



# Implementation of SEIP (Spiritual, Emotional Intellectual and Physical) Method in Learning for Students in Junior High Schools

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Pendidikan Keagamaan Katolik, Sekolah Tinggi Pastoral Dian Mandala Gunung Sitoli

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**Abstract:** This study aims to determine what the SEIP method means and how teachers apply it in learning for students in junior high schools. This study applies a literature study method through the collection of library sources to obtain research data. Library data collection is limited to library collection materials only without requiring field research. In this case, the author collects relevant reference sources, such as books, documents, the Indonesian dictionary, and so on. Literature search with the keywords "Implementation", "SEIP Method (Spiritual Emotional Intellectual and Physique)", and "Junior High School". The results of the study show that the SEIP method is a consequence of awareness of self-authenticity and activates the four intelligences inherent in each individual. One way for teachers to be able to carry out this task is to develop strategies and methods used in delivering lesson materials. The SEIP method is one method that can be used by teachers so that learning materials can be digested and understood by students so that the learning process becomes more active and creative.

**Keywords:** SEIP Method, Junior High School Learning, Teaching Strategies and Methods

## Introduction

Education is an effort to humanize humans, which means from not knowing to knowing. Education plays a crucial role in human life and its survival (Driyarkara, 2017). Education is one of the factors that makes humans who cannot become able and those who do not know become knowing and understanding. The integrity of each human being can be seen from their character and behavior, this is the role of education in how they are able to become wise individuals and are able to be responsible in all things. Education plays a role in educating, directing, and fostering each student to be able to act and respect others (Prayitno, 2009).

Educators have a vital role in human life. In the Gravissimum Educationis document, the importance of education in human life is emphasized and its increasingly significant impact on the development of the current era (Kurniati, 2017). In this case, it is noted that

the real goal of education is to achieve the development of human personality in the perspective of its final goal for the welfare of community groups, considering that humans are members of it, and when they are adults, they also play a role in carrying out their duties (Konsili Vatikan II, 1993).

Education is a significant capital for a nation's progress and development, increasing its competitiveness against the challenges of today's progress. Quality education will improve human resources' abilities to be better and more competent in their fields so that quality human resources and high competitiveness are realized. Building hard-working, dynamic, skilled human resources and mastering science is the government's top priority. To produce quality human resources, the Indonesian state needs quality teachers. Teachers are the spearhead of learning and are required to be competent in educating students (Ambarita & Yuniati, 2021).

Teachers are unsung heroes, which expresses the importance of their role in students' lives. Their role is often defined as noble because it can radically change students' lives. The profession of teacher has a role to educate, teach, direct, and evaluate. Teachers need to prepare learning plans and teaching methods so that what is to be conveyed or taught to students can be understood (Suparno, 2013).

Nowadays, most teachers do not use enough methods in learning, especially in remote areas where the number of students is small, resulting in a negative impact on improving the quality of learning for students. Teachers tend to give lessons only in the form of notes. This results in teachers not knowing the intelligence inherent in students. Thus, it can be said that teachers who do not use methods in learning do not achieve learning objectives, and students become inactive and creative. To help teachers achieve good learning and be able to determine the level of student intelligence, the SEIP method must be used (Marzano, 2007). Learning with this method adapts to the nature and workings of the brain. So, learning becomes fun, and learning objectives can be achieved (Lusi, 2014).

In the learning process, students are less active and creative because the teacher's teaching masters the material and masters the classroom situation when teaching. The fact is also that the state of students during the learning process is passive. Students only sit, listen, and take notes. The media used in learning activities only uses textbooks, so learning cannot be received well by students (Sensualita, 2020).

One of the methods used so that the learning process can run smoothly is the SEIP method. The SEIP method or SEIP intelligence is an intelligence that is inherent in a person to activate the four intelligences inherent in each person (Gardner, 2008). Learning does not only rely on (Intelligence Quotient abbreviated as IQ) or logical power but also spiritual power (Spiritual Intelligence, abbreviated as SQ), emotional power (Emotional Quotient, abbreviated as EQ), and physical strength (Physical Quotient, abbreviated as PQ). These

four intelligences make it easier for students to understand and comprehend the material presented, not only making students intellectually innovative but also innovative in utilizing their learning outcomes positively, as well as competent in doing and being a role model for others (Lusi, 2014).

The SEIP method helps teachers help students know themselves and strengthen their intelligence. Through learning, students increasingly recognize their best potential, their goals, and the meaning of life (Spiritual dimension) (Suryadi, 2021). Learning also helps them better identify their desires, conscience, and emotional strength (Emotional dimension). Learning also helps them recognize the strength and potential of their minds and realize their interests and practical skills (Lusi, 2014).

The learning delivered by the teacher using learning methods and theories can build communication and discussion between teachers and students and between students themselves. In addition, teachers find it easier to convey their materials to students who are active in learning (Sari, 2022). Learning methods are structured and systematic with the aim of achieving the learning material desired by the teacher. Through the SEIP learning method, it is easier for a teacher to know the abilities and intelligence of each student (Lusi, 2014).

Teachers' learning methods can help students improve their understanding, present data and draw conclusions, and arouse student activity, which will ultimately improve student learning outcomes. Students' styles and willingness to learn are certainly different. Teachers should focus on this when delivering learning materials so that students are enthusiastic and motivated to learn. The use of good learning methods will encourage students to learn more enthusiastically. Learning experienced by students is more meaningful and easier to understand when students are motivated to learn (Sensualita, 2020).

Based on the problems described above, it appears that to achieve a learning objective, teachers must use learning methods to attract students' attention and activeness in learning. As a professional teacher, you must have a method so that the learning process runs effectively and achieves maximum results. This study aims to determine what is meant by the SEIP method and how teachers apply it to learning for students in Junior High Schools.

## Methodology

This study applies the literature study method through the collection of library sources to obtain research data. Library data collection is limited to library collection materials only without requiring field research (Zed, 2014). In this case, the author collects relevant reference sources, such as books, documents, the great dictionary of the Indonesian language, and so on. Literature search with the keywords "Implementation", "SEIP Method

(Spiritual Emotional Intellectual and Physique)", and "Junior High School". Furthermore, the researcher reads, understands, and discusses. Finally, the researcher compiles and summarizes the ideas into scientific work in the form of an article, which is one source of knowledge for teachers in the world of education.

## **Result and Discussion**

### **A. SEIP Method (Intelligence, Spiritual Emotional, and Physique)**

Danah Zohar first proposed the SEIP method; he identified four primary forms of intelligence, namely spiritual intelligence, emotional intelligence, intellectual intelligence, and physical intelligence, each of which has its role and function (Zohar & Marshall, 2007). The SEIP method is essential to intelligence because its elements are inherently attached to oneself. The Creator bestows this intelligence to every person since he was born (Lonergan, 2018). These four intelligences cannot be separated from each other because they have a crucial role in increasing the intelligence of every human being. People cannot fully have spiritual intelligence if they do not also have emotional, intellectual, and physical intelligence. Thus, the SEIP method is closely related to development, integrity, and human intelligence (Lusi & Intelligence, 2014).

The intelligence elements inherent in each person have an important role in the formation of human personality. For example, the component of the spirit controls spiritual intelligence, the component of the heart or emotion controls emotional intelligence, the element of reason or intellect controls the form of intellectual intelligence, and the physical element controls physical intelligence. These four elements of intelligence cannot be separated from one another. When all four are inherent in a person, his personality or character can be better (Lusi, 2014).

The SEIP method is designed as a learning and self-development strategy, meaning that the learning strategy with the SEIP method adapts to the nature and workings of the nerves or brain. Here are the principles of the SEIP method:

#### **1. Start with a Paradigm Shift**

Paradigm is a fundamental belief system that underlies the way of viewing the world. A paradigm relates to a person's perspective based on beliefs, assumptions, and value systems that can influence the way of thinking and the way of practice applied in intellectual disciplines. Thus, paradigms have a positive influence on the learning process (Kuhn, 2017). Paradigm changes in the learning process make students more active than teachers. Previously, students only listened to the material presented by the teacher, but a paradigm change gives students the opportunity to be active and creative in learning (Sanjaya & Budimanjaya, 2017).

In order for the SEIP method to work optimally, a paradigm shift is needed (Lestari, 2021). This is because the old paradigm of learning is often inadequate and uncondusive. It tends to be rigid and formal as if forced from the outside. Moreover, the learning paradigm is only related to report card grades and achievement index, certificates, and then work. Thus, this becomes a barrier to exciting, popular, enriching learning that emerges in students (Lusi & Intelligence, 2014).

## **2. Every Person is Unique**

Realizing that everyone is never the same as each other but has different strengths and weaknesses. Each individual has four basic bits of intelligence, and a person's intelligence depends on the unique combination of the four basic bits of intelligence, so everyone is definitely unique. Personal intelligence has consequences for the uniqueness of the individual. By understanding this fact, every student, member of the fostered community, the congregation, and children at home must be treated like unique individuals because we are individuals who have uniqueness. Every unique person is interpreted as having no similarities to one another. Uniqueness can also be interpreted as the specialness and speciality that each individual has. The intelligence or abilities that each person has are never the same, but each person has a special uniqueness given by God as the Creator of humans. This specialness is what makes humans unique (Lusi, 2014).

## **3. Principle of Independence**

Learning with the SEIP method adheres to the principle of independence. Each individual works independently to make themselves successful while simultaneously processing in a network of interdependence that binds all. Each personality can learn independently in a group and in a conducive environment. That is why learning with the SEIP method emphasizes the formation of learning independence so that, in the end, everyone finds the spirit from within to move to improve themselves (Lusi & Intelligence, 2014).

## **4. The Main Goal is to Open the Four Eyes of Intelligence**

SEIP learning opens the four eyes of the true self, thus encouraging independence in the search and exploration of knowledge. With the four intelligences that have been honed, each individual will be conditioned to carry out independent learning. Another target of opening the four eyes of intelligence is self-discovery (Goleman, 2020). This means that learning with the SEIP method is directed and conditioned so that each student or individual finds their true self, finds their unique talents and best potential, and finds their life purpose to live. This is the true essence of learning, which contains the spirit of liberation, creativity, appreciation for personal achievement, and direction towards individual goals (Lusi, 2014).

Thus, the SEIP method has a positive influence on each student, who increasingly opens their horizons. In this case, students become true individuals who are unique (Gardner, 2017). For example, students are able to control their own emotions, solve problems, prioritize common interests over personal interests, and especially prioritize God over everything (Saputra, 2021).

The working model of the SEIP method can be described through the following four stages:

- a. Imagination: This stage is related to the involvement of spiritual potentials including the ability to stimulate imagination, inspire, find values and meanings from learning topics, and so on. The transcendental aspects of knowledge, character, and idealism of knowledge are accessed. The goal is to learn to find a spiritual spirit so that the things learned are of interest to students. The success of accessing learning will stimulate the spirit of independent search to move to understand, encompass, and achieve something higher (Lusi & Intelligence, 2014).
- b. Connect learning with context: This section emphasizes the learning methods used by educators, which allow a major transformation to occur through the creative ideas of learners or students. In this case, the teacher invites students to think by giving assignments so that students can think and provide ideas, creating changes that lead students to be able to control their emotions (Lusi & Intelligence, 2014).
- c. Reason: Reason is activated as an instrument to examine our experiences and knowledge. Get used to breaking down elements or elements of the concepts learned, finding supporting factors, cause and effect logic and so on. Reasoning efforts in various ways, for example, with trigger questions, drawing or building logical structures and sequences, help activate and maximize intellectual potential (IQ). I find logical connections from data, arguments, information, propositions, propositions, and so on. Dissecting a theory to find the elements of development and the assumptions that underlie it. By itself, areas that cannot be covered are also identified, which can be initial data for producing new knowledge (Lusi, 2014).
- d. Practice: At the practice stage, learning is about entering the axiology stage, creating space for behavioural adjustments based on new knowledge, experiencing the empirical aspects of knowledge directly, and indirectly testing the sufficiency and applicability of knowledge. Practice allows us not only to understand its direct benefits but also to open up space to develop according to the uniqueness of our experiences and specific needs. In this way, learning can create new knowledge, new propositions, new theories, and so on (Lusi, 2014).

## **B. Teachers' Efforts to Implement Methods in Learning in Junior High Schools**

An effort is an attempt or endeavour to achieve a goal, solve a problem, or find a way out or a solution. The effort referred to by the author is an effort to apply the SEIP method in the learning process so as to invite students to better understand the learning material presented by the teacher.

### **1. Implementing Approaches, Strategies, Methods, and Models**

The learning approach is the path that teachers and students will take to achieve learning objectives. In addition, the approach is also the teacher's activity in choosing learning activities, for example, whether the teacher explains the material that has been arranged in sequence or whether it is used by material that is related to one another at different levels of depth. There are several forms of learning approaches, namely: conceptual approach, process approach, deductive approach, inductive approach, expository approach, heuristic approach, intelligence approach, and contextual approach.

Learning strategy is an art and science that organizes learning so that the goals that have been set can be achieved efficiently and effectively. The methods that will be chosen in compiling learning strategies include the nature, scope, and sequence of activities that can provide learning experiences to students. In addition, teaching and learning strategies are not only limited to procedures and activities but also include learning materials.

One learning strategy can use several methods. A learning method is a way used by teachers to implement a plan that has been prepared in the form of real and practical activities to achieve learning objectives. Examples of learning methods are lecture, discussion, question-and-answer, independent study, performance, problem-solving, tutorial, and so on (Harsanto, 2017).

When the approach, strategy, and method are integrated into a whole, then what is called a learning model is formed. The learning model is a form of learning that is structured from the beginning to the end of learning delivered by the teacher. Learning models are classified based on learning objectives, sequence patterns, and the nature of the learning environment. Each learning model requires a slightly different management system and learning environment. Some learning modes that are suitable for implementing the SEIP method in learning are the CTL (Contextual teaching-learning) learning model, the observation learning model, the imaginative learning model, and so on (Lusi & Intelligence, 2014).

### **2. Educating and Teaching Students**

An educator must be a role model and identification for students and their environment. Therefore, an educator or teacher must have certain personal quality standards that include responsibility, obligation, independence, and discipline. Teachers must understand various typical social and moral values and strive to behave in accordance

with these values and norms. Teachers whose duties are as educators and teachers must dare to make decisions independently related to learning and competency formation and act according to the conditions of students (Uno, 2023).

Teachers strive to educate and teach students so that they are helped to learn something they do not yet know. As a teacher, you must follow technological developments so that what is conveyed to students is something that is continuously updated. Technological developments have an impact on teachers, who continue to strive to convey learning materials so that students are able to understand and invite students to learn independently and creatively by opening the four eyes of intelligence that are inherent in each student (Uno & Nina Lamatenggo, 2022).

The development of information flow and the rapid growth of science and technology have raised questions about the duties of teachers as educators and teachers. Do teachers still need to teach in front of themselves, inform, explain, and explain? For this reason, teachers continue to develop their profession professionally, so the duties of teachers as educators and teachers are still needed throughout life. Teachers also play a role in providing more appropriate learning media for students, creating applications that facilitate learning materials and so on.

### **3. Providing Student Learning Motivation**

Motivation is a change in energy within a person that is marked by the emergence of affective (feelings) and reactions to achieve goals. This motivation is also a factor that influences the success of student learning. Students who have goals and ideals to be achieved have a strong motivation to realize them with all the efforts they can make. Motivation and learning are two things that influence each other, so students will be active in learning if they have the motivation to learn (Slavin, 2011).

Motivation is a strong desire or interest within oneself to achieve a certain desire, ideal, or goal. The existence of motivation makes individuals try their best to achieve what they want. Students who have high motivation will have a positive impact on their lives (Slavin, 2011).

Cultivating learning motivation is one of the techniques for developing the ability and willingness to learn. One logical way to motivate students in learning is to link learning experiences with student motivation. Teachers need to foster student learning motivation in order to obtain optimal results; teachers are guided to be creative in teaching, delivering learning materials that are easy to understand, using interesting material presentation methods, and giving praise to every student's success and achievement. In addition, teachers must also motivate students, for example, by assessing student work results, giving awards to students, and so on (Slavin, 2011).

#### **4. Developing Students' Learning Creativity**

In essence, the concept of creativity is related to the discovery of something. The term creative is associated with something new produced by using the concept as the basis for developing learning, so the problem faced is how students can do activities using different methods than before. The consequence of teachers requiring data or facts about the learning process and results as a comparison. Furthermore, the data is used to determine the differentiation indicators (Kompri, 2018).

Efforts to develop student creativity do not have to be a stand-alone subject but can be done in an integrated manner in the learning process. Learning using the SEIP method makes it easier for teachers to foster student creativity by utilizing independent learning activities. This means that any learning material can be used to develop student creativity; only developing student creativity must go through a creative teacher. That way, learning can run well. Thus, the four intelligences inherent in each individual make it easier for someone or students to continue to develop their abilities.

#### **5. Guiding and Directing**

Teachers as guides can be likened to road guides based on responsible knowledge and experience. As guides, teachers must find clear goals, determine travel times, determine the paths to be taken, use travel instructions, and assess their smoothness according to the needs and abilities of students. All activities carried out by teachers must be based on good cooperation between teachers and students. Teachers have the right and responsibility in every journey, plan and implement guidance and direct students towards the door of success (Uno, 2023).

Teachers are guides for students. As guides, teachers must be able to teach students to solve various problems, direct students in making decisions, and help them find their identity. Teachers are also required to direct students in developing their potential so that students can build good character for themselves in facing life (Uno & Nina Lamatenggo, 2022).

#### **6. Cultivating Interactivity for Learners**

Interaction is defined as involvement in learning, both between students and between students and teachers. It can also be called a reciprocal relationship between teachers and students. This interaction helps facilitate students' active work in groups with various thoughts.

The interactivity of learning using the SEIP method helps students to open the four eyes of intelligence inherent in themselves. This makes it easier for them to know who they are and be able to interact well with others. The four intelligences inherent in each student help them to find their true selves so that they are able to respect themselves and especially

respect others. From this attitude, good interaction is created between students and other students and good interaction between teachers and students (Lusi & Intelligence, 2014).

## **7. Training and Assessing Students**

The education and learning process requires training in both intellectual and motor skills, thus leading teachers to act as trainers. Teachers are tasked with training students to form essential competencies according to each student's potential. In addition to paying attention to basic competencies and standard materials, the training must also consider differences in students' character and potential. For this reason, teachers must have a lot of knowledge, although it does not cover everything perfectly (Uno, 2023).

In addition to being a trainer, teachers also have the task of assessing or evaluating students. Assessment or evaluation is the most complex aspect of learning because it involves many backgrounds and relationships, as well as other variables that have meaning when related to the context that cannot be separated from each aspect of the assessment. There is no learning without assessment because assessment is a process that determines the level of achievement of learning objectives for students.

Assessment is carried out with appropriate principles and techniques, both tests and non-tests. Whatever method is chosen, the assessment must be carried out with clear procedures covering three stages, namely preparation, implementation, and follow-up. Given the complexity of the assessment process, teachers need to have adequate knowledge, skills, and attitudes. Teachers must understand evaluation techniques, both tests and non-tests, which include the types of each method, characteristics, development procedures, and how to determine whether or not the review is good from various aspects, validity, reliability, and the level of difficulty of the questions.

## **Conclusion**

The SEIP method, or SEIP intelligence, is a consequence of awareness of self-authenticity and activates the four intelligences inherent in each individual. One way for teachers to be able to carry out this task is to develop strategies and methods used in delivering lesson materials. The SEIP method is one method that can be used by teachers so that learning materials can be digested and understood by students so that the learning process becomes more active and creative.

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