

THE INFLUENCE OF EMOTIONAL INTELLIGENCE, SPIRITUAL INTELLIGENCE, SPECIAL PERFORMANCE ASSESSMENT, EDUCATION, TRAINING, AND MOTIVATION ON TEACHER PERFORMANCE

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ABSTRACT

backgrounds: The concept of human development or human capital is a hot topic that is being widely discussed, considering that human capital is part of human resource management with a broader scope of study which addresses the practical side of human resource management.

Aim: Between emotional intelligence, spiritual intelligence, special performance appraisal, education and training, and motivation on teacher performance

(3) The simultaneous effect of emotional intelligence, spiritual intelligence, special performance appraisal, education and training, and motivation on teacher performance.

Method: Using a quantitative approach and multiple linear regression analysis techniques.

Findings: Based on the results of NJI calculations, all variables in this study are in the high category, meaning that each variable is perceived as good by the permanent teachers of the foundation. The results showed that the variables of emotional intelligence, spiritual intelligence, special performance appraisal, education and training, motivation partially had a positive and significant effect on teacher performance. Then simultaneously the variables of emotional intelligence, spiritual intelligence, special performance appraisal, education and training, motivation affect performance .

KEYWORDS

Emotional intelligence; Spiritual Intelligence; Special Performance Assessment; Education and training; Teacher Motivation and Performance

INTRODUCTION

The concept of human development or human capital is a hot topic that is being widely discussed, considering that human capital is part of human resource management with a broader scope of study which addresses the practical side of human resource management such as compensation, performance appraisal and industrial relations. So that human capital becomes very important in an organization or institution because human capital itself can be interpreted as the overall knowledge, ability, expertise, and intelligence inherent in each individual.

The achievement of human capital can be done through improvements in 3 (three) areas, namely in the economic, health and education sectors. Seeing the meaning of human capital which is a unity of abilities possessed by a person, to obtain these abilities, of course, can be obtained through education. Based on this explanation , the research that will be carried out aims at achieving quality human capital through the field of education.

However education is an important part in efforts to improve the quality of human capital and can be used as an indicator for a country whether existing human resources are able to compete globally. The fact is that the Indonesian government has made efforts to improve the quality of human capital, including through investment in education, which is

based on Law no. 20 of 2003 concerning the National Education System, article 49 paragraph 1 states that if the government mandates an education budget allocation of 20% of the State Budget (APBN).

We can view education as a system, in which the system consists of input, process and output. According to (Kompri, 2016) the education system contains at least five elements consisting of guiding businesses (activities), students, the basis and objectives of the educational process and educators who are indeed the center of teaching and learning activities.

As an important element in education, in order to achieve better human capital quality, educators or teachers are expected to have good performance in carrying out their obligations as educators. Therefore, through government investment in the education sector, there are various programs intended to maintain and improve the performance of teachers, one of which is through teacher certification, Teacher Performance Assessment (PKG) and equal access to education which allows teachers to enter the category of eligible to teach by receiving Minimum education Diploma Four (D IV) or Bachelor (S1).

However, it seems that the government's efforts with an investment of 20% have not resolved various problems related to teacher performance, especially at the Condong Tarbiyatul Islamiyah Foundation. According to pre-survey research data, several problems were found that could affect teacher performance, including poor emotional control when carrying out tasks where self-management in discipline and preparation of teacher administrative completeness was not timely. Then the lack of spiritual intelligence causes a lack of awareness that working as an educator is part of worship and even issues related to discipline must always be reminded, on the other hand this lack of spiritual intelligence has an impact on the emergence of unhealthy competition among some teachers.

The special performance assessment carried out by educational institution units has not run optimally because it has not been implemented consistently, so that educators do not have the competitiveness to improve teaching. The low interest of educators to take part in education and training activities to improve their competence and the non-linear number found among them, coupled with teaching two subjects at once, results in low teacher motivation in teaching this class.

In connection with the explanation above, as well as the rare research on emotional intelligence, spiritual intelligence and special performance appraisal, education and training and motivation in relation to teacher performance in the school environment, especially the pesantren-based school environment, it is necessary to conduct formal research with specific research objectives to know and analyze (1) emotional intelligence, spiritual intelligence, special performance appraisal, education and training, teacher motivation and performance, (2) partial influence between emotional intelligence, spiritual intelligence, special performance appraisal, education and training, and motivation on performance teachers, and (3) the simultaneous influence of emotional intelligence, spiritual intelligence, special performance appraisal, education and training, and motivation on the performance of permanent teachers at the Condong Tarbiyatul Islamiyah Foundation, Cibereum District, Tasikmalaya City. Based on research results (Goleman & Hermaya, 2002) formulated that success in life is determined by only 20% of Intelligence Quotient (IQ), while 80% is determined by emotional intelligence (EQ / Emotional Quotient). (Goleman & Hermaya, 2002) defines emotional intelligence as the ability to motivate oneself and endure frustration, control impulses and not exaggerate pleasures, regulate moods and keep stress from crippling the ability to think, empathize and pray. Agustian, (2006) argues that emotional intelligence is the skill of feeling, mastering efficiently practicing energy and emotional sensitivity as a

source of energy, information, relationships and human influence. The indicators of emotional intelligence in this study include the star principle, the angel principle, the leadership principle, the learning principle, the vision principle and the well organized principle.) (Agustian, 2006).

Spiritual intelligence is a person's expertise to solve problems of meaning and value, namely the skill to place behavior and life in a broader and meaningful meaning (Zohar, Danar. and Marshall, 2007). Another opinion was expressed by (Agustian, 2001a) spiritual intelligence is the expertise to give the meaning of worship to every behavior and activity through ways and thoughts that are clean towards a complete human being (hanif) and have a monotheistic mindset (integralistic) and have principles "only because of Allah SWT". Indicators for spiritual intelligence include prejudice, life principles, experiences, interests, viewpoints, comparisons and literature (Agustian, 2006).

Performance appraisal according to (Mangkuprawira, 2003) defines performance appraisal as a process carried out by institutions in evaluating the performance of an employee's job. The special performance assessment organized by the Tarbiyatul Islamiyah Condong Foundation is called the Teacher Achievement Index (IPG). This specific performance assessment is interpreted by the Tarbiyatul Islamiyah Foundation (Tarbiyatul Islamiyah Foundation, 2020) as an assessment of the achievements achieved by the teacher in carrying out all the mandates given by the institution for a certain period of time. The specific performance assessment indicators in this study took the elements that were assessed in the special performance assessment at the Condong Tarbiyatul Islamiyah Foundation including learning, learning, service and violations (Tarbiyatul Islamiyah Foundation, 2020).

Employee education and training is a job requirement to renew the mastery of various competencies, skills and insights based on work activities that are actually recorded and routine so that they can carry out and complete the work assigned (Simanungkalit, 2009). Another opinion from (Handoko, 2016) defines education and training as organizational activities to improve employee mastery of various skills and certain methods of carrying out work, recorded and routine as well as to update and improve insight, skills, attitudes and personality traits. Departing from the definition according to Hani Handoko above, the indicators used to measure education and training variables in this study include how to do work, insights, skills, attitudes and personality traits.

Motivation is a process that shows the strength, direction and persistence of an individual in an effort to achieve goals (Robbins & Judge, 2015). Another opinion expressed by (Hasibuan, 2005) motivation is more on how to mobilize the efforts and abilities of employees so that they are willing to work together creatively to achieve and realize the goals that have been set. Indicators for measuring motivation in this study include salary, supervision, policy and administration, work relations, working conditions, the job, opportunities for advancement, recognition or appreciation, success and responsibility (Sedarmayanti, 2017).

Teacher performance is actually related to quality in carrying out tasks such as working with students individually, preparing lesson plans, utilizing learning media, involving students in various learning experiences and active leadership from teachers (Mulyasa, 2013). According to (Supardi, 2014) teacher performance is the ability and the success of teachers in carrying out learning tasks. The indicators used to measure teacher performance in this study include the ability to develop lesson plans, the ability to carry out learning, the ability to conduct interpersonal relationships, the ability to carry out assessments of learning outcomes, the ability to carry out enrichment, and the ability to carry out remedial (Supardi, 2014).

METHODS

This study used a quantitative approach and data collection tools using questionnaires and using multiple linear regression analysis techniques with data processing using SPSS IBM 25 software . Riyadlul Ulum Wadda'wah Integrated Middle School, Riyadlul Ulum Wadda'wah Integrated Middle School for Girls and Riyadlul Ulum Integrated High School for Tasikmalaya City. The population in this study were permanent foundation teachers who were subject to special performance assessments at the Riyadlul Ulum Wadda'wah Integrated Middle School and High School at the Tarbiyatul Islamiyah Foundation, Tasikmalaya City, totaling 112 people and the entire population was used as the research sample.

RESULTS AND DISCUSSION

Based on the validity test and reliability test using Croanbach's alpha > 0.70, the results obtained for all statement items from each variable were stated to be valid and reliable so that it can be said that the questionnaire in this study can provide accurate and reliable data.

After the data from the questionnaire results were changed using the Method of Successive Internal (MSI), then the data was tested using the classic assumption test consisting of the Normality Test, Heteroscedasticity Test and Multicollinearity Test. Based on the Normality Test using the Kolmogorav-Smirnov test both tables, histograms and PP Plots show that the research data is normal. Based on the heteroscedasticity test using the Glejser test, both tables and scatter plots show that the regression model in this study does not show symptoms of heteroscedasticity. Likewise, based on the results of the Multicollinearity Test using Tolerance and VIF values, it shows that in the regression model there are no symptoms of multicollinearity. Thus based on the results of the classical assumption test, the equation or regression model in this study can be said to be consistent.

To find out the description of each variable in this study, the formula for Interval Level Value (NJI) is used. Where the results of the respondents' answers are tabulated to see the total score of the respondents' answers and as a benchmark in determining the high and low classification of the total score of the questionnaire per variable and per statement item. Where based on the results of NJI calculations it is known that each variable in this study is in the high category, and not yet in the very high category.

To test the hypothesis, the t-test and F-test were carried out. Based on the results of the calculation of the t-test using SPSS IBM 25, the output table is obtained as follows:

Table 1
T Test Calculation Results

Model	Unstandardized Coefficients		Standardized Coefficients		t ig.
	B	std. Error	Betas		
(Constant)	,286	2,749		104	,917
Emotional Intelligence (X1)	,182	,071	,207	,562	,012
Spiritual Intelligence (X2)	,214	.066	,242	,260	001
Special Performance Assessment,142 (X3)	.056		,167	,529	013
Education and Training (X4)	,151	.058	,170	,620	010
Motivation (X5)	,241	.080	,239	,021	003

a. Dependent Variable: Teacher Performance (Y)

On the basis of decision making for the t test where the significance value is less than 0.05 and t_count is more than t_table with a t_table value, it is clear that partially the independent variables have a positive and significant effect on the dependent variable. Then based on the results of Test F using SPSS IBM 25, the output table is obtained as follows:

Table 2
F Test Calculation Results

Model	Sum of Squares	df	MeanSquare	F	Sig.
Regression	11432,099	5	2286, 420	92,887	000b -
residual	2609,200	106	24,615		
Total	14041,298	111			

With a significance value of <5%, it is clear that simultaneously the independent variables influence the dependent variable. And based on the results of the calculation of the coefficient of determination, it is found that the dependent variable is influenced by the independent variable by 81.4%.

Emotional intelligence, spiritual intelligence, special performance appraisal, education and training, motivation and performance of permanent teachers at the Condong Condong Tarbiyah Islamiyah Foundation, Cibereum District, Tasikmalaya City

Emotional intelligence (X1) is in the high category of 7324. This means that respondents have the assumption that their emotional intelligence is at a good level and with the emotional intelligence they have, teachers are more enthusiastic about teaching, trying to be disciplined at work, able to generate motivation. students and understand their purpose in life.

Spiritual intelligence gets a total recapitulation score of 7256 and is included in the high category. This has the meaning that the respondents assume that spiritual intelligence makes their life principles more oriented towards worship where they feel the presence of Allah SWT more in every step of their way, and make all activities including teaching as part of worship. Then the literature that teachers read as material for teaching is sought for its meaning so that the truth and greatness of Allah SWT is found.

Specific performance appraisals get a total recapitulation score of 7112 and are included in the high category. This means that respondents perceive that this special performance appraisal program can encourage teachers to participate more actively in training activities outside the institution, stimulate teachers to comply more with the code of ethics that applies in the institution, can also make teachers more disciplined.

Education and training variables get a total recapitulation score of 7114 included in the high category. This means that the training program is perceived by the respondents as having a good impact on the teacher's ability to relate material to the realities of life, the teacher's ability to prepare semester programs and other learning tools in accordance with applicable regulations.

The motivation variable gets a total recapitulation score of 7268 and is included in the high category. Where the motivational variable is perceived by the respondents at a good level because schools provide opportunities for teachers to continue their studies, provide office facilities as support for work, provide regular supervision programs, and schools provide salaries to teachers on time.

The teacher performance variable gets a total recapitulation score of 7559 and is included in the high category. This has the meaning that the performance is perceived by the permanent teachers of the Tarbiyatul Islamiyah Foundation to be at a good level where the teachers have carried out their duties and responsibilities as educators such as carrying out remedial, compiling enrichment material, giving test results to students so that they become material for reflection for students, and using the method learning that is tailored to the learning material.

Partial influence between emotional intelligence, spiritual intelligence, special performance appraisal, education and training, and motivation on the performance of permanent teachers at the Condong Tarbiyatul Islamiyah Foundation, Cibereum District, Tasikmalaya City

Based on the results of the study it was found that the independent variables in this study partially had a positive and significant effect on the independent variables. The results of this study are in line with several expert opinions including according to [Agustian \(2006\)](#) academic ability, the title of higher education graduates cannot be a benchmark for how well a person's performance is at work or how successful one can be achieved. This is supported by the results of research which states that employee performance is influenced by the level of emotional intelligence possessed by employees. Emotionally intelligent employees show a tendency to commit lower violations so that institutions can use emotional intelligence to improve employee performance ([Agus, Putu and Wirawan, 2017](#); [Fitriastuti, 2013](#); [Maya, 2018](#); [Sahidur Rahman, 2012](#); [Sakti, 2020](#); [Sony, 2016](#)).

Spiritual intelligence enables a person to be more creative, change rules and situations, play with boundaries and gives the ability to differentiate ([Zohar, Danar and Marshall, 2007](#)). According to [Agustian \(2001\)](#) through spiritual intelligence humans can determine what should and should not, distinguish between what is right and what is wrong because they are able to interpret life more meaningfully, namely as a means of charity. Someone who has a high level of spiritual intelligence will be able to interpret work not only to make ends meet but to worship as a provision in the hereafter so that someone with good spiritual intelligence will also show good performance. Based on the results of research proving that the level of spiritual intelligence has a positive and significant influence on employee performance ([Angayaarkanni, 2019](#); [Farhah, 2012](#); [L Lasminiasih, RB Utomo, 2018](#); [Tahir, 2018](#)).

Performance appraisal is necessary because it has various benefits and uses including improving work performance, compensation adjustments, placement decisions, and so on ([Gaol, 2014](#); [Supardi, 2014](#)). In line with the results of research that performance appraisal has a positive and significant effect on performance ([Jufri, 2018](#); [Tangkuman, 2015](#)). In [Hangga Rani's research, Indria \(2015\)](#) suggests that employees who are given performance appraisals tend to show better performance compared to employees who are not given performance appraisals. Employees who are given a performance appraisal by their superiors make the employee's performance even higher.

According to [Mangkunegara \(2013\)](#) there are various objectives of holding training programs including to increase work productivity, work quality, morale and work enthusiasm and increase stimulation so that employees are able to achieve optimally. In line with the results of the study, it was found that education and training had a positive and significant effect on employee performance ([Agustriari, 2017](#); [Dareho, 2017](#); [Doane, 2019](#); [Marsha, Made, 2019](#)).

According to [Bangun \(2012\)](#) many research results conclude that motivation will affect increased performance and decreased work turnover and absenteeism. According to

research results in several journals, it is revealed that motivation has a positive and significant effect on employee performance (Anasthasia, Muis, & -, 2019; Budiman, 2016; Potu, 2013; Taufik Rahman, 2017; Sitepu, 2013).

The simultaneous influence of emotional intelligence, spiritual intelligence, special performance appraisal, education and training, and motivation on the performance of permanent teachers at the Condong Tarbiyatul Islamiyah Foundation, Cibereum District, Tasikmalaya City.

Based on the calculation results of the Simultaneous Test (F Test) it is known that there is a simultaneous influence of emotional intelligence, spiritual intelligence, special performance appraisal, education and training, and motivation on the performance of permanent teachers at the Condong Tarbiyatul Islamiyah Foundation, Cibereum District, Tasikmalaya City. And the magnitude of the influence of emotional intelligence, spiritual intelligence, special performance appraisal, education and training, and motivation influences teacher performance by 81.4% and the remaining 18.6% is influenced by other variables outside the variables of emotional intelligence, spiritual intelligence, special performance appraisal, education and training, as well as motivation that was not examined in this study.

CONCLUSION

This research is in the high category, so efforts are still needed to increase all variables so that they become very high. However, when viewed from the results of the partial test, the Condong Tarbiyatul Islamiyah Foundation needs to improve the quality of the special performance appraisal program considering that this variable has the lowest influence value. The efforts that can be made include in the early stages it is better if the elements assessed in the special performance assessment include the main duties of an educator because additional tasks are not carried out by every permanent teacher of the foundation. In order for the special performance appraisal to be carried out properly, the Tarbiyatul Islamiyah Condong Foundation needs to conduct outreach about the objectives and benefits of the special performance assessment program to all permanent teachers so that they can carry out additional assignments sincerely

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