

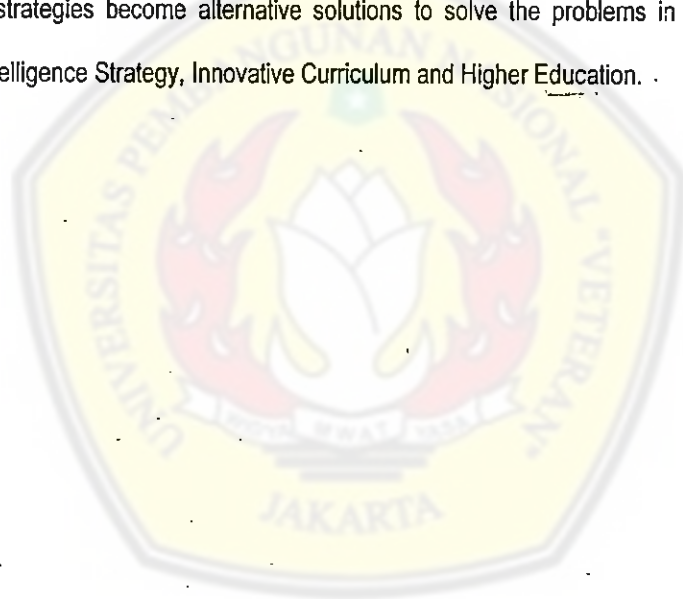
SPIRITUAL INTELLIGENCE STRATEGY SHAPING THE CURRICULUM DEVELOPMENT IN DEVELOPING INNOVATIVE EDUCATION IN INDONESIA

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Abstract

Indonesia is facing the toughest times of the democratic system, the professionalism of officials of this country is being tested. unfortunately the officials are dominated from the college and then came the question what is wrong with the system of higher education in this country so that the values of life erode with no limits on the progress of information technology and transportation between countries. The values of spirituality and innovative curriculum strategies become alternative solutions to solve the problems in the higher education system in Indonesia.

Keywords : Spiritual Intelligence Strategy, Innovative Curriculum and Higher Education. .



INTRODUCTION

The more seamless flow of information and transportation that accompanied the increasing trade in various parts of the world, namely with the formation of various forms of multilateral and international free trade agreements (GATT, WTO, AFTA, APEC). Resulted in a lot of migration of foreign workers from countries like: Europe, Japan and the United States toward other countries in Asia including in Indonesia. Until now, we can not deny that economic globalization in the field of trade liberalization has begun to carry a lot of competitors or experts who are competent in their field from various foreign countries entering the domestic market with world-class content knowledge. (Heny, 2008)

Indonesia's population of more than 237,6 million people is included in one of the countries with the largest population in the world, and it's position very potential in Southeast Asia, making Indonesia as a promising business field as a target market of various products and services. So that the realization of multi-lateral agreements AFTA (Asean Free Trade Centre Area) and APEC, Indonesia has been flooded with many products and professional workers abroad.

- Human Resources (HR) is able to compete primarily from universities in the country are expected to compete with the quality of graduates from universities abroad. Universities as producers of human resources that will become a labor or self-employed (Entrepreneur) hope to create human resources not only have a view of the material (the motivation for achievement) alone but is able to create human resources that have a balance in the act, think and do with personality sublime so that HR derives from the College not only has the ability academically but have the emotional ability, later when it plunges into the job market or creating jobs the values of nobility of human resources character, College always accompany their every step. Professional workers in the country should have a strong personality traits, ethical and uphold moral values other than the ability in practice and academia so as to compete with overseas professionals.

Under the old paradigm that IQ (Intelligence Quotient) as the sole measure of intelligence, which is also often used as parameters of success and the success of HR performance invalidated by other concepts or paradigms of intelligence that will determine the success and the success of a person in his life. Excess humans from other creatures has a brain that thinks to create symbols in the form: language, religion (custom), art, history, technology and science. With the ability to think humans can maintain and develop life. Ability to develop life are caused by: (1) The ability to think rationally, and (2) the ability to communicate (language). (Prawirnegoro, 2010). The article "On the Road on Chairman Low" (The New York Times 26/06/1994), mentioned that IQ was not enough to explain a person's success. When IQ scores correlated with performance levels in their careers, the highest estimate for the magnitude of the role of IQ to performance is only about 25%, even for a more thorough analysis conducted by the American Psychological Press (1997) the exact-figure was not more than 10% or even only 4%. So there are still 75% or 96% of other factors that affect a person's performance or success. Research conducted by Goleman (2000) has mentioned that the IQ of only 20% while 80% influenced other factors within which there were EQ and SQ (Ultimate Intelligence).

The occurrence of various forms of bribery, corruption and collusion by professionals in Indonesia both government and private institutions lately can not be separated from the role of higher education institutions, because these professionals who are dominated ever studied in college and growing extent of competition in the labor country with workers from overseas so it takes a form of spiritual intelligence development in the policy development of university education system in Indonesia to the students and lecturers through the reconstruction of the curriculum and teaching methods, is the purpose of writing this paper.

DISCUSSION

Modelling spiritual intelligence

Many models and definition have been proposed by researchers, theorists, and spiritual advocates. The models and definitions of spiritual intelligence identify specific propensities, qualities and capacities of human perceptions, intuitions and cognitions. (Sukoharsono, 2009), one of the researcher is Zohar and Marshall (1997) in (Sukoharsono, 2009).

Danah Zohar coined the term "spiritual intelligence" and introduced the idea in her book *ReWiring the Corporate Brain: Using the New Science to Rethink How We Structure and Lead Organizations* in 1997. Later, together with Ian Marshall, she developed the concept, which was introduced in 1999 at The Masters Forum. In the year 2000, Danah Zohar and Ian Marshall published a book, *SQ: Ultimate intelligence*. In 2004, the authors upgraded the concept with notion of "spiritual capital" and demonstrated the crucial link between SQ, SC, and sustainability. By their definition spiritual intelligence is the intelligence with which we access our deepest meanings, purposes, and highest motivations .

Zohar and Marshall introduced 12 qualities of SQ. They derive these principles from the qualities that define complex adaptive systems. In biology, complex adaptive systems are living systems that create order out of chaos, they create order and information and defy the law of entropy. (sukoharsono, 2009)

Those principles are:

- Self-awareness: Knowing what I believe in and value, and what deeply motivates me
- Spontaneity: Living in and being responsive to the moment
- Being vision- and value-led: Acting from principles and deep beliefs, and living accordingly
- Holism: Seeing larger patterns, relationships, and connections; having a sense of belonging
- Compassion: Having the quality of "feeling-with" and deep empathy
- Celebration of diversity: Valuing other people for their differences, not despite them
- Field independence: Standing against the crowd and having one's own convictions
- Humility: Having the sense of being a player in a larger drama, of one's true place in the world
- Tendency to ask fundamental "Why?" questions: Needing to understand things and get to the bottom of them
- Ability to reframe: Standing back from a situation or problem and seeing the bigger picture; seeing problems in a wider context
- Positive use of adversity: Learning and growing from mistakes, setbacks, and suffering
- Sense of vocation: Feeling called upon to serve, to give something back

Although human has a variety of intelligence, but he remains as a finite creature, because the objective conditions and social nature that is very broad , so it is not entirely out of reach of the senses and the human brain. Therefore a man must unite the experience and knowledge with other human beings from generation to generation to serve the collective experience , knowledge and act as a guide to think (Prawironegoro, 2010). Individual human beings must realize himself that he almost completely limited in all areas of life. Therefore if he becomes leader, he must learn all the time to the environment (members), because the environment has the experience and more knowledge. He (the leader) must hear the words of heart and should know the feelings, thoughts and interests of environment, then made the head lines. (Prawironegoro, 2010).

Prof. Dadang Hawari stated in general terms and the preferred qualification of a superior human resources:

1. Human Resources (HR) has a high intelligence (IQ), but in the successful development of human resources in terms of benefit to the community, nation and state otherwise to self-interest and group, then the terms of IQ alone is not sufficient to meet the criteria.
2. EQ (emotional level and personality)
3. CQ (Level creativity)
4. RQ (the religious or faith and devotion to God Almighty).

Prawironegoro (2010) stated that Religious Quotient (RQ) is highest level which is owned by HR is not just a religion but mainly faithful and devoted to God Almighty. HR believer is one who believes that God see, hear, and know what was said, done and even the human heart's content or intent. HR believers who believe there is an angel who records all deeds good and reprehensible, and know what is wrong or unlawful. Spiritual Quotient (SQ) can be called by RQ or SQ, because the application can not be separated with a person's religious beliefs even between religions have different concepts about form but essence is the same, SQ is the belief in the existence and role of God in every activity of human life.

Without control of EQ and SQ are very difficult for a lecturer to be able to survive in the face of pressures frustration, stress, resolve conflicts that have become part of the risk profession and take responsibility. Effects of their performance (teaching quality assurance) or the deviations of the assigned task. This will affect the pattern of the teaching to students. Someone who has a good emotional intelligence will be able to know and handle their feelings well, able to deal effectively with other people's feelings.

- Reforms and changes in national education systems that synergize IQ, EQ, CQ and SQ in all fields ranging from philosophy / purpose of education to the government and educational management, curriculum, teaching methods and the substance of teaching of national, regional and local needs to be done. (Yakup, 2001)

In addition to education system reform is also necessary research and scientific papers about the emotional and spiritual intelligence, particularly since it has been derived to emotional intelligence (EQ) by Daniel Goleman in the 1990's, as well as spiritual intelligence (SQ) by Zahar and Marshal at the end of 2000, has been widely studied by researchers in worldwide. According to Zahar and Marshal, SQ was the foundation of intelligence (Ultimate Intelligence). Sinergitas emotional and spiritual intelligence would make a person successful and managed to include in the workplace (Agustian, 2001), socio-geographical and cultural were differenced affect close to the difference and the formation of values, attitudes and beliefs of each individual. In a book "Spiritual Samurai" (Agustian, 2010) explained that Japanese people have the values of life that does not fade until now with the principle of moral rules of Bushido, consisted of the word bushi (warrior or soldier) and do (path) owned by samurai warriors, they have the highest positions in society groupings in the seventh century BC in which Bushido has implemented well and has become a personality for each system of Japanese society. Eight Bushido values are: 1) Gi, integrity: Maintaining ethics, 2) Yu, Courage: Courage in the face of adversity, 3) Jin, Generosity to love others, compassion and sympathy, 4) Rei, Respect, Courtesy, Respect to the people others, 5) Makoto or Shin, Honesty and Sincere ikhlas, 6) Meiyo, good name: Glory and honor guard, 7) Chugo, Loyalty: Loyal to the Leader and Teacher, 8) Tei, Caring and Respect are more Old Tradition. If the rules of Bushido moral ethics we compare with the ethics rules have the nation's moral in Indonesia is no different, the lofty values of morality has been taught since the first in any environment that is the smallest community, including family and school environment. But it seems this character education is becoming obsolete in the learning system ranging from preschool level through college level education.

Modern education starting from basic level to advanced level of education has forgotten the essence or meaning of education, so the learning process students are forced to think only to work on technical things but not encouraged to cultivate a sense and reason, consequently many students get high on the academic values that are not balanced with emotional and spiritual intelligence.

Existing curriculum in universities in Indonesia today both State Universities and Private Higher Education are only oriented to the materiality so stagnant and static from the hegemony of the trail between the State Universities and Private Universities, this makes the mindset and the reason the educators and students stuck in the "education that plunged" instead of "liberating education" (Hamzah, 2009). The purpose of the statement "that plunged education" is the job market has the strength and power to dominate the educators and students. For that this paradigm should be in the fox by putting a human as a resource that controls of labor market,

"liberating education" means putting educators and students create a job market filled with human values. (Hamzah, 2009)

So the strategy of innovative learning systems at universities where educators and students are involved with creating activities that students can be involved directly in the process of learning and overall academic process, by not leaving the values of morality (Spiritual Intelligence), such as simulation activities, settlement of the case, questioning, brainstorming, group discussions, completion of assignments, practical demonstrations and field work. (Hamzah, 2009) Here the creative force of educators and students sued, so comes the ideas that are imaginative because of the power of imagination and innovation will inspire to something new.

Character building program is very important way to lecturers and students. It can put in every subject for each semester in innovative curriculum, for the lecturers and universities management

The ability of imagination since childhood will carry over when the child is growing up so the child is willing to realize the imagination when he/she is in college by choosing activities that support the creation of his/her imagination.

CONCLUTION

Public strongly feel presence in all areas of professional violations. Erosion is damaging the integrity of the profession joints society and hamper even make backward the nation. College as a maker of professionals in Indonesia and in any country is very essential for progress and as a means to maintain the progress of the nation. Human resource issues can not be solved only by ministries of education but should be thought for all the ministries under the leadership of a president. Values eroded faded spirituality selfishness and ambition, therefore the curriculum emphasizes the values of spirituality should be recalled and inserted in each subjects of higher education , for the teaching system creates a teaching method , the students are not binding so that their creativity and innovation are always formed.

Coming younger generation is the generation that proceeds is now studying towards college. Many of the constraints faced by the education system including a lecturer problems. Kartikahadi(2006) stated that a language and computers are tools that absolutely must be mastered to be able to race in the development of science for a lecturer who can not afford (because of limited funds, language and willingness) to read journals, attend seminars within and outside Indonesia about the profession's field of obstacles faced by Indonesia. Apart from that discipline and prudence as a carrier of the profession (Due professional care) should also be an integral part of a lecturer.

So the strategy of innovative learning systems at universities where educators and students are involved with creating activities that students can be involved directly in the process of learning and overall academic process, by not leaving the values of morality (Spiritual Intelligence)

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