



Intellectual, Emotional and Spiritual Intelligence on Learning Motivation is mediated by Implementation MBKM Program Revolution 4.0

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ABSTRACT

This research aims to determine the influence of intellectual, emotional and spiritual intelligence on the learning motivation of students at the Faculty of Information Engineering, Jabal Ghafur University, mediated by the implementation of the MBKM program in the era of revolution 4.0. Using mixed qualitative and quantitative methods with a sample of 76 undergraduate and D3 study program students. Sample selection used a simple random sampling method and used the Slovin formula. Research data processing is SmartPLS 4.0. Using primary data from a questionnaire via Google Form which was distributed online for one month. The research results show that intellectual intelligence and emotional intelligence do not have a direct influence on learning motivation. Meanwhile, spiritual intelligence has a positive and significant direct influence on learning motivation. Intellectual intelligence has a negative and significant influence on the MBKM program. Emotional intelligence and spiritual intelligence have a positive and significant influence on the MBKM program. Then the MBKM program has a positive and significant influence on learning motivation. Intellectual intelligence has a negative and significant effect on the learning motivation variable through the MBKM program as an intervening variable. Furthermore, emotional intelligence and spiritual intelligence have a positive and significant effect on the learning motivation variable through the MBKM program variable as an intervening variable. This research suggests carrying out further analysis of why intellectual intelligence has a negative influence on learning motivation through the MBKM program as an intervening variable.

KEYWORDS: Intellectual Intelligence; Emotional; Spiritual; Learning Motivation and the MBKM Program

INTRODUCTION

In the era of revolution 4.0, education is the main foundation in maintaining balance between the economy and human resources in a country (Risdiyanto, 2019) To advance the country, the most important thing that needs to be addressed in this development is education. In this case, good education will produce good human resources (Megawanti, 2015). The use of methods and strategies that are considered capable of developing existing human resources through the Ministry of Education, Culture, Research and Technology has launched eight Independent Campus programs (Muchtar & Suryani, 2019). Independent Campus is a policy issued by the Ministry of Education and Culture giving students the right to take courses outside the study program for 1 semester and do outside activities college for 2 semesters (Ainia, 2020). Universities are given freedom to provide Independent Campus activities that suit your needs and interests his students. Students' experiences in

Independent Campus activities will have a big influence towards student career readiness by ensuring students continue to pay attention changes in the world outside campus while studying and get the opportunity to apply knowledge to problems in the real world (Putri et al., 2024). Therefore, students need to follow Independent Campus program because it will get 1) Experience in practical activities in the field which will be converted into SKS. 2) Exploration of knowledge and abilities in the field for more than one semester. 3) Learn and expand your network outside your study program or home campus. 4) Gain knowledge directly from quality partners and leading.



Figure 1. 8 MBKM Programs

Intellectual intelligence is Intellectual intelligence (IQ) is a qualification of human intelligence which is dominated by the ability to think rationally and logically (Nuraini, 2017). (Purnamarini, 2020) suggests several factors that can influence a person's competency skills, namely: (1) Beliefs and values, a person's confidence in himself or in others influencing his behavior, (2) Skills, the development of skills specifically related to competency can have an impact on organizational culture and individual competence, (3) Experience, skills from many competencies require experience organizing people, communicating in front of groups, solving in front of groups, solving problems and so on, (4) Personality characteristics, many personality factors cannot change even though in personality is not something that cannot change, (5) Motivation, is a competency factor by providing encouragement, appreciation and recognition, (6) Emotional issues, emotional obstacles can limit the mastery of competence while overcoming unpleasant experiences will improve mastery in many competencies, (7) Intellectual abilities, competencies depend on cognitive thinking such as conceptual thinking and analytical thinking. Ability shows a person's potential to carry out a task or job. This ability may or may not be utilized, ability is closely related to the physical and mental abilities that people have to carry out work and not what they want to do (Sujiono et al., 2014). According to (Purnamarini, 2020), intellectual abilities are the mental abilities needed to carry out mental activities. It can be concluded that intellectual ability is how an individual carries out mental activities and thinks clearly based on science.

Emotional intelligence is a person's ability to recognize one's emotions, manage emotions, motivate oneself, recognize other people's emotions (empathy) and the ability to build relationships (cooperation) with other people (Nuraini, 2017). Emotional intelligence is the driving force that makes individuals have energy, strength, endurance and stamina (Nuraini, 2017). Emotional intelligence represents skill someone in managing their emotions to build relationships with individuals or other groups (Subagiyo,

2019). Emotional intelligence is knowing and realizing own feelings when these feelings arise (Farhan et al., 2022). People who Having high emotional intelligence shows it with an independent, capable attitude controlling feelings, showing tolerance, expressing according to circumstances, respecting existing differences, steadfast, and proud of his work and his group.

Spiritual intelligence is intelligence that we use to create goodness, truth, beauty. Motivation for learning is love in our lives. Spiritual intelligence is the intelligence of the soul, if you imagine the soul as a capacity within humans that channels everything from deeper and richer dimensions of imagination and psychology, into everyday life, families, organizations and institutions (Rimelvi & Susanti , 2020). the ability to give spiritual meaning to thoughts, behavior and activities, as well as being able to synergize IQ, EQ and SQ comprehensively. Spiritual intelligence is very important in human life because it will give humans the ability to differentiate between good and bad things, give humans a sense of morality and give humans the ability to adapt themselves to new rules of good and right. Spiritual intelligence indicators are measured through several indicators, namely: Self-awareness, having a vision, being flexible, and making changes (Sirait & Raharjo, 2022).

Implementation of the Independent Learning – Independent Campus (MBKM) Regulations was carried out with preparing the curriculum as a forum for recognizing independent student learning/activities/activities. Freedom of learning/activities/activities will be regulated accordingly with promised Learning Outcomes (Mursid et al., 2023). Implementation Independent Curriculum, on The learning process uses a more differentiated approach. Meanwhile, the special characteristics of this curriculum are to be clearly demonstrated The differentiation position is to group student learning outcomes based on child's growth phase (Sopiansyah et al., 2022). The key to successful implementation of MBKM policies in a college is the courage to change one's mindset a rigid content-based curriculum approach becomes an achievement-based curriculum adaptive and flexible learning to prepare students to become adults based on 8 Guidelines that have been established (Rodiyah, 2021).

According to (Risdayanti & Duryati, 2022); (Sirait & Raharjo, 2022); (Robbil, 2017); (Purnamarini, 2020); (Zainal Mustafa, 2016) states that intellectual intelligence has a positive effect on learning motivation, whereas according to (Nisa, 2018) do not have influence on learning motivation. According to (Aniyatin & Mahrudin, 2017) (Sarnoto & Romli, 2019); (Nurlaeliah et al., 2021); (Subagiyo, 2019); (Farhan et al., 2022) that emotional intelligence influences learning motivation. The majority of research that has been conducted is at the school level. According to (Sirait & Raharjo, 2022); (Rimelvi & Susanti, 2020); (Sugiardi, 2022) spiritual intelligence has a positive effect on learning

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motivation, according to (Mulyati, 2015). According to (Hastuti et al., 2022). This research aims to examine and assess intellectual, emotional and spiritual intelligence on the learning motivation of students in the Informatics

Engineering Study Program at Jabal Ghafur University which is mediated by the Implementation of the MBKM Program in the Era of Revolution 4.0.

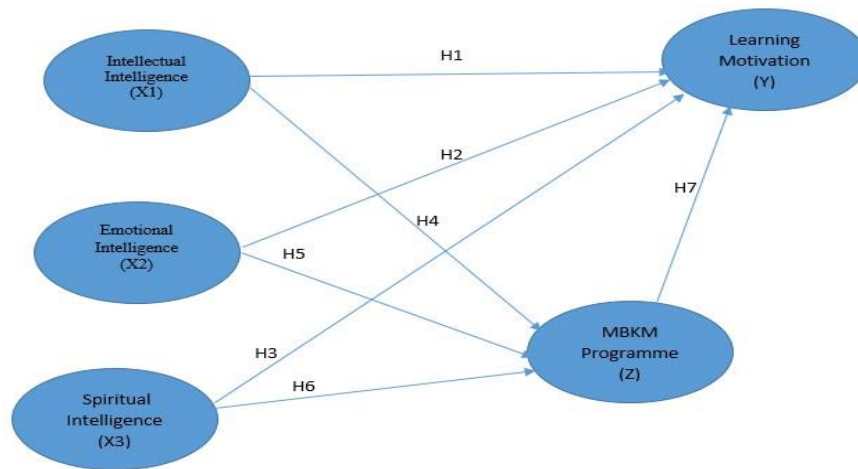


Figure 1 Research Model

Based on Figure 1. The research model above, the following hypothesis can be formulated:

- H1: Intellectual intelligence influences learning motivation.
- H2: Emotional intelligence influences learning motivation
- H3: Spiritual intelligence influences learning motivation
- H4: Intellectual intelligence influences the MBKM program
- H5: Emotional intelligence influences the MBKM program
- H6: Spiritual intelligence influences the MBKM program
- H7: The MBKM program influences learning motivation
- H8: Intellectual intelligence influences learning motivation through the MBKM program as *variabel intervening*.
- H9: Emotional intelligence influences learning motivation through the MBKM program as *variabel intervening*.
- H10: Spiritual intelligence influences learning motivation through the MBKM program as *variabel intervening*.

RESEARCH METHODS

This research method uses a survey, namely taking a number of samples from the total population. The sampling method uses the Slovin formula. The population of this research was all 63 students from the D3 study program and 256 undergraduate students in Informatics Engineering at the Faculty of Engineering, Jabal Ghafur University. The total number is 319 people. By using the Slovin formula, a sample of 76 people was obtained. Sampling was carried out using a simple random method. This research uses three types of variables, namely intellectual intelligence (X1), emotional intelligence (X2,

spiritual intelligence (X3) and as an independent variable, then the dependent variable is learning motivation, and the MBKM program (Z) as an intervening variable. Distribution of questionnaires using a Likert scale is done online by sharing Google links form for one month, for students who will take part in the MBKM program through the head of the study program. After obtaining the data, it will be processed qualitatively through descriptive and quantitative data using Smart PLS 4 for statistical tests. Validation testing in this research was carried out using Partial Least Square (PLS) which is tested with convergent validity and discriminant validity. The aim is to determine the validity of each relationship between the indicator and the latent variable. For validity and construct testing, it is carried out by looking at the results of convergent validity, where in making decisions, that value *factor loading* > 0.7, with an AVE value > 0.5, then it is valid and there is a relationship between the structural indicators.

Reliability testing is carried out by looking at the composite reliability values produced by PLS calculations for each construction. If the resulting composite reliability value is >0.7 then the construction value can be said to be reliable.

The assessment of the structural model with PLS begins by looking at the R-square for each dependent variable. If the structural model produces R-square results > 0.5 then this indicates that the model obtained is "good". Hypothesis testing in this research uses a structural equation model (inner model), where the structural model is measured using the dependent construction T-Statistic value, the beta coefficient value for the two-tailed hypothesis and the value *significant p value*.

RESULTS AND DISCUSSION

Respondent Profile

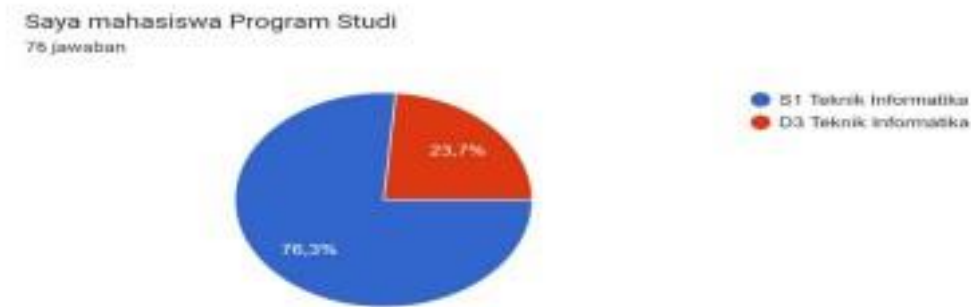


Figure 2. Respondent's Study Program

Figure 2 shows that the majority of students are from the Bachelor of Information Engineering study program, Faculty of Engineering, Jabal Ghafur University, namely 76.3% and only 23.7% are students from the D3 study program.

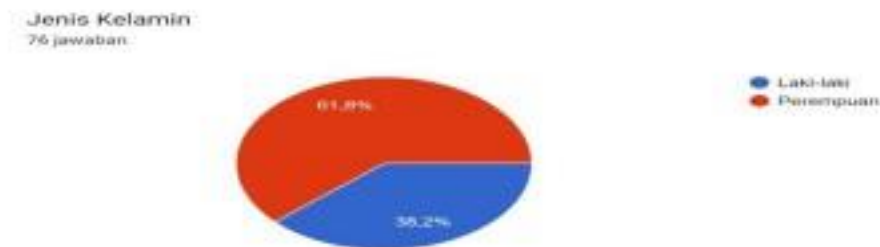


Figure 3. Respondent's Gender

Figure 3 showed that most of the student respondents were female, namely 61.8% and only 38.2% of students were male.

Program MBKM yang saya minati adalah:

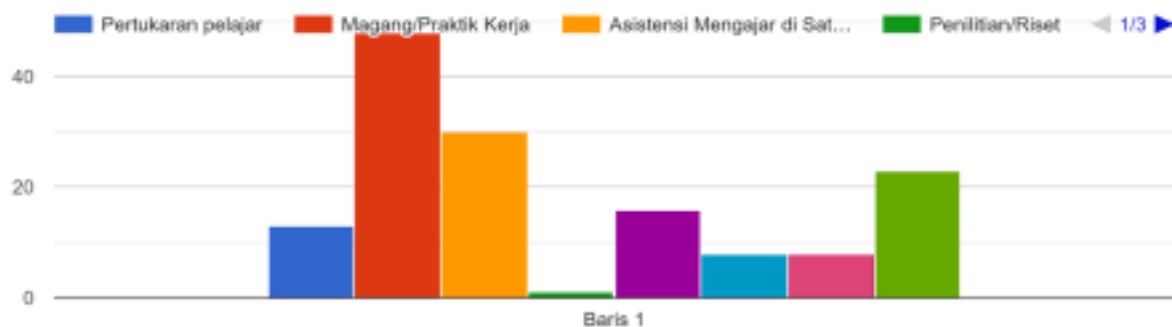


Figure 4. Interested MBKM programs

Figure 4 shows that most students are interested in the MBKM program, namely Internship/Work Practice then Teaching Assistantship in education and research/research units.

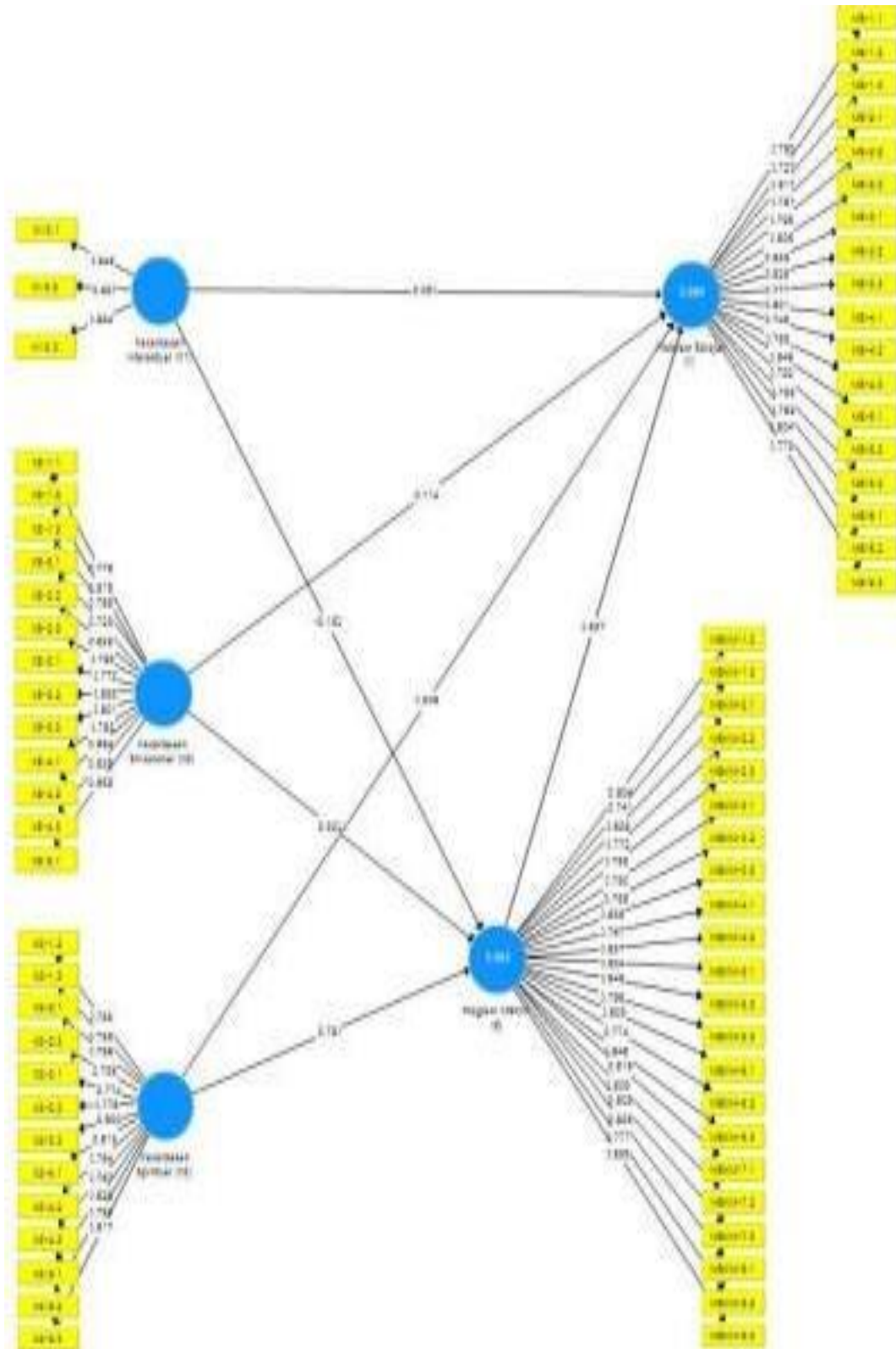


Figure 5. Outer Model

Figure 5. Outer Model of Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence, Against Learning Motivation through the MBKM Program as an intervening variable.

Table 1. Values *Outer Loading*

Variable	Indicator	<i>Outer Loading</i>	Information
Intellectual Intelligence (X1)	KI-3.1	0.946	Valid
	KI-3.2	0.927	Valid
	KI-3.3	0.954	Valid
Emotional Intelligence (X2)	KE-1.1	0.779	Valid
	KE-1.2	0.818	Valid
	KE-1.3	0.785	Valid
	KE-2.1	0.723	Valid
	KE-2.2	0.822	Valid
	KE-2.3	0.795	Valid
	KE-3.1	0.772	Valid
	KE-3.2	0.852	Valid
	KE-3.3	0.801	Valid
	KE-4.1	0.783	Valid
	KE-4.2	0.864	Valid
	KE-4.3	0.838	Valid
	KE-5.1	0.859	Valid
Spiritual Intelligence (X3)	KS-1.2	0.783	Valid
	KS-1.3	0.752	Valid
	KS-2.1	0.796	Valid
	KS-2.3	0.756	Valid
	KS-3.1	0.774	Valid
	KS-3.2	0.778	Valid
	KS-3.3	0.800	Valid
	KS-4.1	0.813	Valid
	KS-4.2	0.764	Valid
	KS-4.3	0.767	Valid
KS-5.2	0.783	Valid	
KS-5.3	0.817	Valid	

Table 1. Values *Outer Loading*

Variable	Indicator	<i>Outer Loading</i>	Information
	MBKM-1.2	0.804	Valid
	MBKM-1.3	0.741	Valid
	MBKM-2.1	0.808	Valid
	MBKM-2.2	0.772	Valid
	MBKM-2.3	0.782	Valid
	MBKM-3.1	0.790	Valid
	MBKM-3.2	0.785	Valid
	MBKM-3.3	0.838	Valid

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	MBKM-4.1	0.767	Valid
	MBKM-4.2	0.837	Valid
MBKM Programme (Z)	MBKM-5.1	0.804	Valid
	MBKM-5.2	0.846	Valid
	MBKM-5.3	0.796	Valid
	MBKM-6.1	0.809	Valid
	MBKM-6.2	0.774	Valid
	MBKM-6.3	0.848	Valid
	MBKM-7.1	0.815	Valid
	MBKM-7.2	0.809	Valid
	MBKM-7.3	0.809	Valid
	MBKM-8.1	0.805	Valid
	MBKM-8.2	0.777	Valid
	MBKM-8.3	0.828	Valid
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	MB-1.1	0.780	Valid
	MB-1.2	0.727	Valid
	MB-1.3	0.817	Valid
	MB-2.1	0.767	Valid
	MB-2.2	0.798	Valid
	MB-2.3	0.806	Valid
	MB-3.1	0.839	Valid
Learning Motivation (Y)	MB-3.2	0.826	Valid
	MB-3.3	0.777	Valid
	MB-4.1	0.801	Valid
	MB-4.2	0.745	Valid
	MB-4.3	0.759	Valid
	MB-5.1	0.846	Valid
	MB-5.2	0.792	Valid
	MB-5.3	0.755	Valid
	MB-6.1	0.789	Valid
	MB-6.2	0.804	Valid
	MB-6.3	0.773	Valid

Source: Primary data processed, 2024.

Based on table 1, it shows that the outer loading value for the indicators in this research is >0.7 , so it is valid.

Discriminant validity is used to ensure that each concept in the latent variable is not the same as other variables. Discriminant validity is carried out by looking at the cross loading values of construct measurements. A model

that has discriminant validity which is good if each cross loading value of each indicator on a latent variable has a value greater than the cross loading value of another variable. After processing the data using SmartPLS 4.0, the cross loading results can be shown in table 2:

Table 2. Results Cross Loading

Indicator	Emotional Intelligence (X2)	Intellectual Intelligence (X1)	Spiritual Intelligence (X3)	Learning Motivation (Y)	MBKM Program (Z)	Information
KE-1.1	0,779	0,501	0,627	0,634	0,638	Valid
KE-1.2	0,818	0,456	0,628	0,661	0,698	Valid
KE-1.3	0,785	0,579	0,606	0,662	0,665	Valid
KE-2.1	0,723	0,486	0,578	0,606	0,649	Valid
KE-2.2	0,822	0,500	0,549	0,619	0,565	Valid
KE-2.3	0,795	0,370	0,510	0,585	0,578	Valid

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KE-3.1	0,772	0,370	0,476	0,559	0,543	Valid
KE-3.2	0,852	0,541	0,528	0,604	0,561	Valid
KE-3.3	0,801	0,411	0,518	0,605	0,630	Valid
KE-4.1	0,783	0,486	0,505	0,581	0,556	Valid
KE-4.2	0,864	0,447	0,546	0,646	0,635	Valid
KE-4.3	0,838	0,487	0,491	0,579	0,521	Valid
KE-5.1	0,859	0,527	0,552	0,623	0,605	Valid
KI-3.1	0,524	0,946	0,581	0,526	0,471	Valid
KI-3.2	0,562	0,927	0,531	0,538	0,453	Valid
KI-3.3	0,577	0,954	0,631	0,605	0,529	Valid
KS-1.2	0,539	0,592	0,783	0,711	0,702	Valid
KS-1.3	0,617	0,471	0,752	0,729	0,747	Valid
KS-2.1	0,615	0,537	0,796	0,778	0,725	Valid
KS-2.3	0,511	0,491	0,756	0,649	0,668	Valid
KS-3.1	0,554	0,449	0,774	0,785	0,785	Valid
KS-3.2	0,506	0,566	0,778	0,700	0,658	Valid
KS-3.3	0,628	0,368	0,800	0,730	0,729	Valid
KS-4.1	0,518	0,455	0,813	0,669	0,673	Valid
KS-4.2	0,391	0,428	0,764	0,660	0,676	Valid
KS-4.3	0,490	0,517	0,767	0,627	0,695	Valid
KS-5.1	0,494	0,416	0,820	0,744	0,705	Valid
KS-5.2	0,558	0,535	0,783	0,707	0,716	Valid
KS-5.3	0,506	0,498	0,817	0,728	0,716	Valid

Table 2. Lanjutan Hasil Cross Loading

Indicator	Emotional lligence (X2)	Intellectual lligence (X1)	Spiritual Intelligence (X3)	Learning ivation (Y)	MBKM Program (Z)	Information
MB-1.1	0,591	0,490	0,714	0,780	0,721	Valid
MB-1.2	0,503	0,316	0,690	0,727	0,752	Valid
MB-1.3	0,637	0,550	0,764	0,817	0,770	Valid
MB-2.1	0,560	0,477	0,690	0,767	0,753	Valid
MB-2.2	0,542	0,503	0,764	0,798	0,726	Valid
MB-2.3	0,734	0,508	0,739	0,806	0,793	Valid
MB-3.1	0,612	0,467	0,797	0,839	0,802	Valid
MB-3.2	0,679	0,543	0,706	0,826	0,747	Valid
MB-3.3	0,593	0,509	0,758	0,777	0,759	Valid
MB-4.1	0,651	0,478	0,663	0,801	0,689	Valid
MB-4.2	0,562	0,385	0,665	0,745	0,668	Valid
MB-4.3	0,564	0,448	0,691	0,759	0,748	Valid
MB-5.1	0,605	0,551	0,802	0,846	0,744	Valid
MB-5.2	0,569	0,337	0,716	0,792	0,748	Valid
MB-5.3	0,574	0,387	0,599	0,755	0,673	Valid
MB-6.1	0,591	0,461	0,716	0,789	0,702	Valid
MB-6.2	0,553	0,514	0,711	0,804	0,685	Valid
MB-6.3	0,685	0,460	0,662	0,773	0,722	Valid
MBKM-1.2	0,526	0,375	0,762	0,729	0,804	Valid

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MBKM-1.3	0,546	0,422	0,751	0,708	0,741	Valid
MBKM-2.1	0,618	0,375	0,688	0,786	0,808	Valid
MBKM-2.2	0,626	0,410	0,705	0,668	0,772	Valid
MBKM-2.3	0,576	0,385	0,710	0,709	0,782	Valid
MBKM-3.1	0,610	0,362	0,729	0,746	0,790	Valid
MBKM-3.2	0,600	0,486	0,714	0,718	0,785	Valid
MBKM-3.3	0,622	0,407	0,735	0,789	0,838	Valid
MBKM-4.1	0,595	0,505	0,742	0,715	0,767	Valid
MBKM-4.2	0,612	0,340	0,668	0,727	0,837	Valid
MBKM-5.1	0,634	0,430	0,722	0,764	0,804	Valid
MBKM-5.2	0,575	0,354	0,728	0,742	0,846	Valid
MBKM-5.3	0,593	0,490	0,753	0,739	0,796	Valid
MBKM-6.1	0,627	0,394	0,759	0,785	0,809	Valid
MBKM-6.2	0,614	0,526	0,748	0,773	0,774	Valid
MBKM-6.3	0,569	0,431	0,794	0,789	0,848	Valid
MBKM-7.1	0,633	0,403	0,739	0,777	0,815	Valid
MBKM-7.2	0,586	0,512	0,708	0,701	0,809	Valid
MBKM-7.3	0,601	0,270	0,680	0,761	0,809	Valid
MBKM-8.1	0,587	0,496	0,670	0,724	0,805	Valid
MBKM-8.2	0,668	0,325	0,682	0,791	0,777	Valid
MBKM-8.3	0,640	0,414	0,738	0,759	0,828	Valid

Source: Primary data processed, 2024.

From the cross loading results in table 2, it shows that each indicator in the research variable has a cross loading value that is greater than the cross loading value in the other variables. From the results obtained it can be stated that the indicators used in this research have good discriminant validity where the indicators on this variable is better than indicators on other variables. Other methods are used to assess *discriminant validity* that is,

by using values *Average Variance Extracted (AVE)*. Next, construct reliability testing was carried out by measuring composite reliability and Cronbach's alpha. If value *Composite Reliability* if a variable is >0.7 then the variable is declared to meet the reliable criteria. Furthermore, if the Cronbach's alpha value of a variable is more than 0.6 then the variable is reliable as in Table 3 below:.

Table 3. Average Variance Exrtacted, Composite Reliability andCronbach’s Alpha

Variable	Cronbach's alpha		Composite reliability	Average variance extracted (AVE)
	(rho_a)	(rho_c)	(rho_c)	
Intellectual Intelligence (X1)	0.937	0.943	0.960	0.888
Emotional Intelligence (X2)	0.955	0.956	0.961	0.653
Spiritual Intelligence (X3)	0.948	0.949	0.954	0.616
MBKM Program (Z)	0.974	0.974	0.975	0.644
Learning Motivation (Y)	0.964	0.965	0.967	0.623

Source: Primary data processed, 2024

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Based on table 3, it shows that the Average variance extracted (AVE) value for all variables is above 0.5, which means that the construct of the estimated model meets the criteria for discriminant validity.. The composite reliability value for each construct above has a value above > 0.7. With the resulting values, all constructs have good reliability in accordance with the minimum value limits that have been required.

After testing the outer model which meets the requirements, the inner model (structural model) is then

tested. The inner model can be evaluated by looking at the r-square (indicator reliability) for the dependent construct and the t-statistical value from path coefficient testing. coefficient). The higher the R-square value means the better the prediction model of the proposed research model. Mark *path coefficient* shows the level of significance in testing research hypotheses. Analysis of variance or determination test is to find out how strong the effect or influence of the independent variable is on the dependent variable. The value of the coefficient of determination is shown in table 4 below:

Table 4. R-square value

Variabel	R-square
Learning Motivation (Y)	0.894
MBKM Program (Z)	0.858

Source: Primary data processed, 2024

Based on table 4, it shows that the R-square value of the MBKM program variable has a value of 0.858, so it can be interpreted that the MBKM program can explain the variables of intellectual intelligence, emotional intelligence and spiritual intelligence by 86% and the remaining 14% is explained by other variables outside those examined in the research. This. Meanwhile, the learning motivation variable is 0.894, which means that intellectual intelligence, emotional intelligence and spiritual intelligence are able to explain 89% of learning motivation and the remaining 11% is explained by

other variables outside those examined in this research. When evaluating the model, it is done by looking at the significance to determine the influence between variables through the Bootstrapping procedure in the Smart PLS 4.0 software. Hypothesis testing is carried out by looking at the t-statistic values and P-values. The hypothesis in this research can be declared accepted if the p-values are below 0.05 then the t-statistic is above 1.96. The following is a calculation table for calculating the hypothesis value which can be seen in table 5 below:

Table 5. Result For Path Coefficient Direct Influence

Variable	Original mple (O)	ample lean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Emosional Intelligence (X2) > Learning Motivation (Y)	-0,114	0,145	0,108	1,061	0,292
Emosional Intelligence (X2) -> MBKM Program (Z)	0,302	0,310	0,076	3,982	0,000
Intellectual Intelligence (X1) -> MBKM Program (Z)	-0,152	-0,146	0,057	2,650	0,010
Spiritual Intelligence (X3) > Learning Motivation (Y)	0,308	0,324	0,107	2,883	0,005
Spiritual Intelligence (X3) > MBKM Program (Z)	0,791	0,781	0,061	13,028	0,000
MBKM Program (Z) -> Learning Motivation (Y)	0,537	0,504	0,131	4,106	0,000

Source: Primary data processed, 2024.

Based on table 5 test results using the SmartPLS 4.0 method *bootstrapping*, then direct hypothesis testing is as follows:

H1: Intellectual intelligence influences learning motivation

That the path coefficient of intellectual intelligence on learning motivation is 0.057 and the P-values are 0.414 and the positive t-statistic value is 0.822. From these results the t-statistic value is declared not significant because it is <1.96

and the p-values are >0.05 so **the first hypothesis is rejected.** It can be concluded that intellectual intelligence does not have a direct influence on learning motivation.

H2: Emotional intelligence influences learning motivation
That the path coefficient of emotional intelligence on learning motivation is 0.114 and the P-value is 0.292 and the positive t-statistic value is 1.061. From these results the t-statistic value was declared not significant because it was <1.96 and the p-values were >0.05 so **the second hypothesis is rejected.** This proves that emotional intelligence has no direct influence on learning motivation.

H3: Spiritual intelligence influences learning motivation
That the path coefficient of spiritual intelligence on learning motivation is 0.308 and the P-values are 0.005 and the positive t-statistic value is 2.883. From these results the t-statistic value is declared significant because it is >1.96 and the p-values are <0.05 so

the third hypothesis is accepted. It can be concluded that spiritual intelligence has a positive and significant direct influence on learning motivation. H4: Intellectual intelligence influences the MBKM program

That the intellectual intelligence path coefficient for the MBKM program is -0.152 and the P-values are 0.010 and the positive t-statistic value is 2.650. From these results the t-statistic value is declared significant because it is >1.96 and the p-values are <0.05 so **the fourth hypothesis is accepted.**

It can be concluded that intellectual intelligence has a negative and significant influence on the MBKM program.

H5: Emotional intelligence influences the MBKM program
That the path coefficient for emotional intelligence for the MBKM program is 0.302 and the P-values are 0.000 and the positive t-statistic value is 3.982. From these results the t-statistic value is declared significant because it is >1.96 and the p-values are <0.05 so **the fifth hypothesis is accepted.** It can be concluded that emotional intelligence has a positive and significant influence on the MBKM program.

H6: Spiritual intelligence influences the MBKM program
That the path coefficient of spiritual intelligence for the MBKM program is 0.791 and the P-values are 0.000 and the positive t-statistic value is 13.028. From these results the t-statistic value is declared significant because it is >1.96 and the p-values are <0.05 so **the sixth hypothesis is accepted.** It can be concluded that spiritual intelligence has a positive and significant influence on the MBKM program.

H7: The MBKM program has an effect on learning motivation
That the MBKM program path coefficient on learning motivation is 0.537 and the P-values are 0.000 and the positive t-statistic value is 4.106. From these results the t-statistic value is declared significant because it is >1.96 and the p-values are <0.05 so **the seventh hypothesis is accepted.** It can be concluded that the MBKM program has a positive and significant influence on learning motivation.

Table 6. Specific Indirect Effects Indirect Influence

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
	0,162	0,156	0,054	3,014	0,004
Intellectual Intelligence (X1) ->-0,081 Learning Motivation (Y)	-0,074	0,034	2,416	0,018	
Spiritual Intelligence (X3) -> (Y)	0,425	0,395	0,109	3,910	0,000

Source: Primary data processed, 2024.

Based on table 6 test results using the SmartPLS 4.0 method *bootstrapping*, then indirect hypothesis testing is as follows:

H8: Intellectual intelligence influences learning motivation through the MBKM program variable as an intervening variable.

That the path coefficient is -0.081 and the P-values which form intellectual intelligence on learning motivation through the MBKM program are 0.018 and the positive t-statistic value is 2.416. From these results the t-statistic value is declared significant because it is >1.96 and the p-values are <0.05 so **the eighth hypothesis is accepted.** It can be concluded that the intellectual intelligence variable has a negative and

significant effect on the learning motivation variable through the MBKM program variable as an intervening variable. The MBKM program variables are able to play a good role in mediating the influence between the intellectual intelligence variables and learning motivation.

H9: Emotional intelligence influences learning motivation through the MBKM program variable as an intervening variable.

That the path coefficient is 0.162 and the P-values which form emotional intelligence on learning motivation through the MBKM program are 0.004 and the positive t-statistic value is 3.014. From these results the t-statistic value is declared significant because it is >1.96 and the p-values are <0.05 so

the ninth hypothesis is accepted. It can be concluded that the emotional intelligence variable has a positive and significant effect on the learning motivation variable through the MBKM program variable as an intervening variable. The MBKM program variables are able to play a good role in mediating the influence between the variables of emotional intelligence and learning motivation.

H10: Spiritual intelligence influences learning motivation through the MBKM program variable as an intervening variable.

That the path coefficient is 0.425 and the P-values which form spiritual intelligence on learning motivation through the MBKM program are 0.000 and the positive t-statistic value is 3.910. From these results the t-statistic value is declared significant because it is

>1.96 and the p-values are <0.05 so **the tenth hypothesis is accepted.** It can be concluded that the spiritual intelligence variable has a positive and significant effect on the learning motivation variable through the MBKM program variable as an intervening variable. The MBKM program variables are able to play a good role in mediating the influence between the variables of spiritual intelligence and learning motivation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis and discussion regarding the influence of intellectual intelligence, emotional intelligence and spiritual intelligence on learning motivation through the MBKM program as an intervening variable, several conclusions can be given as follows: Intellectual intelligence (X1) and emotional intelligence (X2) have no direct effect on learning motivation (Y). Spiritual intelligence (X3) has a positive and significant direct effect on learning motivation (Y). The MBKM program (Z) has a direct positive and significant effect on learning motivation (Y). Emotional intelligence (X2) and spiritual intelligence (X3) have a direct positive and significant effect on the MBKM program (Z). Meanwhile, intellectual intelligence (X1) has a direct negative influence on the MBKM program (Z). Then emotional intelligence (X2) has a direct positive and significant influence on the MBKM program (Z).

Intellectual intelligence (X1) has a negative effect on learning motivation (Y) through the MBKM program (Z) as an intervening variable. Meanwhile, emotional intelligence (X2) has a positive and significant effect on learning motivation through the MBKM program (Z) as an intervening variable. Then spiritual intelligence (X3) has a positive and significant effect on learning motivation through the MBKM program (Z) as an intervening variable. It is recommended that further research conduct further analysis of why intellectual intelligence has a negative influence on learning motivation through the MBKM program as an intervening variable.

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