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## The Effect of Spiritual Intelligence and Social Competency with the Performance of SMP Teachers in Sinaboi District, Rokan Hilir Regency

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### ABSTRACT

This study aims to describe the influence of Spiritual Intelligence and Social Competence partially and jointly on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency. There are still teachers who are less responsible in carrying out their duties and often leave teaching hours to complete personal interests and are indifferent to their duties, and there are teachers who are not able to complete the tasks given to them properly such as not being picket and other additional tasks. This type of research is descriptive quantitative research. The data collection technique used a questionnaire from 55 teachers. The research method was carried out, namely the respondents gave responses to the questionnaire in the form of a Likert scale. Analysis of the data used descriptive and inferential statistics. The magnitude of the influence generated by spiritual intelligence on teacher performance is 62.7%. The result shows that spiritual intelligence has a significant effect on teacher performance, which is acceptable. The magnitude of the effect produced by social competence on teacher performance is 65.1%. The magnitude of the effect produced by spiritual intelligence and social competence together on teacher performance is 69%. It can be stated that spiritual intelligence and social competence have a significant effect on acceptable teacher performance.

## 1. Introduction

Education is the main means in shaping and creating quality human resources, both through informal education and formal education. Education is a process in order to influence students to be able to adapt as best as possible to their environment and thus will cause changes in themselves that allow adequate (adequate) in people's lives (Hamalik, 2009). In other words, education is a

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conscious effort to help students adjust to their environment. Teachers as educators play a major role in improving the quality of education, in carrying out their duties they are directly related to students and determine whether or not educational goals are achieved. In addition, teachers also have a responsibility in educating students to have good attitudes and behavior, both in the school environment and in the community. This means that the teacher is a determining factor in achieving educational goals in schools. As a central figure in the education process in schools, the teacher is a component or element that really determines the success of an education. Teachers play a major role in the development of education, especially those held formally in schools. Teachers also determine the success of students, especially in relation to the learning process.

Teachers are the most influential component in the creation of quality educational processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. One measure of the professionalism and quality of teachers is their performance. A good teacher is a teacher with a high personality, namely a teacher who views education as a tool to improve the welfare of mankind and devotes enthusiastically and responsibly to his work. Teachers must be able to provide lessons, not only provide knowledge, but also educate students to become virtuous human beings, teachers like this mean that they are able to recognize and understand what the essence of what they do is to become a teacher, educator, train and foster , so that he becomes a role model for the people around him, especially for his students. In addition, teachers have dual duties such as educating, teaching, guiding, assessing and evaluating students to produce quality human resources in the future, in accordance with the contents of Law Number 14 of 2005 concerning Teachers and Lecturers.

Someone who has high morale will be seen from work enthusiasm, work discipline, work participation and work initiative (Danim, 2003; Soviana, 2011). Given the importance of the teacher's role in the learning process to create quality human resources, the teacher who will teach must have several requirements that have been determined in Law Number 14 of 2005 concerning Teachers and Lecturers, stating that teachers are professional educators with the main task of educating , teaches, guides, directs, assesses, and evaluates students in early childhood education through formal education, basic education and secondary education. Teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and meet other qualifications required by the education unit where they are assigned, and have the ability to realize national education goals.

To achieve better things in accordance with the expected educational goals, teachers need to improve and develop positive teacher performance in carrying out these tasks. Performance is an activity related to the elements involved in a process to produce an output. Furthermore, performance is the result of the function of a particular job or activity during a certain period of time.

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Performance can be seen from various points of view, depending on the goals of each organization (Siagian, 2012: 17). In general, teacher performance can be measured from the implementation of the duties and responsibilities assigned to him in accordance with the provisions that have been set. Administratively, teachers are responsible to schools and have the task of carrying out the learning process effectively and efficiently. In terms of the responsibility as an educator that is assigned to him, a teacher is required to carry it out well, so that a performance will be obtained that gives a sense of satisfaction to himself and will increase the spirit to move forward and improve himself even better. Alderfer (2009) states that performance is basically a person's inner mood. Spiritual intelligence is the awareness with which we not only recognize existing values, but also creatively discover new values (Efendi, 2015: 209).

Work spirit is a picture of feelings related to the nature/spirit of the group spirit, joy/activity, for groups of workers that shows the climate and atmosphere of the workers (Syaifuddin, 2002). Based on the opinions of the experts above, it can be concluded that teacher performance is the work that can be achieved by a teacher in an educational institution or madrasa in accordance with his duties and responsibilities in achieving educational goals. In other words, the work achieved by a person in carrying out the tasks assigned to him is based on the results of his skills, experience, and sincerity. Based on the results of observations during observations made by the author at SMP throughout Sinaboi District, Rokan Hilir Regency, it was found that there were still complaints from the public about the teacher's condition, including:

1. There are still teachers who are less enthusiastic, not enthusiastic so that they teach carelessly in providing subject matter to students.
2. There are still teachers who lack discipline in carrying out school regulations, there are still teachers who arrive late in carrying out the teaching and learning process at school, and leave work prematurely.
3. There are still teachers who are less responsible in carrying out their duties and often leave teaching hours to complete personal interests and are indifferent to their duties, and
4. There are teachers who are not able to complete the tasks given to them properly, such as not being picket and other additional tasks.

Less than optimal teacher performance can be influenced by a lack of awareness of their main duties as a teacher. One way to produce good teacher performance is to have Multiple Intelligences, contrary to what is stated, teacher social competence is expected to be able to overcome the problems experienced by students (Imron, 2015; Kunandar, 2010). One of these intelligences is spiritual intelligence. Spiritual intelligence is the intelligence to deal with and solve problems of meaning and value, namely placing human behavior and life in the context of a broader and richer meaning, and assessing that one's actions or way of life are more meaningful than others (Zohar and Marshal, 2008). 2010; Wahab, 2011). Spiritual intelligence is intelligence that reflects the physical and spiritual elements. Spiritual intelligence is intelligence that concerns the function of the soul as an internal device, having the ability and sensitivity to see the meaning

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behind reality as it is (Vendy, 2013). A person can be said to be spiritually intelligent who has (1). the ability to be flexible (2). have high awareness, (3). the ability to face and take advantage of suffering, (4). the ability to face and go beyond pain (5). quality of life with vision and values (6). aversion to loss (7). the ability to see the interrelationships of various things (8). have a tendency to ask questions (9). have the ability to work independently.

However, the actual condition from the results of observations that occur is that there are still teachers who have low spiritual intelligence. This can be seen from 1) the dishonesty of the teacher in filling the absent, 2) Less able to work together, 3) being individualistic 4). Teachers have indications that tend to have a declining teaching spirit. This condition certainly results in a teacher's performance in providing learning that is less than optimal. In addition to having spiritual intelligence, teachers must also have good social competence. Teacher competence according to Hamzah (2007: 70) explains, "the skills or abilities possessed by teachers are indicated in three competencies, namely competencies related to their professional duties as teachers (professional), competencies related to their personal circumstances (personal), and competencies related to their personal circumstances (personal). relating to society or the environment (social)". In Law Number 14 of 2005 concerning Teachers and Lecturers, it is explained that social competence is "the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community". These competencies play an important role in social interaction, both in the school environment and in the community. Competence is a rational behavior to achieve goals that are in accordance with the desired conditions (Mulyasa, 2016). Then competence is what a person brings into his work in the form of various types and levels of behavior (Iswahyudi, 2015).

This teacher's social competence cannot be separated from the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. From the explanation above, Social Competence is one of the basic competencies that must be possessed by junior high school teachers in Sinaboi District, Rokan Hilir Regency. Based on the results of field observations, it was found that the social competence of teachers at SMP in Sinaboi District also still seems too rigid, this can be seen from:

1. Some teachers still lack communication with parents or the local community
2. Some teachers lack skills and carry out responsibilities during social interactions with the community.
3. There are some teachers who at school form small gangs of fellow teachers, a teacher should have a strong hold on what is meant by social competence, where a teacher must be able to communicate well with fellow teachers, the community/parents and guardians, as well as with participants educate itself.

Based on the description above, it can be seen how important Spiritual Intelligence and Teacher Social Competence must be accompanied by high teacher performance in achieving school goals, a teacher is required to have high

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discipline, not to waste time in teaching with other activities that are not relevant to the task. teach him. A teacher is required to motivate his students, because it takes a teacher who is creative and innovative in teaching by applying his competence as a teacher. Teachers who have high performance certainly have high creativity and initiative in improving learning activities in educational units, which cannot be separated from religious values in educating their students, so that it will arise from within students that teachers can be used as role models for themselves. in line with research conducted by (Karmila, 2013; Oktavia, 2014).

Therefore, it is suspected that Spiritual Intelligence and Teacher Social Competence and Teacher Performance have a contribution to be tested for truth. For this reason, the author wants to conduct research to what extent the influence of these three variables can be realized, so the authors are interested in writing a thesis entitled "The Effect of Spiritual Intelligence and Teacher Social Competence on Teacher Performance in Junior High Schools in Sinaboi District, Rokan Hilir Regency".

## **2. Methodology**

This research was carried out in SMP in Sinaboi District, Rokan Hilir Regency. The population in this study were all teachers of SMP in Sinaboi District, Rokan Hilir Regency, totaling 55 people. The sample is part of the number and characteristics possessed by the population. Samples taken from this study were 55 people. This means that all populations are sampled in this study (total sample).

The data collection technique used in this research is a questionnaire. The questionnaire was made based on indicators of the variables studied, namely making statements about principal management, teacher motivation, and performance. The instruments of the research variables were tested before being used. Instrument testing was conducted to determine validity and reliability. Validity is calculated using the Pearson Product Moment formula. Furthermore, the reliability of the instrument is used to determine the reliability of the instrument which is calculated using Cronbach's Alpha. This study uses descriptive statistical analysis techniques and inferential statistical analysis calculated using Microsoft Excel and SPSS version 25.00 for windows. Descriptive statistical analysis was carried out to describe the respondent's profile data in the form of the Mean distribution of the questionnaire results, based on the respondent's demographics, variables, and indicators.

Descriptive statistical analysis aims to describe the influence of the influence of Spiritual Intelligence and Teacher Social Competence on the Performance of Middle School Teachers in Sinaboi District, Rokan Hilir Regency. Inferential statistical analysis is used to test the hypothesis to arrive at a conclusion. This analysis begins with the normality test and linearity test. Then the normality test was carried out to determine whether the distribution of the data was normally distributed or not. While the linearity test is used to determine whether two

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variables have a linear relationship or not significantly. Then, the multicollinearity test aims to test whether there is a correlation between the independent variables in the regression model. Hypothesis testing is done by performing simple regression and multiple regression. Simple regression was carried out to see the effect between the independent variables and the dependent variable, while multiple regression was carried out to see whether there was a significant effect if the two independent variables were jointly correlated with the dependent variable.

### 3. Results and Discussion

#### *The Influence of Spiritual Intelligence ( $X_1$ ) on Teacher Performance (Y)*

The first hypothesis to be tested is: "there is a positive and significant influence on spiritual intelligence ( $X_1$ ) on teacher performance (Y) at SMP Sinaboi District, Rokan Hilir Regency". Before carrying out the regression analysis, a correlation analysis was first carried out to ensure the existence of a relationship between variables. The following is presented successively Product Moment correlation analysis and simple linear regression analysis. The degree of strength of the relationship between  $X_1$  and Y was calculated using the Pearson Product Moment correlation technique with the results as shown in the following Table.

Table 1. Correlation between Spiritual Intelligence ( $X_1$ ) and Teacher Performance (Y)

Variabel	N	Correlation Person	Sig (1-tailed)
$X_1$ Y	55	0,792	0,000

From the significance test, it can be concluded that the correlation coefficient between spiritual intelligence ( $X_1$ ) and teacher performance (Y) is 0.792. This means that there is a positive and significant relationship between spiritual intelligence ( $X_1$ ) and teacher performance (Y). In other words, the higher the level of spiritual intelligence, the higher the level of teacher performance.

Table 2. t test Calculate the Coefficient between Spiritual Intelligence ( $X_1$ ) and Teacher Performance (Y)

Model	Variabel	Unstandardized	t	Sig
		Coefficients		
		B		
1	Constant	20,411		
	Spiritual Intelligence	0,421	9,447	0,000

Based on the Table 2, the constant values  $a = 20.411$  and  $b = 0.421$ , the regression equation formed becomes  $Y = 20,411 + 0.421 X_1$ . The meaning of the regression equation is the constant value (a) of 20,411 meaning that if spiritual intelligence is equal to zero, then the teacher's performance value is 20,411. The regression coefficient (b) of 0.421 means that for every one unit increase in spiritual

intelligence, it will also be followed by an increase in teacher performance of 0.421 one unit.

In the Table 2, it is known that the value of  $t_{count} = 9.447$  and the value of  $sig = 0.000$ . The magnitude of the value of  $t_{Table}$  with a lot of data  $n=55$ , variable  $k=2$ ,  $df=n-k$ , obtained  $t_{Table}=2.00$ . then  $t_{count} > t_{Table}$ , and  $sig 0.000 < 0.05$ . So it can be concluded that spiritual intelligence ( $X_1$ ) has a significant influence on teacher performance (Y). Thus, the first hypothesis which reads that there is a significant influence between spiritual intelligence ( $X_1$ ) on teacher performance (Y) is accepted. The magnitude of the influence that occurs by the spiritual intelligence variable ( $X_1$ ) on teacher performance (Y) can be seen in the following Table.

Table 3. The Influence of Spiritual Intelligence ( $X_1$ ) on Teacher Performance (Y)

Model	Predictor	R	R <sup>2</sup>	Contribution (%)	Interpretation
1	Spiritual Intelligence	0,792	0,627	62,7%	Strong

From the Table 3, it can be seen that the magnitude of the relationship between the variables of spiritual intelligence and teacher performance is 0.792 with a strong interpretation. Furthermore, the value of R Square ( $r^2$ ) is 0.627. By using the coefficient of determination, the magnitude of the influence of spiritual intelligence on teacher performance is 62.7%. The remaining 37.3% was determined by other factors that were not part of this study. By looking at the magnitude of the influence between these variables, the influence that occurs between the spiritual intelligence variable ( $X_1$ ) on teacher performance (Y) is at a low level.

### ***The Influence of Teacher Social Competence ( $X_2$ ) on Teacher Performance (Y)***

The second hypothesis to be tested is: "there is a positive and significant effect of teacher social competence ( $X_2$ ) on teacher performance (Y) in SMP Sinaboi District, Rokan Hilir Regency. Before carrying out the regression analysis, a correlation analysis was first carried out to ensure the existence of a relationship between variables. The following is presented successively Product Moment correlation analysis and simple linear regression analysis. The degree of strength of the relationship between  $X_2$  and Y was calculated using the Pearson Product Moment correlation technique with the results as shown in the following Table.

Table 4. Correlation between Teacher Social Competence and Teacher Performance (Y)

Variabel	N	Correlation Person	Sig (1-tailed)
$X_2Y$	55	0,405	0,001

From the significance test, it can be concluded that the correlation coefficient between social competence ( $X_2$ ) and teacher performance (Y) is 0.405. This means that the  $X_2$  variable has a relationship with the Y variable. Thus there is a positive and significant relationship between the teacher's social competence ( $X_2$ )

and the teacher's performance (Y), namely the higher the teacher's social competence level ( $X_2$ ), the higher the teacher's performance level. Simple linear regression of the teacher's social competence variable ( $X_2$ ) on teacher performance (Y), the calculation results can be seen in the Table above.

From the Table 5, the constant values of  $a = 27.103$  and  $b = 0.328$  are obtained. The regression equation formed is  $Y = 27.103 + 0.328X_1$ . The meaning of the regression equation is the value of the constant (a) of 27.103 which means that if the social competence of the teacher is equal to zero, then the teacher's performance is 27.103.

Table 5. T-test Calculate the Coefficient between Teacher Social Competence ( $X_2$ ) Against Teacher Performance (Y)

Model	Variabel	Unstandardized	t	Sig
		Coefficients		
		B		
1	Constant	27,103		
	Teacher Social Competence	0,328	9,934	0,000

The regression coefficient (b) of 0.328 means that for every one unit increase in teacher social competence, it will also be followed by an increase in teacher performance of 0.681 one unit. In the Table, it is known that the value of tcount = 9.934 and sig = 0.000. The magnitude of the value of tTable with many samples  $n=55$ , variable  $k=2$ ,  $df=n-k$ , obtained  $tTable=2.00$ . then  $tcount > tTable$  and  $sig < 0.05$ . So it can be concluded that social competence ( $X_2$ ) has a significant influence on teacher performance (Y). Thus the second hypothesis which reads that there is a significant influence between teacher social competence ( $X_2$ ) on teacher performance (Y) is accepted. Furthermore, the magnitude of the influence given by the social competence variable ( $X_2$ ) on teacher performance (Y) can be seen in the following Table.

Table 6. The Effect of Teamwork Variables ( $X_2$ ) on Teacher Performance (Y)

Model	Predictor	R	R <sup>2</sup>	Contribution (%)	Interpretation
1	Social Competence	0,807	0,651	65,1%	Strong

In the Table 6, it can be seen that the magnitude of the relationship between the variables of social competence and teacher performance is 0.651 with a moderate interpretation. Furthermore, the value of R Square ( $r^2$ ) is 0.654. By using the coefficient of determination, the magnitude of the influence of social competence on teacher performance is obtained at 65.4%. The remaining 34.6% was determined by other factors that were not part of this study. By looking at the magnitude of the influence between these variables, the influence that occurs between the variables of social competence ( $X_2$ ) on teacher performance (Y) is at a low level.



### ***The Effect of Spiritual Intelligence ( $X_1$ ) and Teacher Social Competence ( $X_2$ ) together on Teacher Performance (Y)***

The third hypothesis proposed in this study is "there is a positive influence between spiritual intelligence ( $X_1$ ) and social competence ( $X_2$ ) together on the performance of teachers (Y) in Junior High Schools in Sinaboi District, Rokan Hilir Regency".

From the Table 7, the constant values ( $a$ ) = 22.209,  $b_1$  = 0.203, and  $b_2$  = 0.195. The regression equation formed is  $Y = 0.646X_1 + 0.503 X_2$ . The meaning of the regression equation, namely the value of the constant ( $a$ ) of 22,209 means that if spiritual intelligence and social competence are equal to zero, then the teacher's performance is 14,453.

Table 7. T test Calculate the Coefficient between Spiritual Intelligence ( $X_1$ ) and Teacher Social Competence ( $X_2$ ) on Teacher Performance (Y)

Model	Variabel	Unstandardized	T	Sig
		Coefficients		
		B		
1	Constant	22,209		
	Spiritual Intelligence	0,203	2,572	0,013
	Social Competence	0,195	3,242	0,002

The spiritual intelligence regression coefficient ( $b_1$ ) of 0.646 means that for every one unit increase in spiritual intelligence, it will also be followed by an increase in teacher performance of 0.203 one unit with the assumption that the social competence variable is fixed. The social competence regression coefficient ( $b_2$ ) of 0.195 means that every one unit increase in social competence, it will also be followed by an increase in teacher performance of 0.195 one unit with the assumption that the social competence variable is fixed.

Table 8. F Test Calculate the Coefficient between Spiritual Intelligence ( $X_1$ ) and Teacher Social Competence ( $X_2$ ) on Teacher Performance (Y)

Model	Variabel	F Count	Sig
1	Regression (spiritual intelligence and teacher social competence on Teacher Performance)	57,879	0,000

Based on the Table 8, it is known that the  $F_{count} = 57.879$  and the significant value = 0.000. The magnitude of the value of  $F_{table}$  with the number of samples  $n=55$ , variable  $k=3$ ,  $df_1=k-1$ ,  $df_2=n-k$  obtained  $F_{table}=3.18$ . then  $F_{count} > F_{table}$  and  $sig\ 0.000 < 0.05$ . So it can be concluded that spiritual intelligence ( $X_1$ ) and social competence ( $X_2$ ) simultaneously have a significant effect on teacher performance (Y). Thus the third hypothesis which reads that there is a significant influence between spiritual intelligence ( $X_1$ ) and social competence ( $X_2$ ) on teacher performance (Y) is accepted. The magnitude of the influence given by the variables of spiritual intelligence ( $X_1$ ) and social competence ( $X_2$ ) on teacher performance (Y) can be seen in the following Table.

Table 9. The Effect of Spiritual Intelligence Variables ( $X_1$ ) and Teacher Social Competence ( $X_2$ ) on Teacher Performance (Y)

Model	Predictor	R	R <sup>2</sup>	Contribution (%)	Interpretation
1	Spiritual Intelligence and Teacher Social Competence on Teacher Performance	0,831	0,690	69%	Strong

In the Table 9, the value of R Square ( $r^2$ ) is 0.690. By using the coefficient of determination, the magnitude of the influence between the variables of spiritual intelligence and social competence on teacher performance is 69%. The remaining 31% was determined by other factors that were not part of this study. Thus, the magnitude of the influence between the variables of spiritual intelligence ( $X_1$ ) and social competence ( $X_2$ ) on teacher performance (Y) is at a strong level.

#### 4. Conclusion

There is a positive and significant influence of spiritual intelligence on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency. The influence generated by spiritual intelligence on teacher performance can be stated that spiritual intelligence has a significant effect on teacher performance, which is acceptable. Second, there is a positive and significant effect of teacher social competence on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency. The effect of social competence on teacher performance can be stated that social competence has a significant effect on teacher performance, which is acceptable. Third, there is a positive and significant influence between spiritual intelligence and teacher social competence on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency. The effect produced by spiritual intelligence and teacher social competence together on teacher performance can be stated that spiritual intelligence and social competence have a significant effect on acceptable teacher performance.

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