Influence of Emotional Intelligence and Spiritual Intelligence to The Professionalism and Performance of The Teacher in smk Saraswati 1 Denpasar.

Gek Ayu Hendrastuti, Anak Agung Putu Agung, I Nengah Sudja

Student of Magister Management Program, Post Graduated Universities Mahasaraswati Denpasar

Abstract:

This research aims to identify and analyze the influence of emotional intelligence and spiritual intelligence against professionalism and teacher’s performance at SMK Saraswati 1 Denpasar. This research uses 42 people of sample which selected pursuant to of stratified simple random method. Research variable consist of emotional intelligence, and spiritual intelligence as independent variable, and also professionalism and teachers’s performance as dependent variable. The method of analysis used validity and reliability test, quantitative descriptive analysis method and PLS. Result of this research, showed that emotional intelligence and spiritual intelligence has a significant effect on professionalism and the teacher performance of SMK Saraswati 1 Denpasar. Besides that, emotional intelligence and spiritual intelligence gives more dominantly influence on teacher performance of SMK Saraswati 1 Denpasar. So, it can be concluded that emotional intelligence and spiritual intelligence partially or simultaneously impact on teacher performance of SMK Saraswati 1 Denpasar and spiritual intelligence gives more dominantly influence on the teacher performance.

Keywords: emotional intelligence, spiritual intelligence, teacher performance, professionalism

Background Research:

Teacher power is one of produce educators who have a role as the deciding factor of the successfulness goals of an organization in addition to other educational personnel, because teachers are directly affecting to the learners to provide guidance of the estuary will produce expected graduates. So, the teacher’s performance should always be improved. In the world of education teacher performance or achievements (performance) is reached teachers in carrying out tasks which are based on the skills, experiences and commitment as well as the use of time in the teaching and learning process at school. The teacher’s performance will be good if teachers have been carrying out the elements that based on a high loyalty and commitment to the task of teaching, mastery and develop learning materials, discipline in teaching and other duties, creativity in carrying out teaching,
working with all citizen schools, leadership became role models for students, a good personality, honest and objective in guiding students, as well as a responsibility towards their job professionally.

Similarly happens on SMK Saraswati 1 Denpasar, which is located in the area of Kereneng, Denpasar. With respect to the problem that occurs where the level of attendance of teachers is still quite high, so the author is interested to make further research with the title:

"The influence of emotional intelligence, and Spiritual intelligence against the professionalism of teachers and teacher Performance (study at SMK Saraswati Denpasar)"

A Review of the Literature:

Teacher Performance:

Teacher performance is a process to complete the task and responsibility to pay attention to each process which is done in achieve the learning objectives by evaluated the task which is done by the teacher and the extent of its function as a teacher in run it well so that it is able to generate students who have character and quality.

Teacher Professionalism:

In the research of Yudhisthira (2015) the professionalism of teachers is expertise (skills) that is required (required) to be able to do a job that is done efficiently and effectively with a high level of expertise within reach the purpose of the work.

With respect to the ability of vocational teachers, Dikmenjur (1997) explained that the competence of the SMK teacher, as follows: (a) able to organize a conducive learning program, (b) able to provide innovation and motivation to the students, (c) able to mastery the skill both technically and theoretically, (d) able to control the emotion so becomes an example for learners and other teachers, (e) able to communicate and entrepreneurship.

Emotional Intelligence:

An expert on emotional intelligence, Goleman (2000) states that the definition of emotional intelligence in it including the ability to control themselves, spur, keep persevering, and can motivate their selves. These skills include the management form of emotion either positive or negative.

Emotional intelligence can be measured from several aspects. Goleman (2001) puts forward five basic skills in emotional intelligence, Self awareness, Self management, empathy (social awareness), Relationship management.

Spiritual Intelligence:

Eckersley (2000) gives the understanding of spiritual intelligence. Spiritual intelligence is defined as feeling a deep intuition toward connectedness with the wide world in our lives. The concept of spiritual intelligence in relation to the world of work, according to Ashmos and Duchon (2000) there are three components, namely a spiritual intelligence as the value of life from inside, as work that has meaning and community.

Framework

As for the conceptual framework of the research/model, as follows:

Research Methods:

Research Venue:

The location is in SMK Saraswati 1 Denpasar, it is located at Denpasar, where all activities of society often take place at Denpasar city.

Populations and samples:

The population in this research is the whole teachers in SMK Saraswati 1 Denpasar totally 42 people.

Data test techniques:

Validity Test:

Testing of the validity on these instruments is used the validity criteria that are calculated through analysis of corrected item correlation. Through this analysis, research instrument is said to be valid if the correlation coefficient has score more than 0.30 (Nunnally, 1960 in Ghozali, 2009).
Reliability Test:
This reliability test method is used one shot or done once only is measured using Cronbach Alpha analysis ($\alpha$). A variable is said to be reliability if it has the value of Cronbach Alpha ($\alpha$) more than 0.60 (Nunally, 1960 in Ghozali, 2009).

Data Analysis Techniques:
This research used a model of causality or the impact to test the hypothesis PLS is a method of analysis which is powerful because it can be applied on all scales of data, do not need a lot of assumptions and the sample size must not be big. However, in addition the PLS also can be used as theory and also can be used to build a correlation that there has no based-theory or to test the proposition. PLS can also be used for structural modeling with reflective indicator or a formative.

The Results of the Research and the Discussion:
Emotional Intelligence ($X_1$):
Description of respondents against the emotional intelligence that are presented in table 4.3 indicates that the high emotional intelligence on SMK Saraswati 1 Denpasar. It is based on the value of the average (mean) are obtained, it is 3.89.

Other information that can be delivered, the indicator of self-awareness received the highest average value is 4.09. Meanwhile, the indicator setting relationships (relationship management) received the lowest average value of 3.52. Based on those results, the emotional intelligence on SMK Saraswati 1 Denpasar mostly self-awareness where as SMK Saraswati 1 Denpasar’s teachers are understood very well the level of emotion it self.

<table>
<thead>
<tr>
<th>The size of the</th>
<th>Response (in %)</th>
<th>The Average (Mean)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 I understand very well the level of emotion to me</td>
<td>26.2 38.1 35.7</td>
<td>4.09</td>
<td>High</td>
</tr>
<tr>
<td>1.2 I try not to do things from the impulse nature of negative</td>
<td>9.5 45.2 35.7</td>
<td>4.07</td>
<td>High</td>
</tr>
<tr>
<td>1.3 I have a passion to become better</td>
<td>64.3 11.9</td>
<td>3.76</td>
<td>High</td>
</tr>
<tr>
<td>1.4 I can put myself in the position of others</td>
<td>52.4 26.2</td>
<td>4.00</td>
<td>High</td>
</tr>
<tr>
<td>1.5 I able to work closely with the group to achieve the objectives</td>
<td>50.0 11.9</td>
<td>3.52</td>
<td>High</td>
</tr>
<tr>
<td>Emotional (Kecerdasaan $X_1$)</td>
<td>3.89</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

Spiritual Intelligence ($X_2$):
Respondents description against the spiritual intelligence presented in table 4.4 indicates that the high spiritual intelligence on SMK Saraswati 1 Denpasar. It is based on the average value (mean) are obtained, it is 3.60.

Other informations that can be delivered, the openness indicator received the highest average value is 4.19. Meanwhile, indicators of the non-dogmatic spiritual received the lowest average value is 3.07. Based on those results, the spiritual intelligence at SMK Saraswati 1 Denpasar ’s most prominent likely on openness where teachers SMK Saraswati 1 Denpasar able to accept change for the better.

Table 4.3: The Variable Description of Emotional Intelligence ($X_1$):
Table 4.4 Spiritual Intelligence Variable Description (X<sub>2</sub>):

<table>
<thead>
<tr>
<th>The size of the</th>
<th>Response (in %)</th>
<th>The Average (Mean)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>X 2.1</td>
<td>I was able to maintain the norms of honesty towards yourself</td>
<td>- 21.4 16.7 50.0 11.9</td>
<td>3.52 High</td>
</tr>
<tr>
<td>X 2.2</td>
<td>I am able to accept change for the better</td>
<td>- - 19.0 42.9 38.1</td>
<td>4.19 High</td>
</tr>
<tr>
<td>X 2.3</td>
<td>I was able to understand the discipline of its own</td>
<td>- - 38.1 31.0 31.0</td>
<td>3.92 High</td>
</tr>
<tr>
<td>X 2.4</td>
<td>I was able to realize the ideals</td>
<td>4.8 9.5 42.9 38.1 4.8</td>
<td>3.28 High enough</td>
</tr>
<tr>
<td>X 2.5</td>
<td>I was able to draw on the wisdom of each issue</td>
<td>7.1 9.5 52.4 31.0 -</td>
<td>3.07 High enough</td>
</tr>
</tbody>
</table>

Spiritual Intelligence (X<sub>3</sub>)

3.60 High

Teacher Professionalism (Y<sub>1</sub>):

Description of respondents through the professionalism of teachers are presented in table 4.5 shows that a high enough teacher professionalism on SMK Saraswati 1 Denpasar. It is based on the average value (mean) are obtained, it is 3.20.

Other information that can be delivered, the indicator assessment received the highest average value of 3.42. Meanwhile, indicators planning received the lowest average value of 2.88. Based on those results, the professionalism of teachers at SMK Saraswati 1 Denpasar’s most prominent likely on openness where teachers SMK Saraswati 1 Denpasar able to do assessment well.

The Performance of the Teachers (Y<sub>2</sub>):

Respondents description through the teacher's performance presented in table 4.6 indicates that the high teachers performance on SMK Saraswati 1 Denpasar. It is based on the value of the average (mean) are obtained, it is 3.47.

Other information that can be delivered, the indicator timeliness received the highest average value is 3.97. Meanwhile, both indicators of quality of work and quantity of work are received the lowest average value is 3.09. Based on those results, the performance of the teacher in SMK Saraswati 1 Denpasar mostly on openness where SMK Saraswati 1 Denpasar’s teachers are capable never arriving late.

Table 4.6 The Description of the Variable Performance of Teachers (Y<sub>2</sub>):

<table>
<thead>
<tr>
<th>The size of the</th>
<th>Response (in %)</th>
<th>Average (Mean)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y 2.1</td>
<td>I was able to work with good quality</td>
<td>14.3 7.1 40.5 31.0 7.1</td>
<td>3.09 High enough</td>
</tr>
<tr>
<td>Y 2.2</td>
<td>I was able to work as scheduled</td>
<td>4.8 9.5 57.1 28.6 -</td>
<td>3.09 High enough</td>
</tr>
<tr>
<td>Y 2.3</td>
<td>I never comes too late</td>
<td>- 4.8 14.3 59.5 21.4</td>
<td>3.97 High</td>
</tr>
<tr>
<td>Y 2.4</td>
<td>I was able to work without relying to others</td>
<td>- 4.8 59.5 26.2 9.5</td>
<td>3.40 Enough high</td>
</tr>
<tr>
<td>Y 2.5</td>
<td>I am committed to advancing school</td>
<td>- 2.4 35.7 42.9 19.0</td>
<td>3.78 High</td>
</tr>
</tbody>
</table>

The Performance Of The Teachers (Y<sub>2</sub>)

3.47 High
Testing Direct Influence

The result of validity coefficients the path on each line for a direct influence and effects can be served on the Table 4.11 the following.

Table 4.11 The Test Results Direct Effects:

<table>
<thead>
<tr>
<th>No.</th>
<th>Relationships between Variables</th>
<th>Path Coefficient (Bootstrapping)</th>
<th>The Statistics T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional Intelligence (X 1) → The Performance Of The Teachers (Y2)</td>
<td>0.382</td>
<td>2.085</td>
</tr>
<tr>
<td>2</td>
<td>Spiritual Intelligence (X 2) → The Performance Of The Teachers (Y2)</td>
<td>0.362</td>
<td>2.446</td>
</tr>
<tr>
<td>3</td>
<td>Emotional Intelligence (X 1) → Professionalism Of Teachers (Y1)</td>
<td>0.301</td>
<td>2.092</td>
</tr>
<tr>
<td>4</td>
<td>Spiritual Intelligence (X 2) → Professionalism Of Teachers (Y1)</td>
<td>0.331</td>
<td>2.539</td>
</tr>
<tr>
<td>5</td>
<td>Professionalism Of Teachers (Y1) → The Performance Of The Teachers (Y2)</td>
<td>0.318</td>
<td>2.941</td>
</tr>
</tbody>
</table>

Information from the Table 4.11 above, then it can be determined results of testing the hypothesis described in the description the following this:

1) Emotional Intelligence (X1) proved to be positive and significant effect against the performance of teachers (Y2). The result is shown by the line is positive coefficient of 0.382 with The T-statistics = 2.085 (T-statistic > 1.96), so the hypothesis-1 (H1): emotional intelligence has positive influential on performance of teachers can be proven. The result that is obtained means that the high emotional intelligence which belonged to a teacher, then can improve their performances.

2) Spiritual Intelligence (X2) a positive and significant effect against the performance of teachers (Y2). The result is shown by the line is positive coefficient of 0.362 with The T-statistics = 2.446 (T-statistic > 1.96). These results indicate that the hypothesis-2 (H2): spiritual intelligence has positive influential against the teacher performance proven empirically. Based on these results it can be stated that the high spiritual intelligence which belonged to a teacher, so the teacher can improve the performance.

3) Emotional Intelligence (X1) positive and significant effect against the professionalism of teachers (Y1). The result is shown by the line is positive coefficient of 0.301 with The T-statistics = 2.092 (T-statistic > 1.96). These results indicate that the hypothesis-3 (H3): emotional intelligence has positive influential and significant against the teachers professionalism can be proven. In accordance with those results it can be stated that high emotional intelligence which owned by the teacher then able to improve the professionalism.

4) Spiritual Intelligence (X2) a positive and significant effect against the professionalism of teachers (Y1). The result is shown by the line is positive coefficient of 0.331 with The T-statistics = 2.539 (T-statistic > 1.96). These results indicate that the hypothesis-4 (H4): spiritual intelligence has positive influential and significant against the teachers professionalism can be proven. In accordance with those results it can be stated that high intelligence spiritual owned a teacher then able to improve the professionalism.

5) Professionalism of teachers (Y1) positive and significant effect against the positive performance of the teacher (Y2). The result is shown by the line is positive coefficient of 0.318 with The T-statistics = 2.941 (T-statistic > 1.96). These results indicate that the hypothesis-5 (H5): the teachers professionalism has positive influential and significant against the teachers performance can be proven. In accordance with
those results it can be stated that high professionalism possess a teacher then able to improve the performance.

Conclusion:

Based on the results of the study after the test and analyze the influence of emotional intelligence, and spiritual intelligence against the professionalism and performance of teachers SMK Saraswati 1 Denpasar, further conclusions can be drawn as follows:

1) Emotional Intelligence is positive and significant effect on performance of teachers. These results give meaning that the higher emotional intelligence, which teacher owned then teacher will ever increasing performance. Emotional intelligence has a significant influence on performance of employees.

2) The influential spiritual intelligence positively and significantly to the teachers performance. These results give meaning that the higher spiritual intelligence possessed a teacher then teacher will ever increasing performance.

3) Emotional intelligence is positive and significant effect against the professionalism of teachers. These results give meaning that the higher emotional intelligence, which teachers owned then professionalism of teachers will be improved.

4) The influential spiritual intelligence positively and significantly to the teachers professionalism. These results give meaning that the higher spiritual intelligence possessed a teacher then teacher professionalism will be improved.

5) Teacher professionalism and significant positive effect on performance of teachers. These results give the meaning that the higher the teacher professionalism then teacher will ever improve the performance.

Reference:


Gek Ayu Hendrastuti, et al. / Influence Of Emotional Intelligence And Spiritual Intelligence To The Professionalism And Performance Of The Teacher In SMK Saraswati I Denpasar


