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1 Teacher Performance in Terms of The Aspects of Intellectual Intelligence, Emotional Intelligence and Spiritual Intelligence

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Abstract

This study aimed to analyze the role of intellectual intelligence, emotional intelligence and spiritual intelligence in affecting the teacher performance. This study used a research design of an associative quantitative approach. The data were collected through documentation and online questionnaires. This study used a sample of 39 respondents with the determination of the sample size using the saturated sample formula. Partial least square was applied to examine the relationship between teacher performance, intellectual intelligence, emotional intelligence and spiritual intelligence. The results of this study showed that of the three hypotheses formulated, there were two hypotheses that were rejected. For the effect of the intellectual intelligence variable on the teacher performance variable, the results did not have a significant effect, and then, the effect of the emotional intelligence variable on the teacher performance variable was the same, which was not affected significantly. Meanwhile, the spiritual intelligence variable had a significant effect on teacher performance.

Keywords: Intellectual, Emotional, Spiritual, Intelligence, Performance

1. Introduction

One of the urgencies of the existence of school as a forum for carrying out education and carrying out functions to educate quality human resources is as preparation for facing the dynamics of environmental change and the times (Lie et al., 2019). Educational services must have high-quality personnel because failure in this work will incur irreversible costs (Jasour & Maleki Avarsin, 2016). The level of excellence among Indonesians is strongly determined by the educational factor with the best quality of human resources, assuming the quality of education is very high (Hamid et al., 2019). Thus, every school always requires each of its educators to improve their performance to achieve the goals set by the school (Sari et al., 2019). The parameters of the success of a teacher in the teaching and learning process do not only include aspects related to the number of achievements obtained by the teacher, but also those related to the optimization of their performance (Pakpahan et al., 2019). In achieving performance optimization, a teacher has to be able to develop all of their abilities related to competence and create a learning atmosphere that is more comfortable and conducive for their students (Haryani & Cahyaningtyas, 2017). A measure of the success of an individual's performance can be seen when the achievement in their field of work runs well and is successful with consideration and evaluation based on particular criteria (Damanik, 2018).

To generate the best human resources, the role of a teacher is required in carrying out the duties effectively. There are a number of factors that affect the level of performance, one of which is intellectual intelligence. The ability to think in cognitive ways as a way to adapt to complex environments effectively is part of intellectual intelligence (Sustiyatik, 2019). The ability of rational thinking and logic is generally obtained from parents with a percentage of 80% and the remaining 20% is obtained from early childhood learning in the age range between 0 to 2 years. This qualification will determine the success of individuals in the field of education and work in the future (Mantu et al., 2018). An individual with a high intellectual level will feel dissatisfied in routine work, so that there is a desire to move to an

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alternative job. A representation of good intellectual abilities has implications for individual competence in carrying out their duties well, so that the measure of intellectual intelligence management can be seen from better performance output (Rachman, 2012). Intellectual intelligence in education only focuses on solving unchallenging problems, so that an expansionary effort is needed in overcoming wider social problems (Secundo et al., 2018). The level of intelligence of an individual is one indicator of global proficiency that encourages them to act in a directed way and think well with an expectation of improving the quality of the resulting performance (Andri, 2018).

Emotional intelligence can be defined as intelligence in controlling emotions, how an individual realizes when their emotions react to certain conditions and situations (Krisnanda & Surya, 2019). Furthermore, if individuals have negative emotional responses to work-related stress, they often manage their responses in describing a job based on their emotional point of view (Vasumathi et al., 2019). An individual who has a strong character that is called positive individual characteristics is a representation of emotional intelligence that is well managed (Daud, 2012). In the field of Psychology, emotional intelligence is a new discourse, where some decades ago, people believed that only IQ could drive and determine an individual's success (Setyaningrum et al., 2016). Characteristics of competence, personality development and emotional intelligence are the indicators of an individual's professionalism that reflect their professional identity (Mustaffa et al., 2013). Emotional intelligence is an overview of an individual's psychological constructs that have been conceptually developed to represent different individual characteristics (Arora et al., 2010). The emotional intelligence of a teacher is considered to be a vehicle in developing professionalism and better teacher performance (Setyowati et al., 2019).

In the context of education, spirituality is considered as one of the key factors for the success of educational institutions which eventually ensures the professional life of teachers (Kulshrestha & Singhal, 2017). Spiritual intelligence provides an overview of human morals, adaptability based on experience and love (Krisnanda & Surya, 2019). Findings by previous study indicated that the higher the spiritual intelligence, the less the possibility of friction of social competition in particular occupations which implies that it is expected to produce better performance (Karimi & Mohammadi, 2020). With a high level of spiritual intelligence, an individual can use their spirituality to bring common meaning, interest, and enrichment to life (Koražija et al., 2016). The level of spirituality of an individual will have an impact on broader moral reactivity and sensitivity. An individual with a high level of spirituality will be able to distinguish between self-interest and concentration on God (Khodijah & Sukirman, 2014). An individual who has creative reasoning ability will have far-reaching insight and is able to make changes to any certain rules, reflecting that the person has good spiritual intelligence (Hidayati et al., 2013). Moreover, the level of spiritual intelligence will influence work attitudes, job satisfaction and the effectiveness of an individual's performance (Supriyanto & Troena, 2012).

Several research results that discuss intellectual intelligence, emotional intelligence, and spiritual intelligence in influencing teacher performance provide different results. First research explaining the effectiveness of a teacher's performance is more or less influenced by the intellectual intelligence of a teacher (Secundo et al., 2018). But other research explaining that the intellectual intelligence possessed by a teacher does not have a significant effect in driving performance improvement (Sustiyatik, 2019). Furthermore, the results of research discussing the effect of emotional intelligence on teacher performance, whose research results convey emotional intelligence has a significant effect on teacher performance (Krisnanda & Surya, 2019). This result is not in line with the research which conveyed from the intelligence studied on performance measurement, only intellectual and spiritual intelligence affected performance, while emotional intelligence had no significant effect on performance (Ludin et al., 2018). Furthermore, other research results concluded that spiritual intelligence has a significant influence in encouraging increased performance (Ekowati et al., 2020). These results are not following the results of the study which concludes spiritual intelligence has no significant effect on performance (Mukaroh & Nani, 2021).

This clearly illustrates that the effectiveness of teacher performance is inseparable from the strong encouragement of the level of intelligence, emotionality and spirituality of an educator. Based on the findings above, the authors were interested in reexamining the role of intellectual, emotional and spiritual intelligence on teacher performance at one of the private schools in Pematangsiantar City. The main objective of this study was to analyze the role of intellectual, emotional and spiritual intelligence in affecting the level of teacher performance.

2. Method

This study used a method of quantitative approach with a theoretical model assessed by PLS-SEM analysis in a two-stage process. First, the research data were analyzed for validity and reliability using Cronbach's alpha testing, composite reliability, outer loading, and average variance extracted. Then, Confirmatory Factor Analysis was carried out to check the model suitability and model reliability and discuss the hypothesis by using the variance-based Structural Equation Model (SEM) (Hair, 2014). Therefore, the conceptual framework of this study can be explained in Figure 1.

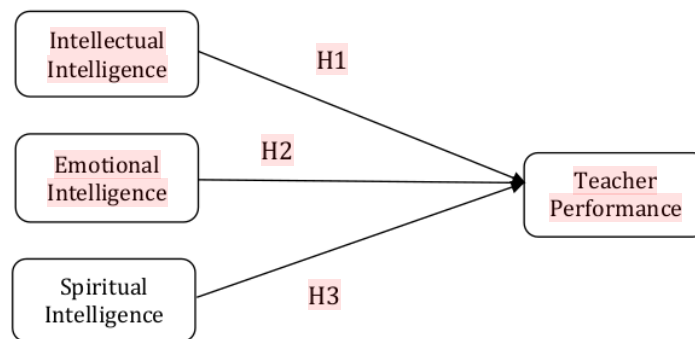


Figure 1. *Theoretical Framework Model of the Study*

The determination of the sample size used the saturated sampling method. The saturated sampling technique was used because the entire research population was selected as the sample as a whole. The sample used in this study were all teachers of the Sultan Agung Private Senior High School, with a total of 39 people. The instrument in this study used a questionnaire using a Likert scale, which (1) stated "very dissatisfied" to (5) "very satisfied". The questionnaire was distributed online via WhatsApp and Telegram social media. Social media was chosen because many of the target respondents were actively using social media in their daily lives. The number of respondents who filled in the questionnaire was 39 teachers. The general characteristics of the respondents in this study will be clearly described in Table 1.

Table 1. *General Profile of the Respondents*

Category	Details	Number	Percentage
Sex	Male	14	35.9%
	Female	25	64.1%
Age	24-28 years	2	5.128%
	29-33 years	4	10.26%
	34-38 years	4	10.26%
	39-43 years	12	30.77%
	44-48 years	8	20.51%
	49-53 years	9	23.08%

Category	Details	Number	Percentage
Length of Work as A Teacher	Associate Degree 1 to 3	4	10.26%
	Bachelor's Degree	27	69.23%
	Master's Degree	8	20.51%
	< 1 year	1	2.564%
	1-5 years	2	5.128%
	6-10 years	4	10.26%
	11-15 years	9	23.08%
	16-20 years	6	15.38%
	> 20 years	17	43.59%

The measurement of the dependent and independent variables used previous references that were relevant to the research topic and research variables. The measurement of the dependent variable, which was teacher performance, was measured using the Regulation of the Minister of National Education No. 16 of 2007 which consisted of 14 items. Then, for the first independent variable, which was intellectual intelligence, it was measured using a previous study (Haryani & Cahyaningtyas, 2017), which consisted of 5 items. For the second independent variable, which was emotional intelligence, it was measured using previous previous study (Kaur et al., 2019), which consisted of 4 items. For the third independent variable, which was intellectual intelligence, it was measured using a previous study (Mantu et al., 2018), which consisted of 5 items.

3. Result and Discussion

Results

Outlier Model Measurement

The results of the data obtained from the research questionnaire were processed using the SmartPLS version 3.2.9 application with processing guidelines by (Juliandi, 2018). In measuring the outlier model, the tests conducted were the validity test and reliability test. A convergent validity testing is determined by the loading factor and AVE with the condition that the loading factor is above 0.7 and the AVE value is 0.5 (Hair, 2014). The model reliability test is seen from the value of Cronbach's alpha and composite reliability (CR) which has a value higher than 0.7.

In the validity test, it obtained that the value of each loading factor on the indicators of the variables of intellectual intelligence, emotional intelligence, spiritual intelligence, and teacher performance was above 0.7 and above 0.5 for the average variance extracted (AVE) value. Moreover, the value for each reliability above obtained the composite reliability value for each research variable which was above 0.7 which can be explained as follows: intellectual intelligence obtained 0.940, emotional intelligence obtained 0.897, spiritual intelligence obtained 0.932 and teacher performance obtained 0.960. Furthermore, for the Cronbach's alpha value, the value for each variable was above 0.7, which showed that all research variables had good reliability values. With these good values, it can be used as an overview that the condition of the relationship between variables was also good so that further tests can be carried out.

Inner Model Measurement

Inner model measurement was carried out by bootstrapping research data using SmartPLS 3.2.9. There were two results obtained from bootstrapping, the first was the significance of the two related variables, and also the R-square of the study. The value of the R-square is the value that shows the ability of exogenous variables to build endogenous variables. There are three categories of R-square values, in which if the R-square value is 0.19, the relationship between exogenous variables forming endogenous variables is weak, if it is 0.33, it means that the relationship is moderate, and if the value is 0.67, it means that the relationship is strong. Meanwhile, if the R-square value is more than 0.67, the relationship between endogenous and exogenous variables is very strong.

Table 3. Calculation results of the R-Square value

Notes	R-Square	R-Square Adjusted
Teacher Performance	0.486	0.443

Seen from the R-square value of each endogenous variable, it obtained a value of 0.486, in which the values ranged from 0.33 to 0.67. This showed that, overall, the ability of exogenous variables to explain endogenous variables was moderate. Furthermore, to prove the hypothesis testing, a significance test was carried out to determine the relationship between exogenous variables and endogenous variables. The criterion of significance was seen from the p-value. With a significance level of 5%, if the p-value between exogenous and endogenous variables is less than 0.05, it means that the exogenous variable has a significant effect on endogenous variables. On the contrary, if the value is higher than 0.05, it means that the exogenous variable does not have a significant effect in formulating the endogenous variable. The results of the hypothesis testing are presented in Table 4.

Table 4. Path Coefficients Test Results

Path Between Variables	Coefficient	t-count	P-Value	Conclusion
Intellectual Intelligence>>Teacher Performance	0.086	0.705	0.481	Not significant
Emotional Intelligence>>Teacher Performance	0.211	1.352	0.177	Not significant
Spiritual Intelligence>>Teacher Performance	0.504	3.153	0.002	Significant

Based on the results of the processed data presented in Table 4, the significance test of the direct relationship between exogenous and endogenous variables can be considered that overall exogenous variables did not have a significant effect on the endogenous variables, even though there was one exogenous variable that had an effect on the endogenous variables. Of the three hypotheses formulated, there were two hypotheses that were rejected. For the effect of the intellectual intelligence variable on the teacher performance variable, the results did not have a significant effect, and then, the effect of the emotional intelligence variable on the teacher performance variable was the same, which was not affected significantly. Meanwhile, the spiritual intelligence variable had a significant effect on teacher performance.

Discussion

The results showed that intellectual intelligence had a positive but insignificant effect on teacher performance. The representation of intellectual intelligence management in the field of education that only focuses on solving unchallenged problems has implications for low sensitivity to carry out more complex things, so this results in a lack of skills in improving performance on an ongoing basis. An individual who has a high level of intellectual intelligence may not necessarily be able to boost their performance if they are faced with a work that is not in accordance with their ability to reason (Mantu et al., 2018). This is inconsistent with practice in the field, where the intellectual abilities of teachers have not been managed optimally to support the learning process and increase productivity. One of the triggers for not optimal management of intellectual intelligence is the increasing age factor and the rarely attending seminars related to increasing competency for teachers. The findings of this study are consistent with the results of the previous study, whose findings stated that there was no significant effect of spiritual intelligence on performance (Joko, 2018). The results of this study are not in line with the studies which stated that there was a significant effect of intellectual intelligence on performance (Sulastri et al., 2016; Sustiyatik, 2019). Intellectual ability is very important for an employee to be able to work effectively and

efficiently, with good intellectual abilities, someone has a proven mental ability to face problems in every job and responsibility and that person can complete his work quickly and accurately.

The results showed that emotional intelligence has a positive but not significant effect on teacher performance. When a person has a good mental and emotional attitude with an optimistic outlook is not enough to encourage him to improve his work results (Mandala & Dihan, 2018). Furthermore, it takes emotional regulation to bring out and express one's own emotions to others. A person's insensitivity to use his feeling to respond to the surrounding environment by using a state of feeling from himself or in dealing with his environment has implications for the ineffective communication that exists so that it will have an impact on decreased performance (Mandala & Dihan, 2018). Someone who controls their emotions less wisely, of course, will have implications for less stable performance. In general, a teacher who is still young, of course, has a sensitivity to emotional intelligence that ranges from changes in the environment around him. The research findings agree with the previous research results whose findings state that there is no significant effect between emotional intelligence on performance (Akimas & Bachri, 2016; Amarin & Sukirman, 2017). The results of this study contradict the research which states that there is a significant influence between emotional intelligence on performance (Setiawan & Latrini, 2016; Susi & Raden, 2013). Psychologically temperament is not something that comes from outside but is formed due to excessive emotional intelligence. The response of a teacher in responding to the environment, especially in a holistic work environment, is formed from emotional intelligence. Today, everyone needs to carry out personal development such as the ability to adapt to the environment, honesty, initiative, and intelligence. Emotional intelligence reflects a state that comes from within as part of a person's level of brilliance in using his feelings.

The results showed that spiritual intelligence had a positive and significant effect on teacher performance. A person who has good spiritual intelligence will carry out his duties as an honest worker because he judges that his every behavior is seen by the creator (Ratnasari et al., 2020). A good interpretation of the spiritual character will appear in an organization when everyone who works in it can develop themselves more and can work better based on the level of spirituality they have (Ekowati et al., 2020). A person who brings spiritual meaning to his work will feel a better life and the performance of his job will be more meaningful (Aziza & Andriany, 2020). As intelligence that is always used not only to find out existing values, but also to creatively find new values in life. Someone who has a high spiritual level is able to give meaning to life by giving positive meanings to every event. By giving that positive meaning, it will be able to awaken its soul and perform positive actions and actions. In practice in everyday life, teachers have carried out the learning process by prioritizing the principle of justice and without discriminating in the provision of learning to all students. On the other hand, spiritual intelligence is believed to encourage the spirit of work by prioritizing spiritual values so that with this encouragement, of course, will increase work results and performance effectiveness. The findings of this study are in line with the results of the study whose findings state that spiritual intelligence has a significant effect on performance (Manihuruk et al., 2020; Wibowo, 2015). However, there are several studies that conducted the same study that obtained different results from the results of this study. Other study states that spiritual intelligence has no significant effect on performance (Pande, 2012).

This study has limitations and suggestions that may affect the results of further research, including: this study was only limited to teacher respondents at the teachers of the Sultan Agung Private Senior High School of Pematangsiantar, so that it was still too small compared to the number of teachers in Pematangsiantar City. Therefore, this study had not been able to provide a clear general overview of intellectual intelligence, emotional intelligence, and spiritual intelligence on teacher performance. For further research, it is recommended to increase the number of samples and select a location or research location with a wider scope so that the research can be generalized. In this study, the researchers only examined 3 independent variables, including intellectual intelligence, emotional intelligence, and spiritual intelligence, so that they could not cover and determine all the

variables that affect teacher performance in general. Future research should add some variables that are considered to affect teacher performance, including motivation, work environment, compensation, organizational culture, headmaster leadership style, commitment, and so on.

4. Conclusions and Suggestions

Based on the results of hypothesis testing carried out, the conclusions of this study are as follows; the results of testing the intellectual intelligence variable showed a positive but insignificant effect on teacher performance. This condition illustrates that the role of intellectual intelligence is not strong enough to encourage teacher performance. The facts in the field are found that not all teachers have taken the adequate competency test to represent their intellectual abilities. Furthermore, testing the emotional intelligence variable shows a positive but insignificant effect on teacher performance. Representatives of teacher performance displayed by the teachers do not adequately reflect optimal emotional intelligence. Unstable emotional regulation in the learning process is thought to affect the level of effectiveness of teacher performance. Then on the results of testing the spiritual intelligence variable shows a positive and significant effect on teacher performance. These results indicate the spiritual intelligence possessed by teachers has been optimal to encourage increased performance. Teachers always prioritize the principle of spirituality in carrying out the learning process, so that this encourages teachers to always make improvements in themselves in order to achieve good performance effectiveness.

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