

The Effect of Emotion and Spiritual Intelligence to Teacher's Work Achievement in the Holy Christian School (SKKK) Bandung

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Abstract

This research was conducted at Kalam Kudus Christian School (SKKK) Bandung to know the influence of emotional intelligence (X1) and spiritual (X2) on teacher's work performance (Y1) at SKKK junior high school institution of Bandung. Factor factor of this background is low teacher performance, source of renewal of faith and low character, teachers often complain with work load as profession given by head of institute This research uses questioner with likertscala(summaratedratin score) to capture variable data X1 and X2. Population of 60 teachers, by taking 30 teachers with random sampling, reliability with the formula Cronbach Alpha, validity with the orthogonal iteation formula on the continuum data scale. The results of this research are first there is signification between teacher's emotional intelligence with work restriction found R_{y1} equal to 0.58 is positive, t equal to 3,803 is signification at $\alpha < 0,05$ and F equal to 14,464 is significant at $\alpha < 0,05$. Secondly there is significant teacher's spiritual intelligence to teacher's work performance with found r_{y2} equal to 0,446 and t equal 2,638 significant $\alpha < 0,05$ with result F equal to 6,958. This research provides information to all educational staff, teachers and principals in the region of Bandung and Indonesia generally the importance of building and developing positive emotional and spiritual performance of teachers in an effort to improve education services.

Keywords

emotional intelligence; work; spiritual performances



I. Introduction

As a Christian institution that has a vision and mission to serve the community through the field of education and students' learning in order to accelerate the achievement of learning objectives. The Kalam Kudus Foundation Indonesia should have a good performance so as to give satisfaction to the community who send their children to Kalam Kudus Christian School. This is not only a standards are demanded in the era of globalization, but also it serves as a tool for achieving the goal of the vision and mission of the Christian School.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

In relation to the vision of the mission of Kudus Christian Educational Foundations oriented to the whole human education; namely to build knowledge and faithful of human being, this study is limited only to the relationship of teachers' emotional intelligence and the teacher's own intelligent intelligence individually toward the teacher's performance.

The emotional intelligence of the teacher is the ability of the teacher to recognize his own emotions, control or manage his emotions, motivate himself, recognize the emotions of others and be able to build relationships with others.

The success of a school institution is determined by the teachers' factor in the school. If teachers have good emotional intelligence then the performance of teachers also increases. This means that emotional intelligence can create stable individuals, empathize even motivating themselves to cooperate and work hard to produce good work-performance.

If the teacher does not have emotional intelligence it will often occur quarrels and disagreements, quickly offended and angry so that interfere with the effectiveness of the work and produce poor performance.

Spiritual or spiritual intelligence of the teacher is the ability of a teacher to apply her love to God Almighty and her fellow human beings into the behavior of his life by clinging to the principle that this life has an eternal value.

The spiritually intelligent teacher will be able to survive in difficult conditions and circumstances, even through tragedies, the spiritual teacher also has more love and attention to his students, he taught not only as a job for a reward but as a devotion and a sign of love to God.

Teachers' performance is the achievement / results of teacher work, or the implementation process of teacher task is to educate children to produce adequate performance. To assess the performance of teachers then there are four aspects that are used as a measure, namely the basic skills, the effort made and the quality of attitudes and behavior. cooperate and work hard so as to produce good work performance.

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Performance of teachers is the achievement / results of teacher work, or the implementation process of teacher task is to educate and membelajarkan children to produce adequate performance. And to assess the performance of teachers then there are four aspects that are used as a measure, namely the basic skills, the effort made and the quality of attitudes and behavior.

It is assumed that the emotional and spiritual intelligence of the teacher is very influential on the performance and achievement of the teacher, the higher the emotional and spiritual intelligence of a teacher then he will be a superior person and able to survive even in the midst of difficult circumstances. He will be able to face peers of different views without having to quarrel and have the ability to teach his students patiently no matter how naughty and difficult they are.

This variable is chosen with the consideration that there is an effort to improve the quality of schools through the quality of teacher performance that has emotional intelligence and spiritual intelligence. Especially in order to improve the performance of teachers in accordance with the mission vision of the Christian Education Foundation.

This is necessary for immediate research so that the results of later research can be used as an example for other schools to build and develop positive emotions and spiritual to adapt teacher performance in an effort to improve education services.

II. Review of Literature

The emotion in the Oxford English Dictionary (Goleman 1997: 114) is any activity or upheaval of thoughts, feelings, lusts, every great mental state or overflow refers to a particular feeling and mind, a biological and psychological state, a set of tendencies to act .

According to Segal (2002: 19), Emotion plays an important role for life, a life-span for self- awareness and self-sustainability that deeply connects us with ourselves and with others, and with nature and the cosmos. Emotions can restore our lives and health, protect our families, build lasting love relationships and achieve success in our work. Many psycho-physiological disorders arise from stress and emotion. Normal anxiety will lead to a boost for achievement, but excessive anxiety situations may impede achievement (Mark, 1992).

From the above exposure it can be concluded that emotion is a feeling or thought that arises in response to stimuli from within and from outside the individual related to the biological, psychological, physiological and various changes of mind and a series of tendencies to act.

Emotional Intelligence is a set of abilities, competencies and non-cognitive skills, which affect a person's ability to successfully overcome environmental demands and pressures.

According to Epstein (in Achir, 1988) states emotional intelligence is the ability of a person to master a challenging situation that can usually cause tension and anxiety. When a person has intelligence on the dimensions of his emotional life, he or she will be able to successfully control his reaction or behavior, in such a way as to be unaffected by failure.

Salovey (in Goleman, 1997: 57-59) places Gardner's personal intelligence in the basic definition of emotional intelligence into five major areas: recognizing Self-Awareness, managing emotions, Self Motivation, recognize the emotions of others (Empathy), social skills (Social Skill).

According to Stein and Book (2004: 34,35), in many studies it was found that emotional intelligence differs from IQ intelligence, mainly because IQ leads to cognitive intelligence that refers to the ability to concentrate and plan, manage materials, use words and understand them, understand the facts and interpret them.

IQ is a measure of a person's information capacity, memory, vocabulary, and motor and visual coordination. In research shows that IQ can be used to estimate about 1-20% success in a particular job. While emotional intelligence was 27-45% direct role in the success of a job, depending on the type of work under study.

Another major difference is that IQ tends to peak when we are 17 years old, staying constant throughout adulthood and declining in old age. Conversely with the value of emotional intelligence is not fixed, a person's emotional intelligence increases little by little when we are in the late teens and remain until the age of 40 years, when we reach the age of 50 years emotional intelligence will shrink a little and this is not a striking decline.

Emotional intelligence includes strategic short-term dynamic skills that can be tackled according to the demands of the situation. Therefore emotional intelligence is built and improved with education, training and experience. In the Great Indonesian dictionary (1999: 960) Spiritual is related to or is psychological (spiritual or inner).

According to Sinetar (2001: 14,15) spiritual is a neutral term is divine, living essence, full of virtue, an attribute of consciousness called humanity. If there is a spiritual there will be no cleavage and obstacles that hinder, which is attached to the spiritual nature is only a tribute.

Spiritual intelligence according to satiadarma and wawuru (2003: 42) is an awareness within us that makes us discover and develop innate talents, intuition, inner authority, the ability to distinguish the wrong and right and wisdom. So it can be said that spiritual intelligence is a person's ability to reflect God's sense of divinity and love to others by sticking to eternal values.

In English performance can be translated into Performance words which means ability to perform task (Echol & Shadelly, 1987: p.12) While Haryono defines performance as a work performance, work or performance that is freely interpreted as a biological trait and learned that allows someone to do something that is mental or physical (Gibson et al, 1993: p.147).

According to Vroom that the ability to perform tasks or performance (performance) is something that can improve the function of motivation continuously. On the contrary, performance is basically the product of the ability (ability) with motivation (Hoy & Miskel, 1978: p.116). Thus there is a close relationship that affects each other between the motivation or the drive to do something with the basic skills that someone has with the performance generated by that person.

Performance improvement can be done through several ways, namely: Effective training can provide knowledge about the organization (structure and purpose), special skills training can give the ability of employees to perform tasks according to standard (Haryono, 1999: p.20)

As a conclusion can be said that the performance is the achievement or the result of adequate work based on the ability to perform the task. It is characterized by basic skills, effort done as well as the quality of attitude and behavior.

A high performing teacher is called a professional teacher. According to Tangyong in Usman that professional teachers are well trained and well educated and have rich experience in their field.

III. Research Method

This research was conducted at Kalam Kudus Christian School in Bandung, with research time is July to August 2016. The implementation of instrument test was conducted in the middle of July, while sampling data was conducted at the beginning of August 2016.

This research uses correlational survey method. It has two predatory variables of teacher's emotional intelligence (X1) and teacher's spiritual intelligence (X2) and criterion variable is teacher performance. Sampling technique using Proposionate Stratified Random Sampling method is taken by group according to the existing strata proportionally. Data collection techniques in the form of a questionnaire with Likert scale. The score range for each of the 1-5 variables and the data scale jeans is the interval.

The study population is permanent teachers and religious teachers at Kalam Kudus Christian School Bandung for 4 locations (Pasundan, Ciateul, Kopo Permai and Taman

Kopo Indah) from TKK to SMA. This is based on the consideration of similarity in the task of implementing the learning process. There are 62 study population.

In summary the design of this study is as follows: 1) Conceptual Definition; 2) Operational Definition; 3) Research instrument grille; 4) Calibration instrument (trial run); 5) The final instrument, and the stages of data analysis, namely: describe the data for each research variable, test requirements analysis, and test the hypothesis. Where all the analysis is done with the help of SPSS program under Windows version 11.5.

IV. Results and Discussion

4.1 Data Description

a. Description of Variable Performance Data (Y)

Through a sample of 30 teachers, an empirical score of 140 to 199 was obtained. The mean was 169.5; median of 169.5; mode of 151.0; and standard deviation of 16.07686 which then the researchers set 3 categories of teacher performance in the environment SKKKB namely: low performance, medium performance and high performance.

Based on the confidence interval and the resulting lower bound and upper bound values of 163.4968 to 175.5032 means the performance of teachers can be concluded tend to perform medium.

b. Description of Emotional Intelligence Data Variable

(X1).Through a sample of 30 teachers, an empirical score of 145 to 216 was obtained. The mean of 174.9; median of 174; mode of 145; and standard deviation of 16,17224 which then researcher take conclusion about teacher emotional intelligence in environment SKKKB set 3 category that is: emotion unstable, emotion of being and emotion stable.

Based on the confidence interval and the resulting lower bound and upper bound values of 168.8612 up to 180.9388 means the tendency of teachers' emotional intelligence in SKKKB environment is from unstable emotions to moderate emotions.

c. Description of Variable Data of Spiritual Intelligence

(X2).Through the sample of research as many as 30 teachers generated empirical score between 125 up to 184. Mean of 144.3; median of 142; mode of 132; and standard deviation of 13.8194 which then researchers conclude that the spiritual intelligence of teachers in SKKKB environment there are 2 categories: disobedient and obedient.

Based on the confidence interval and the resulting lower bound and upper bound value of 139.1398 up to 149.460 which means that the tendency of teachers' spiritual intelligence in SKKKB environment is not obedient.

4.2 Test Requirements Analysis

a. Normality Test

Normality test is done by estimation of proportion by formula Blom. The reason is because the researcher improving the hypothesis is done by linear regression analysis. While plotting the normality test all use P-P Plot.

After the graphical analysis, it turns out that the normal distribution of data of the three variables are teacher performance (Y), Emotional Intelligence (X1) and spiritual intelligence (X2) all normal distributed. It is shown through plotting the normal lines all relative together, and the detreded results do not form any curve or sinus curve.

b. Linearity Test

Linearity test of regression is done by regression error test through deviation from linearity. So the analyzed kelinierannya is the deviation of data distribution. It is said the relationship between independent variables to linear dependent variable when $\alpha > 0.05$.

The result of the test of the correlation between emotional intelligence on teacher performance is non significant $\alpha > 0.05$ means that the relationship of both variables is linear.

The result of the test of the relation between spiritual intelligence to teacher performance is $\alpha < 0.05$ meaning that the relationship of both variables is not linear. Therefore, the researchers tested the estimation of 11 lines of the original data distribution (not distorted). And yielded F 6.96 significant at $\alpha < 0.05$ which can be categorized relationship of spiritual intelligence and performance of linear teacher.

4.3 Hypothesis Testing

a. Hypothesis Test 1

There is a positive and significant relationship between Emotional Intelligence and Teacher Performance.

The relationship between emotional intelligence and teacher performance generated at 0.584 was positive. His contribution ingenerating Teacher Performance of 31.7% This means that the relationship of emotional intelligence with Performance Teachers in the population condition is also positive.

The relationship between emotional intelligence and teacher performance controlled by spiritual intelligence was 0.4313 is significant at $\alpha < 0.05$ means the relationship is pure.

Based on the analysis can be concluded that the hypothesis that there is a relationship of emotional intelligence with teacher performance is evident in this study.

In other words Salovey (in Wegner: 1993) states that emotional intelligence relates to the use of emotions in motivating, planning and achieving success in life.

According to Stein and Book research shows that IQ can affect a person's success by an average of 6%, while emotional intelligence turned out to affect 27-45% in one's success depends on the type of work under study. The higher our emotional intelligence the more likely we are to succeed as workers.

Thus it can be concluded that the existing theory was supportive of the results of research which states there is a positive and significant relationship between teachers' emotional intelligence with the performance of teachers in the Christian Kalam Kudus School of Bandung.

b. Hypothesis Test 2

There is a positive and significant relationship between Spiritual Intelligence and Teacher Performance. The relationship between Spiritual Intelligence and Teacher Performance generated by 0.446 is positive Moderate conditions in the population were significant at $\alpha < 0.05$. When analyzed equally through the regression tree it is evident that the dominant variable that shapes the Teacher Performance is Emotional Intelligence (X1), while the emotional intelligence is determined by Teacher's spiritual intelligence (X2).

Based on the above analysis, it can be concluded that the hypothesis that there is a positive relationship and significant between the emotional intelligence and spiritual intelligence in conjunction with teacher performance is evident in this study.

This finding is in line with the theory that emotional intelligence affects the attitudes and behavior of a person either into or out of himself.

Emotional intelligence plays an important role in the workplace, in family, society, romantic experiences and even in the spiritual life (Segal: 2002).

This theory strongly supports the results of research stating that there is a positive and significant relationship between emotional intelligence and spiritual intelligence together with the performance of teachers in the Kalam Kudus Christian School in Bandung

c. Hypothesis Test 3

There is a positive and significant relationship between Emotional Intelligence and Spiritual Intelligence together with Teacher Performance. The relationship between Emotional Intelligence and Spiritual Intelligence together with Master's Performance generated of 0.590 is positive. His contribution in shaping the Performance of Teachers by 30% means that if Emotional Intelligence and Spiritual Intelligence are jointly improved by 1 program, then the Performance of the Master will increase.

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V. Conclusion

A positive and significant relationship between emotional and spiritual intelligence and teacher performance at the Kalam Kudus Christian School Bandung will have an influence on the learning and teaching atmosphere in schools so as to achieve an increase in the quality of education./

Suggestion

Positive and significant relationship between emotional and spiritual intelligence with teacher performance at Kalam Kudus Christian School in Bandung.

- a. The Foundation needs to pay special attention to the improvement of emotional intelligence and spiritual intelligence which will have a positive impact on teacher performance which will affect the learning and teaching atmosphere in schools so that the quality of education will be achieved.
- b. Hold groups grow together among teachers regularly through Bible study, sharing and praying together.
- c. Conduct teacher supervision specifically to assess / monitor the growth of teachers' emotional and spiritual intelligence.

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