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TEACHER PERFORMANCE MODELING BASED ON SPIRITUAL, INTELLECTUAL, AND EMOTIONAL INTELLIGENCE WITH JOB SATISFACTION

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Abstract

The aim of this research is to examine the influence of spiritual, intellectual and emotional intelligence on job satisfaction and performance in high school educators in Bengkong and Batu Ampar districts, using a quantitative approach with a causality descriptive design. The research population consisted of 116 Bengkong and Batu Ampar high school teachers, and the technique used was total sampling. Data collection was carried out through questionnaires and documentation, while data analysis used Structural Equation Modeling (SEM) with Partial Least Square (PLS). Research findings reveal that the combined independent variables of spiritual intelligence, intellectual intelligence, and emotional intelligence have a large and beneficial influence on teacher job satisfaction through teacher performance.

Keywords: Spiritual, İntellectual, Emotional, Performance, Job Satisfaction.

INTRODUCTION

In the era of education that continues to develop, the role of teachers is no longer limited to merely delivering subject matter. As key agents of character formation and inspirational leaders in the classroom, the mental well-being of teacher educators is now a critical aspect that influences not only the quality of teaching, but also their job satisfaction. This article invites readers to delve into the complex world of teacher educators' spiritual, intellectual, and emotional intelligence as the main foundation in creating optimal mental health, which, in turn, will improve teacher performance and their job satisfaction.

In facing increasingly complex demands in the world of education, teacher educators often experience pressure which can have a negative impact on their mental health. The articulation of teacher educators' mental health as a key foundation for achieving maximum performance and job satisfaction is becoming increasingly urgent. The spiritual intelligence of teacher educators is not just an invisible dimension, but the foundation that allows them to find meaning in this profession. How can this spiritual intelligence be a catalyst for teacher mental well-being and performance? Intellectual intelligence is not only related to mastery of subject matter, but also the ability to adapt and be innovative in teaching methods. How can this intelligence be a lifesaver when teachers are faced with the pressure of complex tasks? Mental health is also reflected

in the teacher's ability to manage emotions, both personally and in interactions with students. How can emotional intelligence become a solid pillar for achieving sustainable job satisfaction and mental well-being?

Educational institutions, especially schools, not only need smart people, but also have good emotional intelligence and spiritual intelligence. There are several psychological factors that underlie the relationship between a person and his organization[1], including the ability to manage oneself[2], initiative, optimism, the ability to coordinate emotions within oneself[3], and do calm thinking without being carried away by emotions[4]. Because emotional intelligence plays a role in monitoring and controlling one's own feelings and others and use these feelings to guide the mind and actions[5], while spiritual intelligence allows one to perform noble actions; honesty, prioritizing group interests, loyalty and integrity[6]. Thus, intellectual intelligence, emotional intelligence and spiritual intelligence are needed to achieve performance in levels above the average[7]. The importance of teacher performance in educational institutions cannot be overstated. Impactive teaching requires more than just knowledge of the subject matter; it also requires a range of skills that enable teachers to connect with their students and provide meaningful learning experiences.[8] Spiritual, intellectual, and emotional intelligence are three key dimensions that have been shown to significantly impact teacher performance.[9] Additionally, job satisfaction has been identified as a critical factor in teacher retention and overall performance.[10] Therefore, the purpose of this research proposal is to explore the relationship between spiritual, intellectual, and emotional quotient and job satisfaction in teacher performance modeling.

Some of the efforts that have been made by the government bring far more consequences to the burden of duties and responsibilities.[11] The number of administrative tasks of a teacher to fulfill the demands of implementing curriculum policy (2013) besides fulfilling the requirements of a professional teacher who must teach 24-40 hours a week, mastering information and communication technology (ICT) results in the implementation of the main tasks and functions of teachers as educators stagnant or even possible to decline. The phenomenon that occurs in relation to teacher performance is that the provision of teacher certification from the government results in an increasingly deep gap between teachers who have obtained educator certificates and teachers who have not received an educator certificate.[12] The consequence of government policy regarding the allocation of 24 hours to 40 hours for certified teachers causes disharmony in the allocation of teaching hours among fellow teachers (colleagues) in one school that has an impact on conditions that are not harmonious with peers which can result in decreased teacher achievement.

Distribution of unfair / unbalanced workloads, working conditions, unfavorable co-workers, lack of supervision and direction and giving compensation that is not balanced with the burden and responsibility given this causes a decrease in job satisfaction. There is a contradiction between the phenomenon of teacher performance that has not been optimal in public schools which is supported by teachers who have educator certificates with spiritual intelligence, intellectual intelligence, and high emotional intelligence. and very high performance raises the writer's interest in the need for research on the determination of spiritual quotient, intellectual quotient, and emotional quotient on job satisfaction through the performance of state high school teachers in Bengkong and Batu Ampar Districts.

The purpose of this study was to analyze the determination of spiritual, intellectual, and emotional intelligence on teacher job satisfaction through the performance of high school teachers in Bengkong and Batu Ampar districts. It is expected that this study will provide insights into the relationship between teacher performance and spiritual, intellectual, and emotional intelligence with job satisfaction. The study will also provide a model that can be used to predict teacher performance based on these factors. This model could be used by educational institutions to improve the recruitment, training, and retention of teachers.

RESEARCH METHOD

This study will use a quantitative research design. Data will be collected from a sample of teachers in schools within a particular geographic area. The data will be collected through surveys using standardized measures of spiritual, intellectual, and emotional intelligence, job satisfaction, and teacher performance. The collected data will be analyzed using statistical methods to examine the relationships between the variables and to develop a model that can predict teacher performance based on these factors. The population of this research is 116 teachers in Bengkong and Batu Ampar sub-districts. The sampling technique uses total sampling. The technique of collecting data using questionnaires, and documentation[13]. Data analysis using structural equation modeling (SEM) with SmartPLS.[14]

RESULTS

The purpose of evaluating the measurement model (outer model) is to analyze the construct variables investigated, as well as to determine the accuracy and reliability of a variable[15]. Internal consistency analysis is used to evaluate the coherence of outcomes among the items within a single test, which is a type of reliability assessment. Composite reliability value is used as a criterion in internal consistency testing, and a variable is considered reliable if the value of composite reliability is greater than 0.600. [16]

Table 1: Analysis of Internal Consistency

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extract (AVE)
Spiritual Quotient (X_1)	0.919	0.929	0.525
Intellectual Quotient (X_2)	0.927	0.936	0.552
Emotional Intelligence (X_3)	0.890	0.907	0.599
Performance (X_4)	0.898	0.918	0.556
Job Satisfaction (Y)	0.914	0.925	0.589

Source: Data analyzed (2022)

The table above shows data from an internal consistency analysis. Based on the results obtained, it can be concluded that the variable Spiritual Quotient is reliable, as its composite reliability value is 0.929, which is greater than the threshold of 0.600. Similarly, the variable Intellectual Quotient is also reliable, with a composite reliability value of 0.936. The variable Emotional Intelligence also meets the reliability criterion, with a composite reliability value of 0.907. The variable Performance is also reliable, with a composite reliability value of 0.918. Lastly, the variable Job satisfaction is reliable, with a composite reliability value of 0.925, which exceeds the threshold of 0.600.

Convergent Validity

Convergent validity is a technique for measuring the level of positive correlation between two measurements of the same concept. [17] In order to evaluate the validity of an indicator for a construct variable, the outer loading value is analyzed; an indicator is deemed valid if its outer loading value is greater than 0.4. [16]

Table 2: Convergent Validity Output

Variable	X_1	Variable	X_2	Variable	X_3	Variable	X_4	Variable	Y
$X_{1.1}$	0.724	$X_{2.1}$	0.735	$X_{3.1}$	0.723	$X_{4.1}$	0.728	Y_1	0.784
$X_{1.10}$	0.750	$X_{2.10}$	0.737	$X_{3.10}$	0.745	$X_{4.2}$	0.702	Y_{10}	0.770
$X_{1.11}$	0.740	$X_{2.11}$	0.759	$X_{3.11}$	0.791	$X_{4.3}$	0.783	Y_{11}	0.740
$X_{1.12}$	0.773	$X_{2.12}$	0.731	$X_{3.12}$	0.715	$X_{4.4}$	0.768	Y_{12}	0.768
$X_{1.13}$	0.769	$X_{2.13}$	0.774	$X_{3.13}$	0.729	$X_{4.5}$	0.735	Y_{13}	0.716
$X_{1.14}$	0.772	$X_{2.14}$	0.757	$X_{3.14}$	0.792	$X_{4.6}$	0.774	Y_{14}	0.747
$X_{1.15}$	0.722	$X_{2.15}$	0.781	$X_{3.15}$	0.784	$X_{4.7}$	0.825	Y_{15}	0.739
$X_{1.16}$	0.748	$X_{2.16}$	0.711	$X_{3.2}$	0.713	$X_{4.8}$	0.773	Y_{16}	0.787
$X_{1.17}$	0.742	$X_{2.17}$	0.704	$X_{3.3}$	0.748	$X_{4.9}$	0.784	Y_{17}	0.778
$X_{1.18}$	0.722	$X_{2.18}$	0.798	$X_{3.4}$	0.737			Y_{18}	0.776
$X_{1.2}$	0.705	$X_{2.2}$	0.751	$X_{3.5}$	0.775			Y_{19}	0.728
$X_{1.3}$	0.792	$X_{2.3}$	0.712	$X_{3.6}$	0.780			Y_2	0.792
$X_{1.4}$	0.719	$X_{2.4}$	0.735	$X_{3.7}$	0.799			Y_{20}	0.726
$X_{1.5}$	0.749	$X_{2.5}$	0.721	$X_{3.8}$	0.710			Y_3	0.727
$X_{1.6}$	0.785	$X_{2.6}$	0.709	$X_{3.9}$	0.739			Y_4	0.725
$X_{1.7}$	0.750	$X_{2.7}$	0.730					Y_5	
$X_{1.8}$	0.774	$X_{2.8}$	0.759					Y_6	
$X_{1.9}$	0.732	$X_{2.9}$	0.798					Y_7	
								Y_8	
								Y_9	

Source: Data analyzed (2022)

From the table presented, it is evident that the outer loading values for Spiritual Quotient (X_1), Intellectual Quotient (X_2), Emotional Intelligence (X_3), Performance (X_4), and Job Satisfaction (Y) are all greater than 0.4. Therefore, all indicators in the five variables are deemed valid

Validity of Discrimination

The purpose of discriminant validity is to determine the validity of an indicator of a construct variable. This is achieved by examining the Heterotrait - Monotone Ratio of Correlation (HTMT) value. If the value is less than 0.90, the variable has strong discriminant validity, indicating that its indicators are valid[16] According to output analysis, the correlation between variable X_1 and X_2 is 0.833, while the correlation between X_1 and X_3 is 0.764. Additionally, the correlation between X_1 and X_4 is 0.683, and the correlation between X_1 and Y is 0.625. As all correlation values exceed 0.5, they are considered valid.

Analysis of Structural Models (Inner Model)

The purpose of analyzing the structural model (inner model) is to test the research hypothesis. To achieve this, the coefficient of determination (R Square) needs to be analyzed by testing the hypothesis

Colliearity (Colinierity / Variance Inflaction Factor / VIF)

The purpose of collinearity testing is to determine whether there is a strong correlation between latent/constructive variables. [19]. Collinearity is the term used to describe a situation in which a statistical model can influence the calculation of statistical significance [16] The Variance Inflation Factor (VIF) is utilized to assess collinearity, with a VIF value greater than 5.00 indicating the presence of collinearity, while a VIF value lower than 5.00 indicates the absence of collinearity[20] The data presented can be elucidated in the following manner that the VIF value for the correlation between X_{1-4} and Y is less than 5.00 (indicating no collinearity problem). Therefore, based on the above data, the structural model in this case does not have a collinearity problem.

2. Structural Model Analysis

This assessment consists of two phases: examining the hypothesis of direct impact and examining the hypothesis of indirect impact. The image below displays the path coefficients used for hypothesis testing. The significance of the path coefficients in the structural model is assessed using the Structural Path Coefficient Model. This test aims to assess the significance of all relationships or hypotheses.

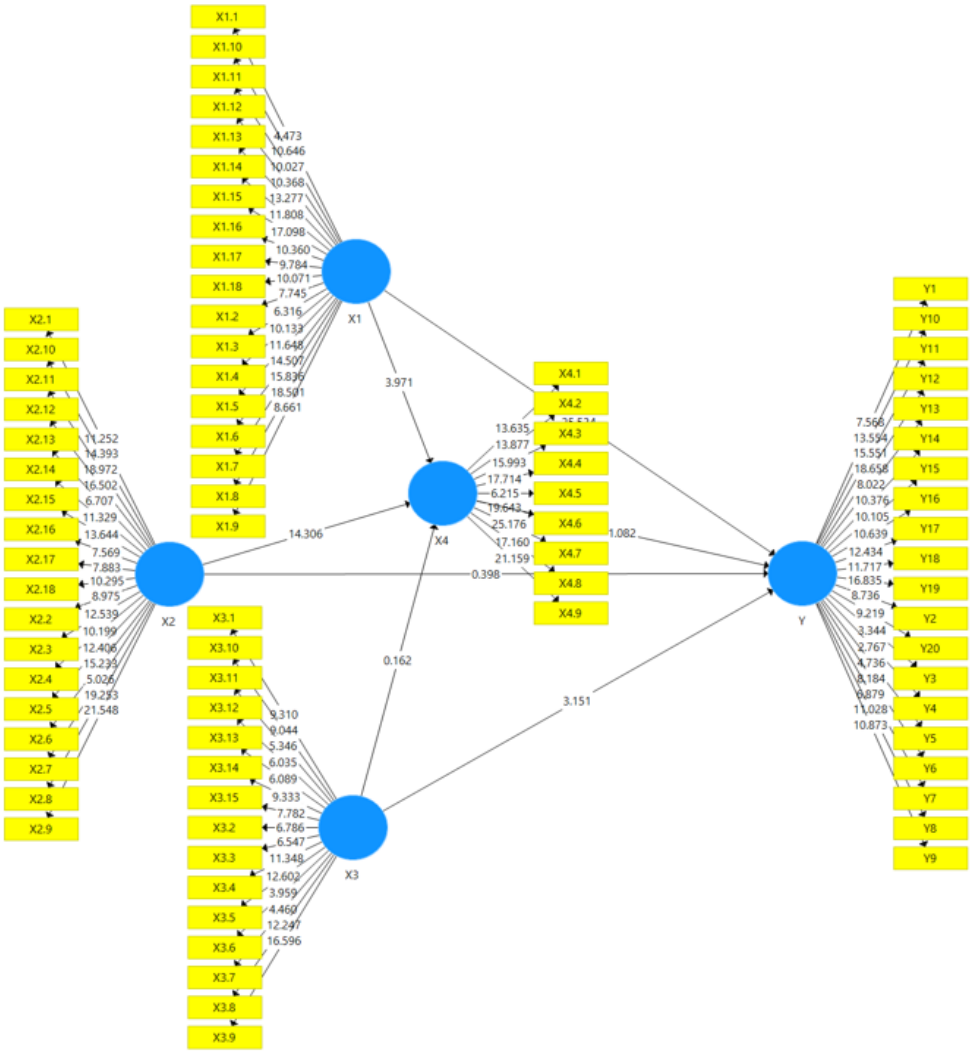

Figure 1: Hypothesis Test

Test of Direct Impact

Hypothesis testing of direct impacts aims to confirm or reject hypotheses about the direct influence of one variable on another variable (without any intermediaries). A positive path coefficient value indicates that an increase in one variable is accompanied by an increase in another variable [21]. Conversely, a negative path coefficient value indicates that an increase in one variable leads to a corresponding decrease in the value of the other variable

If the probability value (P-value) is less than the significance level (Alpha) of 0.05, then the null hypothesis (Ho) is rejected, indicating that there is a significant impact of one variable on another variable. Conversely, if the probability value is greater than the significance level of 0.05, the null hypothesis is not rejected, indicating that there is no significant impact of one variable on another variable

Table 3: Direct Impact Hypotheses

Variable	Original Sample	T Statistic	P-Values
Spiritual Quotient (X1) -> Performance (X4)	-0.214	3.971	0.000
Spiritual Quotient (X1) -> Job Satisfaction (Y)	0.893	25.534	0.000
Intellectual Quotient (X2) -> Performance (X4)	1.097	14.306	0.000
Intellectual Quotient (X2) -> Job Satisfaction (Y)	0.023	0.398	0.007
Emotional Intelligence (X3) -> Performance (X4)	0.015	0.162	0.009
Emotional Intelligence (X3) -> Job Satisfaction (Y)	0.150	3.151	0.002
Performance (X4) -> Job satisfaction (Y)	-0.051	1.082	0.028

Source: Data analyzed (2022)

1. The Spiritual Quotient (X_1) has a positive direct impact on Performance (X_4) with a path coefficient of 3.971, indicating that an increase in X_1 leads to an increase in X_4. The p-value for the influence of X_1 on X_4 is 0.000, which is less than the significance level of 0.05, indicating that the impact is significant.
2. Spiritual Quotient (X_1) has a positive direct impact on Job Satisfaction (Y) with a path coefficient of 25.534, indicating that an increase in X_1 leads to an increase in Y. The p-value for the influence of X_1 on Y is 0.000, which is less than the significance level of 0.05, indicating that the impact is significant.
3. The direct impact of Intellectual Quotient (X_2) on Performance (X_4) is positive with a path coefficient of 14.306, indicating that an increase in X_2 leads to an increase in X_4. The p-value for the influence of X_2 on X_4 is 0.000, which is less than the significance level of 0.05, indicating that the impact is significant.
4. Intellectual Quotient (X_2) has a positive direct impact on Job satisfaction (Y) with a path coefficient of 0.398, indicating that an increase in X_2 leads to an increase in Y. The p-value for the influence of X_2 on Y is 0.007, which is less than the significance level of 0.05, indicating that the impact is significant.
5. The direct impact of Emotional Intelligence (X_3) on Performance (X_4) is indicated by a positive path coefficient of 0.162, which implies that an increase in Emotional Intelligence leads to an increase in Performance. The impact of Emotional Intelligence on Performance is significant, as evidenced by a p-value of 0.009 <0.05.
6. Emotional Quotient (X_3) has a positive direct impact on Job Satisfaction (Y), with a path coefficient of 3.151, indicating that an increase in Emotional Quotient

results in a corresponding increase in Job Satisfaction. The impact of Emotional Quotient on Job Satisfaction is statistically significant, with a p-value of 0.002 <0.05.

7. The direct impact of Performance (X_4) on Job Satisfaction (Y) is positive, as indicated by a path coefficient of 1.082, indicating that an increase in Performance leads to an increase in Job Satisfaction. The impact of Performance on Job Satisfaction is significant, as evidenced by a p-value of 0.028 <0.05.

Testing the hypothesis of indirect influence

The objective of testing indirect impact hypothesis is to demonstrate the hypothesis of a variable's indirect influence on other variables through intermediaries. If the value of the coefficient for the indirect impact is greater than the coefficient for the direct influence, then it can be concluded that the intervening variable is acting as a mediator in the relationship between the two variables. On the other hand, if the value of the indirect impact is less than the direct impact coefficient, it can be concluded that the intervening variable is not mediating the relationship between the two variables.

Table 4: Indirect Impact Hypotheses

Variable	Original Sample	T Statistic	P Values
Spiritual Quotient (X_1) -> Performance (X_4) -> Job satisfaction (Y)	0.011	1.033	0.030
Intellectual Quotient (X_2) -> Performance (X_4) -> Job Satisfaction (Y)	-0.056	1.049	0.030
Emotional Intelligence (X_3) -> Performance (X_4) -> Job satisfaction (Y)	-0.001	0.148	0.009

Source: Data analyzed (2022)

According to the table presented, the indirect impact coefficient of Spiritual Quotient (X_1) on Job Satisfaction (Y) is 25.534, which is greater than the direct influence coefficient of X_1 on Y (1.033). Therefore, it can be concluded that Performance (X4) acts as a mediator in the relationship between X_1 and Y.

On the other hand, the coefficient of the indirect impact of Intellectual Quotient (X_2) on Job Satisfaction (Y) is 0.398, which is smaller than the direct impact coefficient of X_2 on Y (1.049). Therefore, it can be concluded that X4 does not act as a mediator in the relationship between X_2 and Y.

Finally, the indirect impact coefficient value of X_3 on Y is 3.151, which is greater than the direct impact coefficient of X_3 on Y (0.148). As a result, it can be concluded that X4 acts as a mediator in the relationship between X_3 and Y.

Determination Coefficient (R Square)

The purpose of the determination coefficient (R Square) is to assess the precision of forecasts made for a variable. [22] The aim of this is to assess the impact of modifications in the independent variable's value in a path model on the variation of the dependent variable. [23]

The analysis presents the findings of the impact of Spiritual Quotient (X_1), Intellectual Quotient (X_2), and Emotional Quotient (X_3) on Performance (X_4) / (e_1), which is 0.907. This implies that the impact of Spiritual Quotient, Intellectual Quotients, and Emotional Quotient on Performance is 90.7%. Additionally, the impact of Spiritual Quotient,

Intellectual Quotient, Emotional Quotient, and Performance on Job satisfaction (Y) is 0.980, indicating that the influence of Spiritual Quotient, Intellectual Quotient, Emotional Quotient, and performance on Job Satisfaction is 98%

DISCUSSION OF HYPOTHESIS TEST RESULTS

The direct impact of Spiritual Quotient on Performance is significant. That spiritual intelligence plays a role in employee satisfaction. The more spiritually intelligent, the employee will feel satisfaction in carrying out their duties and responsibilities. Based on the results of this study it is assumed that spiritual intelligence determines significantly the teacher's job satisfaction in public high schools in Bengkong and Batu Ampar Districts. The results of this study support [24] research where spiritual intelligence has a significant impact on teacher performance.

The direct impact of the Spiritual Quotient (X_1) on the Job satisfaction (Y) is significant. Each task or job requires the ability or expertise of someone to solve it. Ability or expertise intended is the ability to read, write, speak or listen (verbal), counting, speed of understanding (perception) which is intellectual intelligence. Therefore intellectual intelligence is very important in affect someone's performance. Based on the results of this study it is assumed that spiritual intelligence determines significantly the performance of teachers in public high schools in Bengkong and Batu Ampar Districts. The results of this study are in accordance with [25] research which concluded that intellectual quotient has a significant impact on job satisfaction.

The direct impact of Intellectual Quotient on variable Performance is significant. The direct impact of the Intellectual Quotient on the Performance variable is significant. Performance which is the result of a person's work where a job can be completed because of the ability of reason, logic, and adequate reasoning abilities. With high teacher intellectual quotient, it is hoped that it can support teacher performance. The results of this study are in accordance with [26] research that intellectual quotient has a significant impact on performance.

The direct impact of Intellectual Quotient on the Job satisfaction is significant. Intellectual quotient plays a role in employee job satisfaction. The more intellectually quotient, the employee will feel satisfaction in carrying out their duties and responsibilities. The results of this study support [27] research that intellectual intelligence has a significant impact on job satisfaction.

The direct impact of Emotional Quotient on Performance is significant. Emotional Quotient explains that emotions refer to a typical feeling and thoughts, a biological and psychological state and a series of tendencies to act.

Emotional Quotient which includes the ability to recognize emotions, manage emotions, and motivate oneself is very necessary in carrying out work tasks. Without emotional control (patience), good tenacity, it is very possible that the work cannot be completed properly. The results of this study are in accordance with previous research by [28] and [29] which found that emotional quotient has a significant impact on performance.

The direct impact of Emotional Quotient variable on the Job satisfaction is significant. Emotional Quotient is the concept that encompasses emotions as a natural combination of feelings and thoughts, as well as a biological and psychological state, and a set of inclinations towards action.

Emotional quotient, which involves the capacity to perceive, handle, and self-motivate emotions, is highly essential for the successful completion of work-related duties. The results of this study are in accordance with the results of previous research by [30], and [31] which found that emotional quotient has a significant impact on job satisfaction.

The direct impact of Performance on the Job satisfaction is significant. Teacher competence is a significant impact on teacher performance both in attitudes and actions. In addition, with teacher competencies in the form of knowledge, attitudes, expertise, and high skills, it will increase the appreciation of other parties so as to increase job satisfaction. The results of this study are in accordance with the results of previous research by [32], and [33] which found that there is a significant relationship between performance and job satisfaction.

CONCLUSION

After analyzing the research and conducting a discussion, the following conclusions were drawn:

1. The significant direct relationship between spiritual intelligence and teacher performance suggests that an increase in spiritual intelligence will result in a corresponding improvement in teacher performance.
2. The positive direct influence of spiritual intelligence on teacher job satisfaction indicates that enhancing spiritual intelligence will lead to increased job satisfaction among teachers.
3. The positive direct impact of intellectual intelligence on teacher performance suggests that enhancing intellectual intelligence will lead to a corresponding improvement in teacher performance.
4. The positive direct impact of intellectual intelligence on teacher job satisfaction implies that an increase in intellectual intelligence will result in increased job satisfaction among teachers.
5. The positive direct influence of emotional intelligence on teacher performance indicates that an increase in emotional intelligence will lead to improved teacher performance.
6. The positive direct impact of emotional intelligence on teacher job satisfaction implies that enhancing emotional intelligence will result in increased job satisfaction among teachers.
7. The positive direct impact of teacher performance on job satisfaction suggests that an increase in teacher performance will be followed by an increase in job satisfaction among teachers.

The study suggests that spiritual, intellectual, and emotional intelligence are important aspects of a teacher's performance and job satisfaction. Spiritual intelligence refers to an individual's ability to connect with their inner self and understand the larger purpose of their existence. Intellectual intelligence is the ability to think critically and solve problems, while emotional intelligence refers to the capacity to manage one's emotions and relate to others empathetically.

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