

DEVELOPING A SYNERGY MODEL OF INTELLECTUAL, EMOTIONAL AND SPIRITUAL INTELLIGENCES IN MANAGING STUDENT CONFLICT (A Case of State University of Gorontalo, Indonesia)

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The main objective of this quantitative research is to examine the using of a model of intellectual, emotional and spiritual intelligences in managing and student conflict and nurturing supportive academic environment at State University of Gorontalo, Indonesia. Data collection techniques used questionnaire and documentation. To test the relationship between research variables was employed the Structural Equation Modeling (SEM). The research findings showed that: 1) intellectual, emotional, and spiritual intelligence have positive, direct synergy towards student conflict management, 2) academic culture has positive, direct synergy towards student conflict management, 3) intellectual, emotional, and spiritual intelligence have positive, direct synergy towards academic culture, 4) intellectual, emotional and spiritual intelligences as well as academic culture development have positive, direct synergy towards student conflict management and nurturing supportive academic environment at State University of Gorontalo.

Keywords: Intellectual, Emotional, Spiritual, Intelligence, Conflict. Management

INTRODUCTION

Higher institutions are often viewed as the symbols and the places of birth of technologies and figures of thinkers and executors of national development. Students with all their energy and potential are educated and developed to become part of the scientific community that has academic intelligence in implementing, developing, and enriching the world of science and technology. Facts at higher institutions show that the efforts to educate and develop student potential have not yet produced optimal results. There are still students who are involved in various conflicts that weaken the image of students and higher institutions. One of the examples is on-street fight among students that leads to criminal actions.

Negative and conflict are relatively common and an inevitable part in the students' life in any colleges/universities (Meyers, 2003; Meese, 1997). Conflict between students in the colleges/universities is also a natural element of advisable communication (Mohd Harif and Norsyema, 2011).

Despite many progresses in the improvement of strategy and managing of student conflict, however the quality of the problem solving of the conflict quality is still far from the desirable academic conditions. Today, due to the great emphasis on student's management, the effectiveness of student service,

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improving education service quality and responsibility, the good student service is absolutely necessary.

The conflicts among students at higher institutions show that there needs to be effective conflict management. Leaders of higher institutions are required to have the ability to manage student conflict energy to result in productive and positive change.

Effective conflict management requires conducive academic culture. In relation to this, higher institutions as education institutions are expected to be able to give room for students to do different academic activities so that the conflict energy can be managed to become smart academic energy. It is important to have academic culture development at campus to develop civilized culture and society of the nation as a whole. The quality indicator of contemporary institutions in this millennium era is determined by the quality of the academics in developing academic culture.

Student conflict management and academic culture development need to be developed and strengthened by the synergy of intellectual, emotional and spiritual intelligences. Competitiveness and creation of students will be effective if they are able to synergize their intelligences. Student conflict management and academic culture development without the empowerment of the synergy of intellectual, emotional and spiritual intelligences will result in students who are less confident and not energetic, do not dare to take risks, and do not have good spiritual values. Without good spiritual values, their inner power cannot be well-functioned, which impacts on destructive characters that cause conflicts all the time.

Universities as social systems are very strategic aspects in developing academic culture and managing conflicts. Therefore, leaders and faculty members are required to be able to understand, analyze, and manage different conflicts to optimize contribution to their institutions and to avoid high, non-productive conflicts that can violate the dynamics and the productivity of the institutions. The main factor that needs to be prioritized by universities in realizing their work performance in conflict management is the ability to produce human resources that are intellectually, emotionally and spiritually smart.

MANAGING CONFLICT

Conflict is the manifestation of organizational development that changes all the time. It is often defined as any kind of antagonistic contradiction and interaction. Wahyosumidjo (2010:151) defined it as any kind of relationships among human beings indicated by contradiction. Soetopo (2012:267) stated that it is the contradiction and the disparity of interests, goals, and needs in formal, social and psychological situations, which become antagonistic, ambivalent and emotional. The existence of conflict in an organization is always led to three main views (Soetopo, 2012:267): 1) conflict is something disadvantages and needs to be avoided, 2) conflict is something normal and needs to be managed for improved performance,

(3) conflict is something that has positive and negative values – positive if well managed and negative if not solved.

Kartono (2011:258) presented techniques that can be used by leaders to manage conflicts in organizations that include higher institutions as follows: 1) solve problems with the cooperative attitude, 2) have shared goals, 3) avoid conflicts, 4) expand the source of energy, 5) soften conflicts, 6) compromise, 7) do authoritarian actions, 8) change the organization structure.

Conflict management is synthesized as the management art of different contradictions and disparities of interests, goals, and needs by structured efforts to minimize emerging impacts by leading them to positive things towards a set goal. Conflict management is identified by these indicators: 1) cooperative attitudes, 2) shared goals, (3) avoided conflicts, 4) expanded sources of energy, 6) compromise, 7) authoritarian acts, 8) changed organizational structure.

NURTURING SUPPORTIVE ACADEMIC ENVIRONMENT

Academic culture is institutional product based on mental attitude, commitment, dedication, and loyalty of all institutional personnel. Anshar (2013:3) stated that academic culture can be seen as the totality of academic life and program that is understood and implemented by academic community members at higher education and research institutions.

Wirawan (2012:3) stated that academic culture is life attitude that always seeks for scientific truth through academic activities in academic communities, which develops independent thinking, openness, critical-analytical ideas, rationale and objectivity. The spirit of academic culture is to create competitiveness, creation, and birth of monumental works.

Academic culture determines how university energy and organizational structure will be transformed into useful works (Cushway & Beare: 1993:43). It is developed from fundamental beliefs of how an institution should be managed and operated (Cushway & Beare:1993). It refers to a meaningful shared system among academics that differentiates one university to another.

Wirawan (2012:3) added that academic culture is recognized by the following indicators; 1) the objective respect towards opinions of others, 2) the rational, critical-analytical ideas with moral responsibility, 3) the habit of reading, 4) the extension of knowledge and perspective, 5) the habit of researching and providing community services, 6) the writing of articles, papers, and books, 7) the scientific discussions, 8) the teaching and learning process, and 9) the good higher education management.

Based on what is already explained, it can be synthesized that culture academic is defined as the tradition that is the typical life of academic community, which delivers teaching and learning process between lecturers and students, conducts research studies and community services, develops life attitudes that seek for

scientific truths, and cultivates critical-analytical, rational and innovative thinking skills within an academic environment.

INTELLECTUAL INTELLIGENCE

Masaong (2012:56) stated that intelligence is defined as the ability to think and act appropriately by experience to give good response as: 1) the right selector, 2) the liaison, 3) the problem-solver, 4) the negotiator, 5) the healer, and 6) the synergy builder to achieve the set goals. According to Kristo (2013), intelligence can not be directly observed but needs to be summarized from different real actions, which is the manifestation of rational thinking process. Therefore, intellectual intelligence of people can be seen from different real actions as the realization of their intellectual intelligence.

A research study by Wiramihardja (2011:74) showed positive correlation that is significant for all test results of intelligence indicators towards work performance and willingness variable, either figural, verbal or numeric intelligence. The term intellectual intelligence is more specified for cognitive intelligence.

Intellectual intelligence is synthesized as the mental ability that involves rational thinking process in doing analysis, logics, and ratio to accept, save, and manage information to become important information to achieve certain goals.

EMOTIONAL INTELLIGENCE

Goleman (2010: 411) defined emotion as an activity or a trouble with thoughts, feelings, desires, and an overwhelming mental state. Goleman (2010:411) further explained that emotion refers to typical feelings and thoughts, biological and psychological states and a series of trends to act. Meanwhile, Segal (2010:131) defined emotion as the main source of all senses.

Fajar (2002:16) defined emotional intelligence as “the image of a number of related skills with accurate assessment of self-emotion and the emotions of others and the ability to manage feelings to motivate, plan, and achieve the purpose of life”.

Shapiro (2007:4) stated that “persistence, optimism, self-motivation and enthusiasm are parts of emotional intelligence”. Goleman (2010: 56-57) expanded emotional intelligence into five aspects, which are: 1) recognizing self-emotion, 2) managing emotion, 3) motivating own self, 4) recognizing emotion of others, and 5) developing relationship.

Emotional intelligence is synthesized as the ability to feel, understand and effectively implement emotional sense and efforts as the sources of energy, information, connection, and impact to understand self-emotion and emotion of others that impact on the ability to balance emotion and ways to have it expressed.

SPIRITUAL INTELLIGENCE

Spiritual is the basis for the growth of self-esteem, values and sense of belonging, which gives direction and meaning to life and is based on the belief of the existence of the greater non-physical power than human beings. Buzan (2004:21) stated that spiritual intelligence relates with parts of the greater planning that cover “seeing the whole picture”. Meanwhile, according to Covey (2010:12), it is the most fundamental centre of other intelligences as it is their source of guidance. Spiritual intelligence represents the longing of meaning and relationship with the unlimited.

Zohar and Marshal (2010: 32) defined spiritual intelligence as the intelligence to deal with and solve problems of meanings and values, to manage behaviors and live in the wider and richer context of meaning, to assess whether actions or ways of life of someone are more meaningful than others.

Zohar and Marshall (2010: 54) identified eight spiritual intelligence aspects that cover: 1) self-capacity to be flexible, e.g. spontaneously active and adaptive, 2) high self-awareness level, 3) self-capacity to encounter and benefit from suffering, 4) life quality that is inspired by vision and values, 5) reluctance to cause unnecessary harm, 6) holistic perspectives that tend to see the connection among different things, 7) real tendency to ask and answer fundamental things, and 8) ability to work against tradition (convention). Masaong (2012:12) identified spiritual intelligence aspects as follows: 1) faith, 2) wisdom, 3) good relationship, 4) honesty, 5) sincerity, 6) patience, and 7) trust.

Spiritual intelligence can be synthesized as the potential ability of human beings that makes them realize and determine meanings, values, morale, and love towards the greater power and other human beings, which enable them to do self-adjustment and live more positively within true wisdom, peacefulness, and happiness.

RESEARCH METHODOLOGY

This is a survey research that is designed to apply Structural Equation Modelling (SEM). It has endogenous and exogenous variables; endogenous variable is influenced by other variables and exogenous variable is not influenced by other variables. Y_1 and Y_2 are endogenous variables, and X_1 , X_2 , and X_3 are exogenous variables. Below are conceptual and mathematical models of this research:

Population of this research included the whole characteristics related with the synergy of intellectual, emotional and spiritual intelligences in developing academic culture and student conflict management at State University of Gorontalo. The subject of the population included 3955 Semester IV Students at State University of Gorontalo. The sample of this research was determined by using cluster technique and Harry King Nomogram, which resulted in the appointment of 193 respondents. Data collection techniques in this research were: 1) questionnaire, 2) observation, and 3) documentation. Structure equation in this research was $\eta_1 = \gamma_{11} \xi_1 + \gamma_{12} \xi_2 + \gamma_{13} \xi_3 + \beta_{12} \eta_2 + \zeta_1$ dan $\eta_2 = \gamma_{21} \xi_1 + \gamma_{22} \xi_2 + \gamma_{23} \xi_3 + \zeta_2$

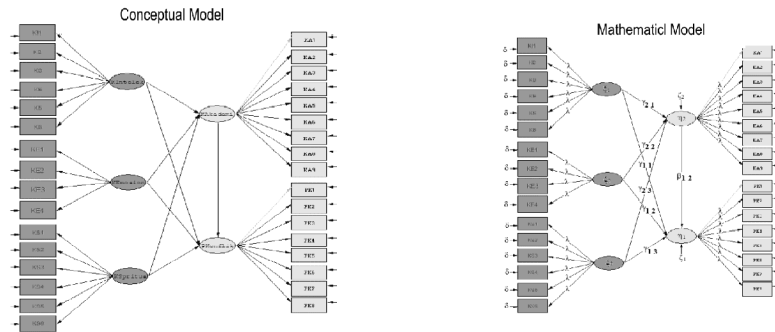


Figure 1: Research Design

Legend

- X_1 : Intellectual Intelligence
 X_2 : Emotional Intelligence
 X_3 : Spiritual Intelligence
 Y_1 : Conflict Management
 Y_2 : Academic Culture

RESEARCH QUESTIONS

This research was aimed at describing the synergy of intellectual, emotional and spiritual intelligences in academic culture development and student conflict management at State University of Gorontalo. The following are questions of this research:

- 1) Is there positive, direct synergy of intellectual intelligence towards student conflict management at State University of Gorontalo?
- 2) Is there positive, direct synergy of intellectual intelligence towards student conflict management at State University of Gorontalo?
- 3) Is there positive, direct synergy of spiritual intelligence towards student conflict management at State University of Gorontalo?
- 4) Is there positive, direct synergy of academic culture development towards student conflict management at State University of Gorontalo?
- 5) Is there positive, direct synergy of intellectual intelligence towards academic culture development at State University of Gorontalo?
- 6) Is there positive, direct synergy of emotional intelligence towards academic culture development at State University of Gorontalo?
- 7) Is there positive, direct synergy of spiritual intelligence towards academic culture development at State University of Gorontalo?
- 8) Is there positive, direct synergy of intellectual, emotional, and spiritual intelligences towards academic culture development at State University of Gorontalo?

- 9) Is there positive, direct synergy of intellectual, emotional, and spiritual intelligences as well as academic culture development towards academic student conflict management at State University of Gorontalo?

RESEARCH FINDINGS AND DISCUSSION

The research findings showed that coefficient of exogenous variables of intellectual intelligence ξ_1 towards endogenous variables of conflict management η_1 was $\gamma_{11} = 0,40$, whereas the calculation of the significance showed that $t_{\text{count}} = 4.55$ and $t_{\text{table}} = 1,96$ - meaning that $t_{\text{count}} = 4.55 > t_{\text{table}} = 1,96$; therefore H_0 was rejected. The findings showed that intellectual intelligence has positive, direct synergy towards conflict management.

The research findings showed that effective conflict management can be done if supported by high intellectual intelligence. The findings are in line with the research conducted by Megginson, Mosley and Pietri (1986: 278) that summarized that conflict resolution can be done by two main dimensions, i.e. cooperativeness and assertiveness. The former refers to the cooperation level of those related with the resolution conflict. The latter refers to the assertiveness of efforts for the resolution of conflict.

A research study by Goddard as cited in Masaong (2012:70) indicated that intellectual intelligence of people will determine their level of ability and experience to solve current problems and to anticipate future ones. Conflict management is an effort to solve current problems. Therefore, high intellectual intelligence will direct people to think rationally when developing cooperation and will help them be assertive in finding appropriate conflict resolution, which will benefit related stakeholders.

The research study by Megginson, Mosley and Pietri was interrelated with the study by Goddard as cited in Masaong since they both indicated that intellectual intelligence determines whether conflict can be managed effectively or not. This means that intellectual intelligence is really helpful in conflict management.

It can be concluded that the research findings indicating that intellectual intelligence has positive, direct synergy towards conflict management has strong basis of theories.

SYNERGY OF EMOTIONAL INTELLIGENCE TOWARDS CONFLICT MANAGEMENT

Coefficient of exogenous variables of emotional intelligence ξ_2 towards endogenous variables of conflict management η_1 was $\gamma_{12} = 0,32$, whereas the calculation of the significance showed that $t_{\text{count}} = 5.89$ and $t_{\text{table}} = 1,96$; therefore $t_{\text{count}} = 5.89 > t_{\text{table}} = 1,96$ - meaning that H_0 was rejected. The findings showed that emotional intelligence has positive, direct synergy towards conflict management.

A research study by Soetopo (2011:277) on problem solving method as the appropriate method for effective conflict management has very significant

connection with the research by Masaong (2009) on emotional intelligence. In this context, emotional intelligence of people will direct them to solve problems related with the conflict they are encountering. Emotional intelligence will raise high self-motivation and awareness to solve problems that are the sources of conflict. High self-motivation and awareness are the characteristics of emotional intelligence, which are the determining factors of effective conflict management, leading to the ability to solve the problems as the sources of conflict.

SYNERGY OF SPIRITUAL INTELLIGENCE TOWARDS CONFLICT MANAGEMENT

Coefficient of exogenous variables of spiritual intelligence $\hat{\gamma}_3$ towards endogenous variables of conflict management η_1 was $\gamma_{11} = 0,34$, whereas the calculation of the significance showed that $t_{\text{count}} = 3,74$ and $t_{\text{table}} = 1,96$; therefore $t_{\text{count}} = 3,74 > t_{\text{table}} = 1,96$ - meaning that H_0 was rejected. The findings showed that spiritual intelligence has positive, direct synergy towards conflict management.

Spiritual intelligence of people has synergy towards conflict management. Soetopo (2011:286) stated that the success of leaders in appropriate conflict management was greatly determined by their ability, courage, experience, effort and prayer, self-maturity and the encountering situation. Besides, the leaders' attention on principles in conflict management really determines the success in conflict management.

The findings showed that conflict management is influenced by spiritual intelligence. Spiritual intelligence, as stated by Zohar (2007), is viewed from spiritual-religious points and is determined by the frequency of prayers when doing activities. This is in line with the indicators of conflict management that are not only referred to courage, experience, and effort but also prayer and self-maturity, which are indicators of smart spiritual intelligence in conflict management. It shows that spiritual intelligence has synergy in supporting effective conflict management.

SYNERGY OF ACADEMIC CULTURE TOWARDS CONFLICT MANAGEMENT

Coefficient of endogenous variables of academic culture h_1 towards endogenous variables of conflict management η_1 was $\beta_{12} = 0,26$, whereas the calculation of the significance showed that $t_{\text{count}} = 7.37$ and $t_{\text{table}} = 1,96$; therefore $t_{\text{count}} = 7.37 > t_{\text{table}} = 1,96$ - meaning that H_0 was rejected. The findings showed that spiritual intelligence has positive, direct synergy towards conflict management.

Academic culture has synergy towards conflict management. Soetopo (2011:282-283) stated that conflict is an organizational dynamist. Without conflict, an organization is quiet and static and is without expected progress. However, existing conflict should be managed by doing useful activities such as structured

scientific activities so that the dynamics will be really positive to make changes that support improvement and achievement of educational goals.

The theory indicated that conflict management paradigm has shifted from its common method towards efforts to do useful scientific activities to better minimize the causes of conflict. Particularly in the context of higher education institutions, one of the activities is institutionalizing academic culture.

If well developed and maintained, activities related with academic culture development really help manage conflict effectively. In this context, student conflict energy can be directed towards positive academic culture to avoid destructive actions that can lead to violence.

SYNERGY OF INTELLECTUAL, EMOTIONAL AND SPIRITUAL INTELLIGENCES TOWARDS ACADEMIC CULTURE

The results of calculation showed that the score $F = 11.378$, if compared with $F_{\text{tab } 1, (n-2)}$ at $\alpha = 0,05$ then the score F_{tab} was 2.652. Therefore $F_{\text{hit}} = 11.378 > F_{\text{tab}} = 2.652$, which means that the influential model of intellectual, emotional and spiritual intelligences towards academic culture was linear. The determination coefficient $R^2 = 86\%$ showed that academic culture variability can be explained by intellectual, emotional and spiritual intelligences of that coefficient, whereas the remaining 14% by other variables.

The research findings were supported by the research findings of USA psychologists that concluded that the success of people in life is supported by emotional intelligence (EQ – 80%), whereas their intellectual intelligence (IQ) only has 20% of the support. The centre of IQ and EQ is spiritual intelligence (SQ), therefore it is believed that SQ determines the success of people. IQ and EQ will function well and effectively if controlled by SQ.

Rahman (2009:1) stated that the life of a campus is centred in academic culture. In an academic culture, academic interests are more prioritized than other interests and lecturers put aside their political interests and the interests of certain groups, and focus on the slogan that science is more important than treasure and position. Without academic culture, science does not get the solid ground to grow, and the campus/institution will wither without science. Academic culture development depends on the synergy of intellectual, emotional and spiritual intelligences that can grow positive academic culture at campus. The synergy of the three intelligences enables the academics to do scientific activities rationally, respect opinions of others objectively, develop the habit of researching and providing community services, delivering courses accountably, and managing higher education effectively.

SYNERGY OF INTELLECTUAL INTELLIGENCE TOWARDS ACADEMIC CULTURE

Coefficient of exogenous variables ξ_1 towards academic culture η_2 was $\gamma_{21} = 0,34$. The calculation of the significance showed that $t_{\text{count}} = 7.72$ whereas $t_{\text{table}} = 1,96$.

The rejection criteria was $H_0 : t_{\text{count}} \geq t_{\text{table}}$ atau $t_0 > t_{\alpha,1,n-1}$ ($\alpha = 0,05$). Therefore $t_{\text{count}} = 7.72 > t_{\text{table}} = 1,96$ - meaning that H_0 was rejected. The findings showed that positive, direct synergy of intellectual intelligence towards academic culture was significant.

The findings are in line with the findings by Wiramihardja (2009:3) who indicated that the positive correlation is significant for all indicators of intellectual intelligence towards academic culture. It is indicated that intellectual intelligence of people will lead them to more satisfactory results and will enable them to improve their academic activities; therefore if all academics have this intelligence then the academic culture will be of high quality. Wiramihardja also proved in his research that intellectual intelligence contributes 30% towards achieving ideal academic culture. The findings were also supported by other findings by Ree, Earles and Teachout (1994:521), who identified that intellectual intelligence is classified into two categories, i.e. general cognitive ability and specific ability. The two aspects greatly determine the "g factor" of someone. If someone has general cognitive then the person has the effort to institutionalize qualified culture to create ideal academic culture. Therefore, it can be concluded that the findings showing that intellectual intelligence has positive, direct synergy towards academic culture are based on strong theories.

SYNERGY OF EMOTIONAL INTELLIGENCE TOWARDS ACADEMIC CULTURE

Coefficient of exogenous variables of emotional intelligence ξ_2 towards academic culture η_2 was $\gamma_{22} = 0,45$. The calculation of the significance showed that $t_{\text{count}} = 6.46$ whereas $t_{\text{table}} = 1,96$. The rejection criteria was $H_0 : t_{\text{count}} \geq t_{\text{table}}$ or $t_0 > t_{\alpha,1,n-1}$ ($\alpha = 0,05$). Therefore $t_{\text{count}} = 6.46 > t_{\text{table}} = 1,96$ - meaning that H_0 was rejected. The findings showed positive, direct synergy of emotional intelligence towards academic culture.

Emotional intelligence is the ability in emotional sense that enables someone to deal with frustration, to control emotion, and to have optimism and ability to develop relationship with others. Emotional intelligence, according to Agustian (2001, p.xiii) in his research and experience in company development, makes someone perform better work that creates positive culture in the organization. Daniel Goleman, a well-known psychologist, in his book, stated that success at the work place requires not only cognitive intelligence but also emotional intelligence (Goleman, 2000:37).

Therefore, it can be concluded that the findings stating that emotional intelligence has positive, direct synergy towards academic culture are based on strong theories.

SYNERGY OF SPIRITUAL INTELLIGENCE TOWARDS ACADEMIC CULTURE

Coefficient of exogenous variables of spiritual intelligence ξ_3 towards academic culture η_2 was $\gamma_{23} = 0,34$ - meaning that H_0 was rejected. The calculation of the

significance showed that $t_{count} = 3.74$ whereas $t_{table} = 1,96$. By using the rejection criteria of $H_0 : t_{count} \geq t_{table}$ or $t_0 > t_{\alpha/2, n-1}$ ($\alpha=0,05$), then $t_{count} = 3.74 > t_{table} = 1,96$ therefore H_0 was rejected. It can be concluded that there was positive, direct synergy of spiritual intelligence towards academic culture.

The findings were supported by the findings by Saifullah (2005) who stated that characteristics of spiritually smart people, i.e. those who have the ability to transcend physics and materials, to experience the high awareness level, to make daily experience sacred, to use spiritual resources to solve problems and do good actions, and to have love of high quality towards others. The ability can be actualized by others in developing commitment and quality culture in them. People with high spiritual intelligence can color and influence situation wherever they are. This will improve the quality of institutional culture. In relation to academic culture at higher institutions, high spiritual intelligence of people at the institutions will direct their behaviors to be of quality culture, competitiveness, honest attitude when researching, prayer habits, and hard work when completing tasks.

SYNERGY OF INTELLECTUAL, EMOTIONAL AND SPIRITUAL INTELLIGENCES, AND ACADEMIC CULTURE TOWARDS CONFLICT MANAGEMENT

The findings showed that the intellectual, emotional and spiritual intelligences as well as academic culture have positive, direct synergy. This is indicated by the coefficient $R^2 = 0.88$ - meaning that intellectual, emotional and spiritual intelligences as well as academic culture have 88% synergy towards conflict management. On the other hand, the remaining 0.12 error variance showed that 12% variable of conflict management is influenced by variables that exclude intellectual, emotional and spiritual intelligences as well as academic culture. This is shown in the Structure 1 Equation as follows:

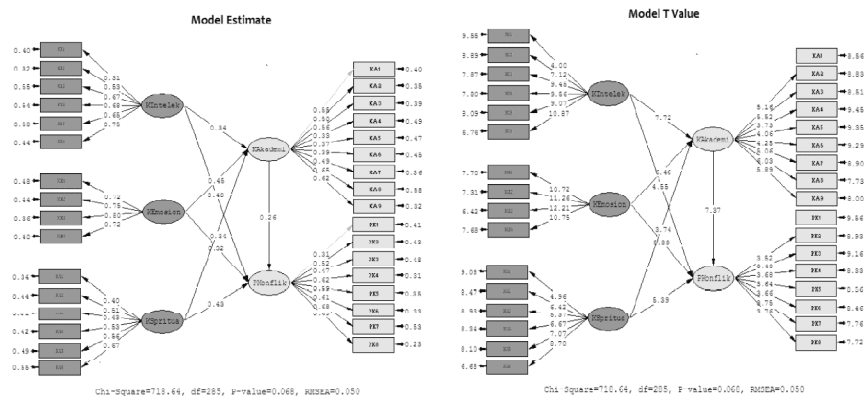


Figure 1: The Equation Model of Structure 1

The findings showed that Structure 1 Equation of intellectual, emotional and spiritual intelligences have positive, direct synergy towards academic culture. This is indicated by the coefficient $R^2 = 0.86$ - meaning that intellectual, emotional and spiritual intelligences have 86% synergy towards academic culture. On the other hand, the remaining 0.14 *error variance* showed that 14% variable of academic culture is influenced by other variables that excludes intellectual, emotional and spiritual intelligences as well as academic culture. Structure 2 Equation Model is presented in the following:

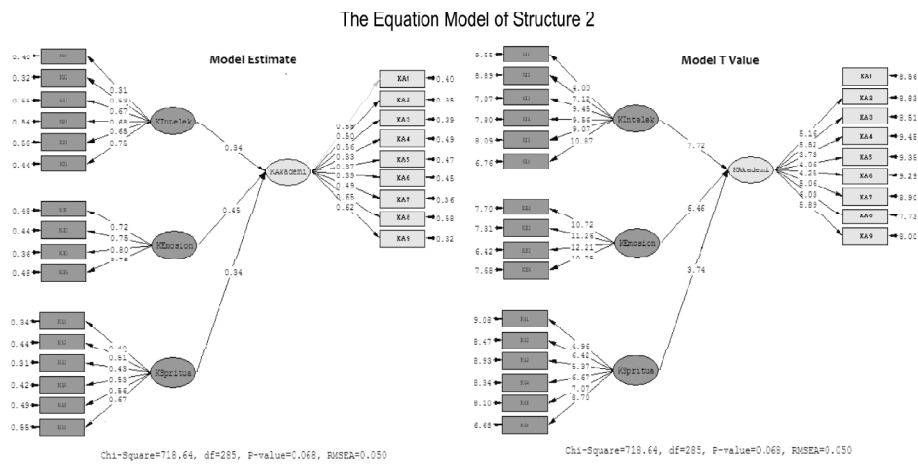


Figure 2: The Equation Model of Structure 2

A research study by Neurosainstis (in Zohar, 2000; Cooper, 2002; Goleman, 2002) concluded that the concept of human intelligence consists of *cortex celebri* that manages cognitive function (intellectual intelligence), *limbik system* that manages emotional intelligence, and *lobus temporal* that manages spiritual intelligence. The three intelligences can work separately and can have the synergy.

The synergy of intellectual, emotional and spiritual intelligences and the existence of good academic culture development are important in supporting effective conflict management. They will direct student behaviours to control their emotion when doing activities. Negative emotion can be changed into positive one with the support of intellectual and spiritual intelligences

Emotion is a great organization in thinking and doing actions but cannot be separated from rationale (Cooper and Sawaf, 2002). Uncontrolled emotion can change smart people into stupid ones. The research findings of Cooper and Sawaf (2002) on a group of CEO showed that angry managers have decreasing ability to deal with complicated cognitive problems as well as decreasing thinking skills. Without emotional intelligence, people cannot use their intellectual ability as it

supposed to be. Goleman (1996) affirmed that success starts with intellectual intelligence but emotional intelligence is needed to make optimal use of the given potential.

Academic culture has symbolic elements of university life with the following characteristics: 1) ideology attached to the leaders and the staff, 2) ways of translating the ideology into vision and mission of the university, 3) a series of values attached to the leaders and staff, 4) quality of self-actions and interaction among the academics, 5) quotes, whether they are being aware of or not, are the framework in thinking and doing, 6) realization of things that are considered less important but have potential and influence at the university (Beare, 1994).

The academic culture elements can be realized if supported with the synergy of the three intelligences. In this context, the synergy of the three intelligences when supported with academic culture development will open room for respective and civilized conflict management. Therefore, intellectual, emotional and spiritual intelligences as well as academic culture have positive, direct synergy towards conflict management.

CONCLUSION

Based on the data analysis results and discussion that have been presented in the previous chapter, here are the points of conclusion: 1) intellectual intelligence has positive, direct synergy towards student conflict management, 2) emotional intelligence has positive, direct synergy towards student conflict management, 3) spiritual intelligence has positive, direct synergy towards student conflict management, 4) academic culture has positive, direct synergy towards student conflict management, 5) intellectual intelligence has positive, direct synergy towards academic culture, 6) emotional intelligence has positive, direct synergy towards academic culture, 7) spiritual intelligence has positive, direct synergy towards academic culture, 8) intellectual, emotional and spiritual intelligences have positive, direct synergy towards academic culture, 9) intellectual, emotional and spiritual intelligences as well as academic culture development have positive, direct synergy towards student conflict management at State University of Gorontalo. In relation to the findings, here are two points of suggestion: 1) the university needs to provide its academics with structured professional development programs on emotional and spiritual intelligences by empowering scientific study institutions for students at respective faculties so that the academics have sufficient room for doing different scientific activities to control the negative conflict on campus, 2) the university as a social system is a very strategic aspect in developing academic culture and managing conflict. Therefore, it is important to have the synergy of intellectual, emotional and spiritual intelligences so that related parties are able to understand, analyze, and manage different conflicts to enable them to contribute towards student conflict management effectively.

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