

THE ANALYSIS OF SPIRITUAL INTELLIGENCE EFFECT AND EMOTIONAL INTELLIGENCE ON TEACHERS' PERFORMANCE IN ISLAMIC BASED ELEMENTARY SCHOOL TEMBALANG, SEMARANG

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Abstract

This research is based on several teachers qualification which are not in accordance with the rules of human being prepared to become a teacher.. This study focused in the influence of spiritual intelligence and emotional intelligence on teachers' performance partially and simultaneously. Well, this present study is conducted in order to analyze and explain about the effect of two intelligence variables partially and simultaneously on the teachers' performance of Islamic-based school in Tembalang, Semarang.

This research method used quantitative analysis. The number of sample were 87 people, so the data collection used total sampling technique. The data collection technique used a questionnaire, and the data were tested using multiple regression analysis.

The result showed that spiritual intelligence, emotional intelligence, and spiritual intelligence have positive and significant effect on teachers' performance in Islamic-based elementary school in Tembalang, Semarang. However, the limitation of this present study are limited in time and minimalist funding.

Keywords : spiritual intelligence, emotional intelligence, and teachers' performance

1. INTRODUCTION

Many people state that Islamic education in Indonesia is as old as the growth and development of Muslims Indonesia. Before 90s, Islamic Institutions were widely represented by Islamic schools or Islamic boarding schools in bahasa called with madrasah. In late of 90s, after the reformation, Islamic education institutions began to develop with the concept of Integrated Islamic Schools.

The educational institutions (in Indonesia called with: pesantren, madrasah and integrated Islamic school) are expected as a place to build the students' mental, attitude, and knowledge related to the spiritual of young generation. Those things above are prepared in order to create a perception of young

generation in Indonesia to know, learn, understand, also apply for what they had been doing in Islamic school. Moreover, the young generation of Indonesia should have an action to make their country better than before. This is not only for Islamic students, but also to the students in every level of private or state education sector.

However, as the substance of Islamic educational institutions above have got the strategic role as a self-calling to the Islamic teacher called Kyai, Ustadz (male Islamic teacher), and Ustadzah (female Islamic teacher). The teachers in Islamic school have a point of view that every lesson they gave in Islamic school is not money oriented. They thought by their teachers that giving knowledge or such kind of kindness is just for Allah SWT, not for money, social levels, or something like that. In addition, Al-Ghozali stated that the way to be closer to Allah is only doing for kindness, not from money, positions, and another social status (Ihsan :2008).

Integrated Islamic School has been developing in the end of the reformation '90s and now this school model is like an alternative solving of moeslem society or moeslem parents around the world. They have been looking for an Islamic school which has moeslem sides in the mission and vision of school in order to avoid negative impact in the globalization era. Moreover, moeslem parents also want to create their children to be a student who has spiritual side such as *kauniyah*, *qauliyah*, *fikriyah*, *ruhiyah*, and *jasadiyyah*. Then, in the side of intellectual, their children will also have global knowledge in order to create a mindset that they have to make their nation be proud of them. Well then, the integrated Islamic school is aimed to create students who have Intellectual Intelligence (Intelligence Quotient/IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ) and good work skills (ihsan). In realizing the goal, between ustadz or teacher and students must have those 3 (three) intelligence above, then the ustadz or teacher must also have these that intelligence above. In addition, the transfer knowledge between both of them are easy to convey in teaching and learning activity.

Based on The Law of the Republic of Indonesia Number 14, in the year 2005 about teachers and lecturers, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners, on early childhood education, formal education pathways, basic education, and secondary education". Teachers are the most important component of implementing education to develop student resources. According to Ho Chi Minh (t.t.) in Surya (2013), without teachers, there will be no education, and if the education does not exist then there is no economic and social development.

In the other hand, teachers who have no educational background in teaching and learning activity, they might do not understand in psycho education of the learners. The impact of a that case, those kinds of teachers above will never fully understand in controlling student who has need a special treatment (indiscipline) from the teacher. Another effect will happen in the teaching and learning situation like that student will obey to the rules that made by teachers and there is imperfect in transferring knowledge from teacher to student or vice versa. Based on the case above, it is related to the emotional intelligence variable, especially in the side of self-control dimension which has indicator in understanding for learners' feeling. In another dimension, there is dimension

which is called with empathy dimension that relates to the skills of teacher in handling learners' emotions.

Meanwhile, the problems that arise in the variables of spiritual intelligence, there are still many teachers who work only based on the origin of flow and there is no vision of understanding the purpose of life. In transferring knowledge to students, sometimes teachers still impose the will as the teacher wishes. Teachers are still less able in adjusting to students' circumstances and abilities. This phenomenon is a problem in the variables of spiritual intelligence, especially in the dimension of ability to have a vision and be flexible in teaching and learning process.

There are few teachers lose their lives as educators. The spirit of thoroughness as an educator began to diminish and even fade. Well, the teacher's motto is "digugu and ditiru" has begun to disappear among the community. Similarly, there are still many teachers who are less upgraded as educators with a lack of following the development of science and technology. However, in the learning process does not follow the development of globalization properly. In addition, the fact that teachers are currently only oriented towards grades in the form of result or certificates is not oriented to student's work. That case above is related to Masaong (2012), that the teacher assessment system to students has not been oriented towards authentic assessment (student performance).

Those example of cases above are linked to teachers' performance variable that the teacher is still lacking in fulfilling their competency. Especially in the dimension of pedagogical competence with indicators of the ability is to utilize for information and communication technology as the benefit of learning process. As well as in the dimension of personality competence with indicators of the teacher's ability in order to present himself as someone who can be an example for students and society.

In realizing the national education objectives required teachers (teachers) who can perform their duties and obligations in accordance with the Law of the Republic of Indonesia No.20 of 2003. Then, it stated that education providers in Indonesia is a national education system systematically regulated national education serves to develop the ability and form of dignified character and civilization of the nation. That law is aimed to educate the life of the nation, also for the development of potential learners to become human beings who believe and fear to God.

Based on the teachers' problem above in the field of education as mandated by Law, all of those things have been described in the background above. However, it is necessary to have a study in the form of research for teachers, especially for islamic-based elementary teachers in Semarang. In addition, the background and problem mentioned above, it can be formulated as research questions below:

- a. How does spiritual intelligence affect the performance of Islamic-based elementary school teachers in Tembalang Semarang?
- b. How does emotional intelligence affect the performance of Islamic-based elementary school teachers in Tembalang Semarang?

- c. How do spiritual intelligence and emotional intelligence influence together on the performance of Islamic-based elementary school teachers in Tembalang Semarang?

2. THEORETICAL FRAMEWORK

2.1 Spiritual Intelligence

Zohar and Marshall stated that spiritual intelligence is the innate internal ability of the human brain and soul which has the deepest source as the core of universe itself. Then, it allows human brain to think and find out the problem solving (Zohar and Marshall in Bowo: 2009).

The dimensions of people who have spiritual intelligence based on the theory of Zohar and Marshall and Sinetar as below: (Bowo : 2009)

- a. Have Self Awareness
There the deepest level of awareness as the way to be aware in every situations and provide for respond.
- b. Having a Vision
Having an understanding about the destiny of life and have a quality of life inspired by vision and values.
- c. Be Flexible
People are able to adjust spontaneously and actively to achieve the results. Moreover, they should have a pragmatic view (as per usability), and efficient about reality.
- d. Holistic View Seeing
Their selves and others are interconnected and can see the connection between things. However, it can be seen in bigger of life so that it can face and exploit, also go beyond misery and pain, and see it as a vision and look for meaning about it.
- e. Making Change
Making a change is to open in distinctive thing and proofing the easiest way to against conventions and status quo also having a freedom of life.
- f. Source of Inspiration
That term refers to be a source of inspiration to the others and produce some fresh ideas.
- g. Self-Reflection
Has a tendency about fundamental and basic of life.

2.2 Emotional Intelligence

Emotion is one of a trilogy of mental cognitions, emotions and motivations. While emotion comes from the Latin word **movere** which means "move". It means that the tendency to act is pure in emotion. Goleman defines emotion with every activity of upheaval of thoughts, feelings, and passions as well as every great and overflowing mental state (Goleman in Efendi : 2008).

Emotional intelligence has the following components such as: (Goleman in Efendi: 2008)

- a. Self awareness
The component of self-awareness just like teachers who know about their selves, observe about their selves, and recognize about heir selves to

the environment also to God. In addition, they have to recognize about the relationship between ideas, feelings, and reactions.

2. Self-Control

This component is like a self-handling that aimed to get the meaning of life. Thus, this component scoped two aspects such as:

- 1) Teachers are able to understand about their students' feeling or vice versa implicitly or explicitly.
- 2) Teachers are able to handle anxiety, angry and sad feeling, responsibility based on their decision and action, also to the unison.

These components are depend on the components of self-awareness. Then, teachers who have a good self-awareness in their teaching and learning activity, they can face every problems easily as fast as they can.

3. Empathy / social awareness

Empathy is an ability that relies on emotional self-awareness and in social skill. Teachers who have good empathy will able to be sensitive to hidden social things, but hint at what others need or demand on or it comes to social skills or building relationships with others. Goleman stated that skill is to manage other people's emotions. These skills support to the popularity, leadership, and success among individually. A good teacher in this skill will success in his performance, especially for those who rely on a smooth association with the others.

4. Self Motivation

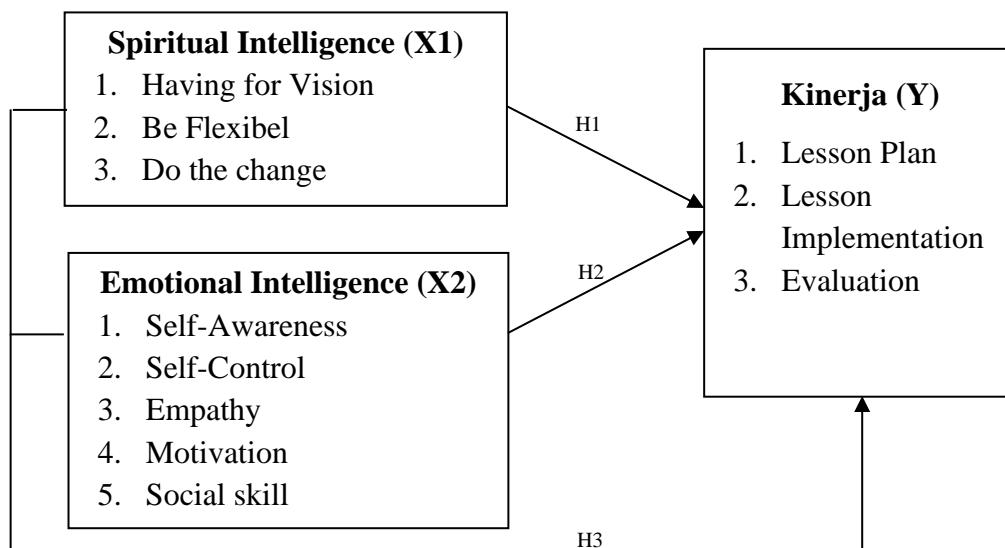
The motivational component concerns on several aspects. Here, teachers are able to motivate themselves and others. Organizing emotions as a tool to achieve goals is very important in relation to paying attention, to motivate their selves, and to master their selves, and to create for creative thing. Emotional self-control that refrains from complacency and controlling impulses as the cornerstone of success in many areas. This means that it is no exception with the field of education about their school. If the teacher is able to adjust, it will be possible to realize high performance in one field. Thus, teachers who have these skills tend to be much more productive and efficient in whatever they do.

2.3 Teachers Performance

Performance is the implementation of tasks at a certain time and as a process to achieve the results of work (Westra in Susanto: 2013). Performance according to the Ministry of National Education, is an employee's performance that related to performance, results and achievements shown at a certain time (Susanto: 2013). The goal is to meet the employee's work that contribute to the organization's goals. Teacher performance is the ability and effort of teachers to carry out learning tasks as possible as can in the planning of teaching programs, implementation of learning activities, and evaluation of learning outcomes (Permendiknas No.41, 2007). Based on the Regulation of the Minister of Education Number 41 year 2007, on standards process for primary and secondary education level. Article 1 Paragraph (1) states that: The standard process for primary

and secondary level includes lesson plan, implementation, assessment, and supervision.

Based on the theory above, it can be arranged as a theoretical framework below:



3. RESEARCH METHOD

3.1. Population and Sample

The population here were the teacher in Islamic-based elementary school Tembalang, Semarang. There were 87 teachers as sample in this present study. Moreover, to obtain the data, the researchers employed 2 roles of instruments data namely interview and questionnaires. The primary data in this study was respondents' answer based on the questionnaire given by researchers. Meanwhile, the supporting data listed in the form such as teacher age, gender, group, length of work in Islamic-based elementary school in Tembalang, Semarang.

3.2. Validity Testing

This test employed *Kaiser-Meyer-Olkin, Measure of Sampling Adequacy* (KMO-MSA). Then, the indicator will be valid if the value of KMO ≥ 0.5 . Next, the other indicators can be used for further analysis.

3.3. Realibility Testing

The instruments used in this present study were coefficient alpha Cronbach with the provision: if coefficient alpha Cronbach > 0.7 . Accordingly, the variable / construct used is declared reliable (Ghozali: 2016)

3.4. Model Testing

3.4.1 Multiple Regression Analysis

Regression analysis is measuring the strength and shows the direction of leverage between independent variable to dependent variable (Ghozali : 2016).

The pattern of equation is:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

Y = Teacher Performance

a = Konstanta

β_{1-2} = coefficient of independent variable regression

$X_1, X_2,$ = Spiritual Intelligence and Emotional Intelligence

e = *Standart error*

3.4.2 T Testing

The t (partial test) testing is used to determine whether in the regression model, the partially independent variables (each variable) have a significant effect on dependent variables or not. This t test is required as follows:

- H_0 = received if probability significancy ≥ 0.05
- H_a = received if probability significancy < 0.05

3.4.3 F Testing

This test has conducted using Analysis of Variance (ANOVA). The Test formula will be stated as follows:

- H_0 : $b_1, b_2, = 0$, means that independent variables simultaneously have no significant effect on dependent variables.
- H_a : $b_1, b_2, > 0$, means that independent variables simultaneously positive and significant on dependent variable.

Based on the formulation above, the alpha level is 5%. Well, the conclusion that can be taken is: if the probability significance is < 0.05 then, H_a is accepted and H_0 is rejected or vice versa, this means that there is a significant influence between independent variable to dependent variable.

3.4.4 Coefficient Determination Testing

The coefficient of determination is to measure how far the model is capable in explaining independent variable variety to dependent variable. A small number on coefficient of determination means that the ability of independent variable to explain variety of dependent variable is very limited. A value approached to the one means that independent variable provide almost all the information is needed to predict on variety of dependent variable (Gozali : 2016).

3.4.5 Hypothesis Testing

This test is done in order to determine about the effect on independent variable individually / partially to dependent variable. The test is done using t test and it is aimed to obtain the impact of independent variable individually / partial on dependent variable. This test was using t testing.

4 RESULT AND DISCUSSION

4.1. Validity Testing

The sample can be to sufficient when the Kaiser-Mayor-Olkin (KMO) coefficient is greater than 0.5; and the indicator can be valid if the component of matrix coefficient is greater than 0.4. This present study has met these requirements. While the validity test indicators in this study contained in the variables of spiritual intelligence, emotional intelligence and teacher performance have a matrix coefficient greater than 0.4. The results of this test can be described that all indicators contained in each of these variables are valid.

4.2. Realibility Testing

Testing of Realibility and Indicator

No	<i>Coefficient Alpha Cronbach</i>	Result	Note
1	Spiritual Intelligence Variable	0,953	Reliable
2	Emotional Intelligence Variable	0,907	Reliable
3	Teacher Performance Variable	0,917	Reliable

Based on the result above, it can be shown that the result of Alpha Cronbach about spiritual intelligence variable, emotional intelligence variable, and Teacher Performance Variable is $\geq 0,7$. This result can be described that the research sample is reliable.

4.3. Multiple Regression Analysis

The result of analysis obtained that the regression of spiritual intelligence variables is (β_1) of 0.424; The variable regression coefficient of emotional intelligence (β_2) is 0.219; and the multiple regression equations are:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

$$= 1,240 + 0,433 X_1 + 0,235 X_2$$

It can be explained that

- Variable spiritual intelligence has a positive effect on the performance of Islamic-based elementary school teachers in Tembalang, Semarang
- Variable emotional intelligence has a positive effect on the performance of Islamic-based elementary school teachers in Tembalang, Semarang.

4.4. F Testing

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.749	2	3.875	23.483	.000 ^a
	Residual	13.860	84	.165		
	Total	21.609	86			

a. Predictors: (Constant), Kec_Emosional, Kec_Spiritual

b. Dependent Variable: Kinerja_Guru

The regression equation has calculated as $F > F$ table ($23.483 > 3.10$) and an $F \leq$ of 0.05. The result can be described that spiritual intelligence

variable and emotional intelligence variable are affected to the performance of Islamic-based elementary school teachers in Tembalang, Semarang.

4.5. Coefficient Determination Testing

**Coefficient Determination Testing
Summary^b Model**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599 ^a	.359	.343	.40620

a. Predictors: (Constant), Kec_Emosional, Kec_Spiritual

b. Dependent Variable: Kinerja_Guru

The regression equation has R square of 0.359. This result can be described that spiritual intelligence and emotional intelligence are jointly able to influence the variation of variable changes in teachers' performance of Islamic-based elementary school teachers in Tembalang, Semarang is up to 35.9%. The remaining 64.1% of teacher performance in Islamic-based primary school was influenced by the other variables that not included in the study.

4.6. Hypothesis Testing

Hypothesis testing in this study has finished by t test. However, if significance of T is less than 5%, then independent variable will partially positive and has significant effect on dependent variable. Based on processing data above, the data is obtained as result:

- a. The significance of t spiritual intelligence variable on teacher performance is 0.000. That figure is less than 0.05. Then it can be described that the hypothesis is accepted. This means that spiritual intelligence variable has positive and significant effect on teacher performance of Islamic-based elementary school teachers in Tembalang, Semarang.
- b. The significance of t emotional intelligence variable on teacher performance is 0.035. That figure is less than 0.05. Then it can be described that the hypothesis is accepted. This means that emotional intelligence variable has positive and significant effect on teacher performance of Islamic-based elementary school teachers in Tembalang, Semarang.

4.7. Discussion

Based on the data analysis above, the discussion is stated as:

- a. The influence of spiritual intelligence on teacher performance
Coefficient of regression on spiritual intelligence variable based on teacher performance is 0.433 by the significance level 0.000. The result shown that spiritual intelligence has positive and significant effect on teacher performance. This means that teachers who can control their spiritual intelligence, they can also control on their teaching and learning performance in school.

- b. The influence of emotional intelligence on teacher performance
Coefficient of regression on emotional intelligence variable based on teacher performance is 0.235 by the significance of 0.035. The results shown that emotional intelligence has positive and significant effect on teacher performance. This means that teachers who can control their emotional intelligence, they can also control their teaching and learning performance in school.
- c. The influence of Spiritual Intelligence and Emotional Intelligence
On the performance of F test conducted in this study shown that the equation regression has calculated: $F > F \text{ table}$ ($23.483 > 3.10$) and the significance is $F \leq 0.05$. That data above can be explained that variables of spiritual intelligence, and emotional intelligence are affected on teacher performance of Islamic-based elementary school teachers in Tembalang, Semarang.

5 CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the data analysis above, it can be concluded that:

- a. Spiritual intelligence variable is affected on teacher performance of Islamic-based elementary school teachers in Tembalang, Semarang.
- b. Emotional intelligence is affected on teacher performance of Islamic-based elementary school teachers in Tembalang, Semarang.
- c. Spiritual intelligence and emotional intelligence are affected on teacher performance of Islamic-based elementary school teachers in Tembalang, Semarang.

5.2. Suggestion

- a. The policy-makers must make for regular schedule of religious studies.
- b. Related to emotional intelligence, teachers' motivation towards themselves and teacher's ability to motivate the learners in improving teacher performance. This motivation ability needs to be improved by attending motivational seminars and workshops, especially for teacher. Therefore, the headmaster can always send the teachers to attend the motivational workshops and seminars.
- c. Teachers should give their effort in formed the learners who master on spiritual intelligence and emotional intelligence. Moreover, teachers must give an example first set an example on this intelligence above. By practicing on two intelligences, teacher's performance will automatically improve. Therefore, the researchers suggest to the Department of Education Semarang and the Board of Foundation that can handle this case in order to be able to make the rules on assessment in implementing by these two teachers' intelligence.

5.3. Limitation of the Research

In this study, the researchers have limited time and limitation in finance. However, this study can still be researched more about the other variables that can effect on teachers' performance because both of variables in this study are still 35.9%.

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