broader, richer and more meaningful context (Widhianningrum, 2017). Therefore, in terms of creating good response behaviour in students, an understanding of good spiritual intelligence management must be given. This is because if students have good spiritual intelligence, they will be able to live life (behaving in response) properly.

The analysis also shows that spiritual intelligence has no effect on online media response behaviour in students. These results are not appropriate or are different from the results of research conducted by Roberts. The results of their study indicate that one's level of spiritual intelligence affects one's performance. This means that the better the spiritual intelligence of a person, the better their performance will be (Roberts, 2016). The results of this study do not support what was conveyed by I Subramaniam & Panchanatham (2012). They argue that spiritual intelligence is the ability of individuals to manage the values, norms and quality of life by utilising the power of the subconscious mind, or conscience (Subramaniam & Panchanatham, 2012).

The results of this study are also not in line with the results of research from Santovec (2013). They state that spiritual intelligence is needed to improve student character by integrating some character values involving honesty, cooperation, fairness, wisdom, helpfulness, honesty and trustworthiness (Santovec, 2013). In this case, someone who has a high level of spiritual intelligence is able to manage values and norms. They can utilise the power of their subconscious mind. This statement explains that spiritual intelligence (SQ) is the foundation

needed for the effective function of intellectual intelligence (IQ) and emotional intelligence (EQ). Even according to them, spiritual intelligence is a human's highest form of intelligence. Spiritual intelligence gives humans morality and the ability to adjust based on experience, love and equal abilities.

Lack of internal spiritual intelligence will result in students being less motivated to learn and finding it difficult to concentrate. Consequently, students will find it difficult to understand a subject. Meanwhile, those who only pursue achievements in the form of values or numbers and ignore spiritual values will justify any means to get good grades. They tend to be dishonest and do things like cheating on exams.

Spiritual intelligence, in terms of existentialist intelligence, is human preparation in the face of death. This intelligence has the dimension of divinity, which has the principle of seeking self-existence in life (Subramaniam & Panchanatham, 2012; S & Usman, 2019; Jain & Kansal, 2017; S. T. S. Chin, Raman, Yeow, & Eze, 2013). The nature of this intelligence involves always looking for connections between the need to learn with abilities and the creation of awareness of life after death. This condition is an embodiment of existentialist intelligence.

Students who have high spiritual intelligence are able to look for meaning in their life. They are able to provide help to others and instigate the occurrence of a harmonious survival. Those who have spiritual intelligence are able to integrate the power of the human brain and heart in building strong characters and personalities, based on human values (Gorji et al., 2017; Susilawati, 2010; Hosaini, Elias, Krauss, & Aishah, 2010; Bakri., 2018).
A high level of spiritual intelligence tends to provide a good relationship with fellow human beings. These relationships can be in the form of helping, telling the truth and giving to people who cannot afford things. Spiritual intelligence is an important factor for adolescents in forming themselves into people who have character and care for others.

CONCLUSION
Simultaneously, intelligence variables consist of intellectual, emotional and spiritual intelligence. Together, they show that there is no influence on student behaviour in responding to online media news. Variables show that intellectual intelligence has no influence on high school students in the city of Surabaya regarding response behaviour to online media news. This shows that the intellectual intelligence of students in responding to online media news has no significant effect. There is no influence of emotional intelligence on the response behaviour of state high school students in Surabaya regarding online media news. This shows that emotional intelligence has no significant effect on students' responses to online media news. There is no influence of the spiritual intelligence of high school students in the city of Surabaya on the response behaviour to online media news.

Based on the overall process and results of this study, there are a number of things that are recommended. Students can make online media positive and friendly media. They can take advantage of guidance and counselling services in an effort to obtain information about intellectual intelligence, emotional intelligence and spiritual intelligence so that good behaviour is formed. Students' intellectual intelligence needs to be improved to foster greater curiosity. They will consequently be able to read comprehensively and be aware of the surrounding environment. Students' emotional intelligence is related to self-motivation. It needs to be increased in order to increase their sense of optimism so they do not easily give up. Spiritual intelligence is related to self-awareness. Having a holistic and independent mind needs to be more important, so that each student has a vision and mission, thinks more logically and does not easily depend on others. The role of parents greatly influences the formation of student behaviour. Parents should understand the development of information technology, especially online media, and always provide time to assist children when using online media. They can make themselves discussion partners for children. Teachers participate in providing guidance and education. They play a major role in teaching students about using healthy online media. This is so especially in counselling guidance teachers to make guidance service programs. These increase intellectual intelligence effectively and are directed towards providing an understanding of the emotional and spiritual intelligence of students in the formation of good social behaviour.

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