



The Influence of Emotional Intelligence and Spiritual Intelligence on the Performance of Educators at SMP Negeri 5 Sipirok

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Abstract. *SMP Negeri 5 Sipirok is a secondary educational institution situated in the village of Situmba, Sipirok District, under the South Tapanuli Regency. This study aimed to assess the impact of emotional intelligence and spiritual intelligence on teacher performance at SMP Negeri 5 Sipirok Sipirok. This research is classified as associative research. The research population consisted of all employees at SMP Negeri 5 Sipirok Sipirok. The study has a sample size of 32 respondents. The data gathering methods employed in this study encompassed the use of questionnaires and interviews. The study demonstrated that both emotional intelligence and spiritual intelligence had a partially good and significant impact on teacher performance at SMP Negeri 5 Sipirok Sipirok. The equation $Y = -21,542 + 0.302 X1 + 0.199 X2 + e$, derived from multiple linear regression analysis, indicates a positive and unidirectional association between the variable X and the variable Y. The Adjusted R Square (R²) value of 62% indicates that the combined influence of emotional intelligence and spiritual intelligence on teacher performance at SMP Negei 5 Sipirok is 62%. The remaining 38% is attributed to other variables not considered in this study model.*

Keywords: *Emotional Intelligence and Spiritual Intelligence, Teacher Performance*

1. INTRODUCTION

In the field of education, particularly in schools, human resources are invaluable because of the centrality of the human element in the administration and execution of educational programs. The outcomes of this educator workforce, known as performance, are a key component in determining kids' future success. What makes something happen is the sum of one's abilities and the amount of work put into it. If you want to be good at what you do, you need to be able and willing to overcome substantial challenges in your environment and in all you do. Factors influencing an instructor, either directly or indirectly, will undoubtedly decide his level of performance. Educators' performance, according to Robert and Bacal in (Kaswan, 2016), is the amount to which they contribute to the achievement of organizational goals or work units and tasks via their actions and the utilisation of their expertise.

The effectiveness of teachers is influenced by their own personal abilities. A person's capacity is defined by his level of intelligence, according to Hawari (in Ega leovani 2018:3). There are three types of intelligence: intellectual, emotional, and spiritual.

According to Goleman's findings in (Wibowo, 2011), emotional intelligence and other characteristics account for 80% of the variance in what determines success in life, whereas IQ

accounts for only 20%. There needs to be more research on the impact of emotional intelligence on teachers' effectiveness in building public trust.

The capacity to communicate, influence, execute, and receive change efforts are all components of emotional intelligence, which is defined by (Fadliyansyah, 2012) as self-awareness, self-confidence, self-control, dedication, and integrity. Emotional intelligence allows one to effectively manage one's own emotions, which in turn influences one's decision-making and all other actions. Thus, a company's administrative success is highly dependent on the mindset of its teachers.

True achievement can only be achieved through spiritual intelligence, the last form of intellect. Spiritual intelligence can make people whole on all levels: academically, emotionally, and spiritually (Zohar and Marshal, 2012). Having spiritual intelligence allows one to live by truth's principles and serve as a tool for self-evaluation, which in turn allows one to perform better and better. Thus, in order to triumph over the complex work environment and intense competition, one needs cultivate emotional and spiritual intelligence.

Results from an analysis of teacher performance at SMP Negeri 5 Sipirok revealed a number of indicators of poor performance, such as a lack of interest in and skill with one's job. Some teachers exhibit this behavior by consistently missing a significant number of days from the classroom despite instituting reasonable policies on when they should be at work.

The principal of SMP Negeri 5 Sipirok has stated that the invalidity of the school's fingerprint attendance system and teachers' lack of knowledge about their responsibilities at work are to blame for the high number of permits and missing data. According to researchers, if this is not addressed, kids may become disorganized and not complete assignments to their full potential, which in turn affects their ability to learn.

1.1. Definition of Educator Performance

"Educator performance" is a portmanteau of "job performance" and "actual performance," the latter of which refers to a person's actual accomplishments on the job (Mangkunegara, 2016). According to a number of authorities, educator performance is defined as follows: According to Wirawan (2012), "performance" is "work energy kinetics" shortened. The output of a job or profession's functions or indications during a given time period is called performance. Similarly, performance is defined by Edison (2016) as the end outcome of an activity that makes use of and is evaluated over a predetermined time frame in accordance with predetermined agreements or regulations..

1.2. Definition of Emotional Intelligence

The term "emotional intelligence" first appeared in print in the middle of the 1990s. Labbaf (2011) states that emotional intelligence is the capacity to recognize and manage one's own emotions as well as those of other people, as well as to use this knowledge to guide one's decision-making and behavior. According to Salovey, emotional intelligence is the capacity to understand and control one's own emotions as well as those of others, as well as to motivate oneself and build relationships (Goleman, 2015).

2. RESEARCH METHODOLOGY

2.1. Research Approach

This study employs a questionnaire to gather data on the impact of emotional intelligence and spiritual intelligence on the performance of SMP Negeri 5 Sipirok educators. It is an example of associative research, which tries to explain the causal relationship between research variables.

2.2. Population

Sugiyono (2017) argues that research populations are best understood as sets of items or subjects shared by all of those researchers who share the traits and attributes that led to their selection for study. This study's population consists of thirty-two teachers from SMP Negeri 5 Sipirok.

2.3. Sample

If the number of subjects is less than 100, it is recommended to include all of them in order to do a population study, as mentioned by Arikunto in Riduwan (2014). Ten to fifteen percent, twenty to twenty-five percent, or even more can be used if the sample size is big enough. The research sample is determined using the total sampling method, which involves taking 32 persons from the community as a research sample, due to the fact that the research population is relatively small (<100), specifically 32 people..

2.4. Data Analysis Methods

IBM SPSS 24 and Microsoft Excel 2013 were utilized to conduct the data analysis. To make data processing easier, leading to more accurate data. This research made use of multiple linear regression analysis to examine the collected data.

3. RESULTS AND DISCUSSION

3.1. Classical Assumption Test

The classical assumption test aims to find out whether the regression estimation results are feasible to use or not. From the questionnaire data, the following results can be obtained:

a. Normality Test

According to Situmorang and Lutfi (2015), the purpose of the normality test is to determine if the data distribution is normal or nearly so.

Table 1. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
EMOTIONAL INTELLIGENCE	.084	32	.200*	.974	32	.607
SPECTRAL INTELLIGENCE	.115	32	.200*	.927	32	.031
TEACHER PERFORMANCE	.128	32	.195	.940	32	.076

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

Source: SPSS Version 24.0 2022 Processing Results

In table 1 above, it can be seen that from Kolmogorov Smirnov's data the Sig value is >0.05, then the data can be found to be normal.

b. Multicollinearity Test

Determining whether the independent variables in the regression model have a perfect linear connection is the goal of the multicollinearity test. The values of the Variance Inflation

Factor (VIF) and the Tolerance Value reveal whether the regression model is multicollinear or not. Tolerance values less than or equal to 0.10 or VIF values greater than or equal to 10 are frequently employed to denote the presence of multicollinearity. It is the responsibility of each individual researcher to establish the allowable amount of collinity. As an illustration, according to Ghozali (2011:106), a collinity level of 0.95 corresponds to a tolerance value of 0.10. The results of the multicollinearity test may be found in table 4.42 below, which displays the questionnaire that has been issued to the respondents:

Table 2. Multicollinearity Test

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	-5.383	3.991		1.329	0.182					
Emotional Intelligence	0.354	0.124	0.313	2.762	0.006	0.787	0.349	0.192	0.466	2.729
Spiritual Intelligence	0.506	0.113	0.463	4.494	0	0.823	0.505	0.302	0.325	2.335

a. Dependent Variable: Teacher Performance

Source: SPSS Processing Results ver. 24.0, 2022

In table 2 above, it is known that the tolerance value far exceeds the number 0.1 and the VIF of variables with a magnitude of less than 10 can be concluded that all variables in this study do not experience multicollinearity.

c. Heteroscedasticity Test

The heteroscedasticity test looks for evidence of unequal variance and residuals between two or more group observations. Regression models free of heteroskedacity are considered to be of high quality. By examining the significant value of the emotional intelligence and spiritual intelligence variables, this study used a heterokedasticity test.

Table 3. Heterokedasticity Test

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Type		B	Std. Error	Beta		
1	(Constant)	-2.867	5.324		-.538	.594
	Intelligence Emotional (X1)	.074	.054	.245	1.362	.184
	Spiritual Intelligence (x2)	-.014	.053	-.049	-.271	.789

a. Dependent Variable: RES2

Source: SPSS Version 24.0 2022 Processing Results

In table 4.44, it can be seen that the significance value of the variables of emotional intelligence and spiritual intelligence > 0.05. The results of this test show that this regression model is free from heteroscedasticity problems, meaning that the variables to be tested in this study are homoscedasticity.

3.2. Multiple Linear Regression Test

The multiple linear regression test in this study aims to determine whether or not there is an effect between emotional intelligence and spiritual intelligence (independent variable) on performance (dependent variable). The formula for multiple regression analysis is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Table 4. Multiple Linear Regression Test Coefficients^a

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-21.542	8.638		2.494	.019
Intelligence Emotional (X1)	.302	.088	.505	3.427	.002
Spiritual Intelligence (x2)	.199	.086	.341	2.312	.001

a. Dependent Variable: Teacher Performance (Y)

Source: SPSS Processing Results ver. 24.0, 2022

In table 4.45 above, multiple linear regressions are obtained as follows:

$$Y = -21,542 + 0.302 X_1 + 0.199 X_2 + e$$

- The constant value has a negative value of -21.542, which can be interpreted if all independent variables (emotional intelligence and spiritual intelligence) are considered constant or do not undergo a change with a value of zero, then the teacher's performance will have a negative value.
- At the value of the X1 coefficient, which is 0.302, this shows that every 1% increase in work motivation will have an impact on improving teacher performance by 0.302 or 30.2%.
- At the value of the X2 coefficient, which is 0.199, this shows that every 1% increase in emotional intelligence will have an impact on improving teacher performance by 0.199 or 19.9%.

3.3. Hypothesis Test

The hypothesis test in this study was carried out using the t test and the F test.

1. Test t (Partial Test)

We assumed that all other variables would remain constant and ran the t-test to see whether there was any correlation between the independent and dependent variables. At the 5% level of significance, the t-test reveals the extent to which a single independent variable explains the variance in the bound variable. The outcomes of the t-test conducted using SPSS ver 24.0 are as follows:

**Table 5. Test t (Partial Test)
Coefficients^a**

Type	Unstandardized Coefficients		Standardize d Coefficient s	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-21.542	8.638		2.494	.019
Intelligence Emotional (X1)	.302	.088	.505	3.427	.002
Spiritual Intelligence (x2)	.199	.086	.341	2.312	.001

a. Dependent Variable: Teacher Performance (Y)

Source: SPSS Processing Results ver. 24.0, 2022

The results of the t test, which were generated by the SPSS version 16 coefficient table, reveal

We may conclude that emotional intelligence positively and significantly impacts teacher performance because the tcount value of 3.427 is greater than the ttable value of 1.699 and the significant value is 0.002. Hence, we accept Ha and reject H0.

The ttable value is 1.699 and the significance level is 0.001, resulting in a tcount value of 2.312. With a t-table value of 1.699 and a significant level of $0.001 < 0.05$, we can conclude that work motivation significantly impacts teacher performance positively, rejecting H0.

2. Test F (Concurrent/Simultaneous)

The F test was carried out to determine the influence between the independent variables on the bound variables together using the F calculation (Sunyoto 2013). The following are the results of the t-test processed using SPSS ver 24.0:

**Table 6. Test F (Concurrent/Simultaneous)
ANOVA^a**

Type	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	222.937	2	111.469	8.506	.001b
Residual	380.032	29	13.105		
Total	602.969	31			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Spiritual Intelligence (X2), Emotional Intelligence (X1) Source: SPSS Processing Results ver. 24.0 2022

Fcal is 8.506 and Ftable is 3.33, as shown in table 6 above. In this study, emotional intelligence (X1) and spiritual intelligence (X2) both have a positive and significant impact on teacher performance (Y), as shown by the data, which shows that F calculated > F table ($8.506 > 3.33$) and the significance value is smaller than the probability value of 0.001 ($0.000 <$

0.050). Therefore, the regression model concludes that these factors work together. Therefore, the prior hypothesis was to accept H_a (reject H_0).

3. Determination Test (R^2)

The Coefficient of Determination (R^2) aims to see how much the influence of the free variable on the bound variable. In other words, the determination coefficient is used to measure the magnitude of the influence of the independent variable on its bound variable. In *the SPSS output, the determination coefficient is located in the Model Summary* table and is written R Square. The magnitude of the R Square ranges from 0 (zero) to 1 (one).

Table 7. Coefficient of Determination Test
Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660a	.370	.626	3.62002

a. Predictors: (Constant), Spiritual Intelligence (X2), Emotional Intelligence (X1)

Source: SPSS Processing Results ver. 24.0 2022

In table 7 above, it can be seen that the value of the determination coefficient (R^2) of 0.626 is already high, which means that 62.6% of the dependent variables (performance) can be explained by independent variables (emotional intelligence and spiritual intelligence). While the remaining 100%-62%, which is 38%, is influenced by other variables outside this study.

4. CONCLUSION

Based on the analysis of data and the results of the discussion, conclusions are drawn from the results of the research as follows:

1. Emotional intelligence partially has a positive and significant effect on teacher performance. This explains that emotional intelligence with indicators consisting of personal skills, social skills, and social skills on work has a positive and significant influence on teacher performance. This means that this condition proves that the higher the emotional intelligence of a teacher towards a job, the better the teacher's performance.
2. Spiritual intelligence partially has a positive and significant effect on teacher performance. This explains that the spiritual intelligence at SMP Negeri 5 Sipirok is quite good, a positive and significant influence on teacher performance. This means that this condition proves that the better spiritual intelligence can improve teacher performance.
3. Emotional intelligence and spiritual intelligence simultaneously have a positive and significant effect on teacher performance. This proves that the better emotional intelligence and spiritual intelligence can improve teacher performance.

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