



## Research Article

# The Influence of Spiritual Intelligence, Emotional Intelligence, on Job Satisfaction and Their Impact on The Performance of Madrasah Aliyah Teachers in Palu City

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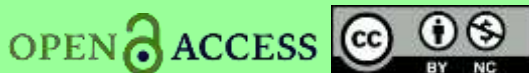
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### Abstract

The Objectives of This Research Are 1). Knowing and Analyzing the Effect of Spiritual Intelligence on the Performance of Madrasah Aliyah Teachers in Palu City. 2). To Know And Analyze The Effect Of Emotional Intelligence On The Performance Of Madrasah Aliyah Teachers In Palu City. 3). To Know And Analyze The Effect Of Spiritual Intelligence On The Job Satisfaction Of Madrasah Aliyah Teachers In Palu City. 4). To Know And Analyze The Effect Of Emotional Intelligence On The Job Satisfaction Of Madrasah Aliyah Teachers In Palu City. 5) To know and analyze the effect of job satisfaction on the performance of Madrasah Aliyah teachers in Palu City. 6). To Know And Analyze The Effect Of Spiritual Intelligence On Teacher Performance Through Job Satisfaction Of Madrasah Aliyah Teachers In Palu City. 7). To Know And Analyze The Effect Of Emotional Intelligence On Teacher Performance Through Job Satisfaction At Madrasah Aliyah Teachers In Palu City. The results of the study are, 1) Spiritual intelligence has a positive and significant effect on teacher performance, 2) Emotional intelligence has a negative and insignificant effect on teacher performance, 3) Spiritual intelligence has a negative and insignificant effect on teacher job satisfaction, 4) Emotional intelligence has a positive and significant effect on teacher performance. significant on teacher job satisfaction. 5) Job satisfaction has a positive and significant effect on teacher performance. 6) Spiritual intelligence has a positive and significant effect on performance through teacher job satisfaction. 7) Emotional intelligence has a positive and significant effect on performance through teacher job satisfaction.

**Keywords:** Spiritual Intelligence, Emotional Intelligence, Job Satisfaction, Performance.

### Introduction

To build a complete human being, development in education human resources. Therefore, the education sector needs to be considered, and receive serious handling from the government, the community, and managers. Teacher performance in carrying out their duties is required to always increase in line with advances in science and

technology so that teaching and learning interaction activities are more alive. Efforts to improve the performance of individual teachers have been carried out by the teachers concerned by continuing to study at a higher level of education such as S-1 and even S-2 and S-3 (S. The government has also tried to improve the ability and



feasibility of teachers, starting with pre-service education or the usual pre-service training to education after pursuing a teaching position or in-service training such as upgrading, seminars, workshops, training, and further studies informal educational institutions. Even now the government requires a teacher to have academic qualifications, competence, and an educator certificate.

Various efforts of madrasah aliyah can be done in increasing teacher satisfaction and performance, for example by increasing spiritual intelligence in all components in the madrasa, including teachers, students, the school environment, this is because schools are fully aware that to improve performance, special strengths are needed given by individuals. In other words, the power that comes from spiritual strength is closely related to the perspective of a person who is very different if he has a more dominant spiritual intelligence. Furthermore, what the authors need to point out in this research, related to the importance of the is an important and very decisive means and vehicle in the development of three intelligences in question, that spiritual intelligence and emotional intelligence must begin with good intellectual intelligence, because intellectually intelligent, so that they can know emotional and spiritual, that is why the school must ensure that all teachers must be intellectually intelligent first.

In the association while in the school environment also gives a positive impression and tends to be religious between teachers and students, this can be seen when students pass or meet the teacher, it is seen that students say greetings. Other efforts made to improve student services and performance apart from increasing spiritual intelligence, teachers are expected to be able to control emotions or emotional intelligence on student behavior that is considered unpleasant. According to Goleman, (1996) manages emotions, the goal is to balance emotions, not to suppress emotions, because each feeling has value and meaning. Balancing emotions means controlling thoughts, managing desires, controlling behavior patterns, trying to be a good problem solver through problem identification and formulation, using humor, and taking time off to cool off emotions.

According to Han and Johnson (2012), a person's emotional intelligence can be used as an asset to improve performance. While the research that found that emotional intelligence had an effect on satisfaction and performance (Jamaluddin *et al.* 2015). Similarly, Dey & Tripathy (2015) found that job satisfaction can improve performance.

Based on this phenomenon, the authors are interested in further research on writing the author's dissertation with the title "The Effect of Spiritual Intelligence, Emotional Intelligence, on Job Satisfaction and Its Impact on the Performance of Madrasah Aliyah Teachers in Palu City".

### ***Relationship between Spiritual Intelligence and Satisfaction***

Spiritual intelligence is the intelligence to deal with and solve problems of meaning and value, namely the intelligence to place one's behavior and life in the context of a wider and richer meaning. The intelligence to judge that one person's actions or way of life are more meaningful than others. Zohar and Marshall (2001). A well-developed spiritual intelligence will be characterized by a person's ability to be flexible and adaptable to the environment, have a high level of awareness, be able to face suffering and pain, be able to take valuable lessons from a failure, be able to realize life according to the vision and mission, able to see the relationship between various things, independent, and ultimately makes someone understand the meaning his life

Of the many problems that exist, the most important is how a person can feel satisfaction in ending work, the pressure of work that can cause stress so that it does not interfere with physical and psychological conditions. Presenting the concept of spiritual intelligence has a special impact on a person's personality, especially for workers who are at all times preparing themselves for all the possibilities that arise as a consequence of dealing with work, for example, satisfaction will be difficult to achieve if there is a person who is difficult to combine the intervention of the creator on everything he does.

### ***Relationship between Spiritual Intelligence and Performance***

Spiritual intelligence is a feeling of being connected to oneself, others, and the universe as a whole. When people work, they are required to direct their intellectuality, but there are many things that make someone happy with their work. A worker can show excellent performance if he himself gets the opportunity to express his full potential as a human being. It will arise when a person can interpret each of his works and can harmonize emotions, feelings, and the brain. According to Silen, (2014) Someone who has high spiritual intelligence will motivate students to study harder because students who have high spiritual intelligence have high curiosity, so they are motivated to always learn and have high creativity. Vice versa, students with low spiritual intelligence will be less motivated in learning what happens is to do everything possible to get good grades, so their understanding of the subject becomes less. Princesses & Sisters, (2020) This research has been able to provide empirical evidence that a higher the level of spiritual intelligence can make a positive contribution to performance, thus meaning that spiritual intelligence is intelligence that is demonstrated through the ability to act in accordance with the code of ethics, the ability to survive in life and work-life as well as the ability to to always behave honestly in carrying out their duties.



### **Relationship between Emotional Intelligence and Satisfaction**

A person's ability to recognize other people or care shows one's ability to empathize. Individuals who can empathize are better able to pick up on hidden social signals that indicate what other people need so that they are more able to accept other people's points of view, are sensitive to other people's feelings, and are better able to listen to others. Goleman (2006)

According to Rosental (1965) research shows that people who can read feelings and non-verbal cues are more emotionally attuned, more popular, more outgoing, and more sensitive. Goleman (2006) Someone who can read other people's emotions also has high self-awareness. The more able to be open to their own emotions, able to recognize and acknowledge their own emotions, then the person can read other people's feelings.

People who are great at these relationship-building skills will be successful in any field. People succeed in relationships because they can communicate smoothly with others. These people are popular in their environment and make great friends because of their ability to communicate. Goleman (2006).

### **Relationship between Emotional Intelligence and Performance**

Goleman (2006), shows an indication that the dominant factor that determines career success is not brained intelligence, but a set of other intelligence which was later popularized by Goleman as emotional intelligence. Further research conducted by McClelland (1998) stated that innate academic ability, report cards, and graduation predicate in higher education do not predict how well a person performs after work or how high success is achieved during life. In contrast, McClelland (1998) argues that a specific set of skills such as empathy, self-discipline, and initiative can distinguish successful people from those who are only good enough to keep their jobs. Then the research results by Goleman, (1996) show that emotional intelligence ability is

a driver of peak performance. Cognitive abilities like the *big picture thinking* and *long-term vision* are also important. But when compared to technical ability, IQ, and emotional intelligence as a determinant of brilliant performance, emotional intelligence occupies a more important portion than others at all levels of office.

### **Relationship between Job Satisfaction and Performance**

Satisfaction in carrying out tasks is important for a person's performance or productivity. A symptom that can damage school organizational conditions is low teacher satisfaction where symptoms such as absenteeism, lazy work, many teacher complaints, low work performance, low teaching quality, teacher indiscipline, and others (Falaxy, in Liana 2012). Improving teacher job satisfaction is important because it involves the problem of the work (performance) of teachers which is one step in improving the quality of service to students. Teachers are required to work by providing the best service to stakeholders (school users), namely students, parents, and the community, on the other hand, the quality of educational institutions is determined by the quality of teachers.

### **Method**

The type of research used is quantitative research, namely research conducted by explaining the symptoms caused by an object of research.

Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples. Technique Sampling is generally done randomly, data collection uses research instruments, and data analysis is quantitative/statistical to test the hypotheses that have been set by Sugiyono (2013).

The population in this study were private and public Madrasah Aliyah teachers in Palu City. The population in this study was 417 people which can be shown in Table 1.

**Table 1:** Number of Private and State MA Teachers 2020

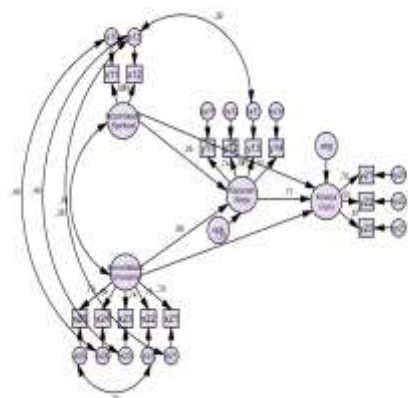
School Name	Number of Teachers		
	Man	Woman	Total
Madrasah Aliyah Negeri 2 Palu	37	62	99
MAS Alkhairaat Pusat Palu	12	24	36
Madrasah Aliyah Negeri 1 Palu	37	49	86
MA Insan Cendikiyah Kota Palu	32	22	54
MAS PPM Nurul Falah	7	8	15
MAS Alkhairaat Tondo	8	11	19
MAS Karya Thaibah	5	12	17
MAS Darul Dakwah Wal Irsyad	8	18	26
MAS Muhammadiyah	10	7	17
MAS Darul Iman	11	6	17
MAS Putri Aisyiyah Palu	5	26	31
<b>Total</b>	<b>172</b>	<b>245</b>	<b>417</b>

Source: Data from the Palu City Education Office, 2020.

The sample is part of the number of characteristics possessed by the population. If the population is large, and the researcher is not able to study everything in the population, for example, due to limited funds and time, the researcher can use samples taken from that population. What is learned from the sample, the conclusions can be applied to the population. For this reason, samples taken from the population must be truly representative. Sugiyono (2013). To determine the number of samples, researchers used the Slovin. the formula then obtained a sample size of 167 Aliyah madrasa teachers in Palu City.

## Results and Discussion

The results of factor/construct measurements with *confirmatory analysis can be identified as variables that can be used as indicators of a factor, then by including significant indicator variables, a complete model test is carried out which explains the influence of spiritual intelligence, emotional intelligence on job satisfaction and its impact on the performance of Madrasah Aliyah teachers. in the city of Palu. The test results using Structure Equation Modeling on the AMOS program are shown in Fig. 1*



**Fig. 1:** Structure Equation Modeling

Based on AMOS computing, to find out whether the measurement model has a match the data, it can be seen in Table 2 of the evaluation of *Goodness-of-fit Indices*.

**Table 2:** Computing Results of *Goodness-of-fit Indices*, Testing Variables of Spiritual Intelligence, Emotional Intelligence on Satisfaction and Their Impact on Teacher Performance.

Criteria	Cut Of Value	Model Computing Results	Model Evaluation
Chi-Square	Expected Small	2 , 210	Well
Probability	0.05	0 , 000	Well
CMIN/DF	2.00	2 , 210	Well
RMSEA	0.08	0 , 086	Well
GFI	0.90	1 , 000	Well
TLI	0.95	0 , 936	Well
AGFI	0.90	0 , 825	Well
CFI	0.95	0.920	Well

Source: Primary Data Reprocessed (Appendix)

Table 2 shows that the final model is acceptable. To test the hypothesis of the influence of spiritual intelligence, emotional intelligence on the satisfaction and performance of Madrasah Aliyah teachers in Palu City. The following presents the path coefficients which show the causal relationship between these variables. These relationships are shown in Table 3. Table 3 can be seen that from the five paths three paths show a significant relationship, namely (1). Spiritual intelligence on teacher performance, (2). Emotional intelligence on job satisfaction, (3). Job satisfaction on teacher performance. This is indicated by the 5% significance level and a lower probability is required ( $P \leq 0.05$ ). While path (1). Spiritual intelligence on job satisfaction, (2). Emotional intelligence on teacher performance does not show a significant relationship because the probability value is greater than 0.05, namely 0.696 and 0.650.

Subsequent analysis by observing the value of the estimated coefficient ( $\lambda$ ) or *loading factor*, each variable in the dimensions as a basis for explaining the effect of each variable on other variables can be seen in Table 4. *loading factor* measurement variables spiritual intelligence (X1), emotional intelligence (X2), job satisfaction (Y1) and teacher performance (Y2) (Table 4)

Table 4 The spiritual intelligence variable that gives the largest contribution that affects other variables is the personal dimension of 0.638, emotional intelligence is fostering relationships of 0.736, the greatest job satisfaction is colleagues at 0.782 and teacher performance is the discipline of 0.724

The strength of direct and indirect influence based on the model built in this study on each independent variable spiritual intelligence (X1), Emotional intelligence (X2) on the dependent variable job satisfaction (Y1), and teacher performance (Y2), through SEM analysis can be shown in Table 5. direct, indirect and total influence of independent and dependent variables.



**Table. 3** Hypothesis Testing Variables of Spiritual Intelligence, Emotional Intelligence on Satisfaction and Their Impact on Teacher Performance.

Track	Regression Weight	Critical Ratio	Probability (p)	Note:
Spiritual Intelligence Job satisfaction	0.046	0 , 391	0.696	Not significant
Teacher Performance Spiritual Intelligence	0 , 256	1 , 985	0.047	Significant
Emotional Intelligence Job satisfaction	0 , 865	6 , 294	0.000	Significant
Emotional Intelligence Teacher Performance	-0 , 101	-0 , 453	0.650	Not significant
Teacher Performance Job Satisfaction	0 , 710	3 , 352	0.000	Significant

Source: Primary Data Reprocessed (Appendix)

**Table. 4.** Measurement of Spiritual Intelligence (X1), Emotional Intelligence (X2) Variables on Job Satisfaction (Y1), and Their Impact on Teacher Performance (Y2).

Variable	Dimensi	Loading Factor( )	Desco
Spritual Intelligence	1. Social	0 , 590	
	2. Personal	0 , 638	
Emotional intelligence	1. Self-awareness	0 , 683	
	2. Self- Regulation	0 , 702	
	3.Motivae yourself	0 , 707	
	4. Recognize people’s emotion	0 , 601	
	5. Build relationship	0 , 736	
This Work	1. Proffesion	0 , 704	
	2. Colleague	0 , 782	
	3. Personality match	0 , 766	
	4. Reward	0 , 774	
Teacher performance	1. Work environment	0 , 644	
	2. Diciplin	0 , 724	
	3. Professional allowance	0 , 634	

Source: Primary Data Reprocessed (Appendix)

**Table 5:** Direct, Indirect, and Total Effects Between Independent and Dependent Variables.

Variable	Influence		
	Direct	Indirect	Total
		Through Job satisfaction	
Spiritual Intelligence (X <sub>1</sub> ) Job satisfaction (Y1)	0 , 054	-	0 , 054
Spiritual Intelligence(X <sub>1</sub> ) Teacher Performance (Y2)	0 , 286	0 , 036	<b>0 , 322</b>
Emotional intelligence (X <sub>2</sub> ) Job satisfaction (Y1)	0 , 832	-	0.832
Emotional intelligence (X <sub>2</sub> ) Teacher Performance (Y2)	0 , 091	0 , 553	<b>0 , 644</b>
Job Satisfaction (Y1) Teacher Performance (Y2)	0 , 665	-	0 , 665

Table 5 shows that the strength of the direct influence of spiritual intelligence on teacher performance is 0, 286, the strength of the indirect influence or through job satisfaction on teacher performance is 0, 036, so the total influence of spiritual intelligence through job satisfaction is the sum of the direct and indirect effects ( 0, 286 + 0, 036) = 0, 322, this means that spiritual intelligence has a positive effect on teacher performance through job satisfaction.

The strength of the direct influence of emotional intelligence on teacher performance is 0.091, the strength of the indirect influence or through job satisfaction on teacher performance is 0.553 so the total influence of emotional intelligence on teacher performance through satisfaction is the sum of the direct and indirect effects ( 0.091+ 0, 553) = 0, 644, this means that emotional intelligence has a positive effect on teacher performance through job satisfaction.



## Discussion

### ***The Effect of Spiritual Intelligence on the Performance of Madrasah Aliyah Teachers in Palu City***

The results of the study in Table 3 show that the path coefficient of the spiritual intelligence variable on teacher performance has a positive direction. The results of the study have been found, the research problem which states "whether spiritual intelligence has a positive and significant effect on the performance of madrasah aliyah teachers in Palu City" has been answered, then the first hypothesis which states that spiritual intelligence has a positive and significant effect on the performance of madrasah aliyah teachers in Palu City, accepted.

The researcher's findings through the SEM test that have contributed to the spiritual intelligence variable are the personal dimension, the respondents' answers through questionnaires especially on the indicators forming the personal dimension, namely; 1). Finding the purpose of life, 2). They also feel that they are carrying out a noble mission, 3). Have a good sense of humor, give answers that are almost average, and answer strongly agree and agree. This is what makes spiritual intelligence can be said to be stable in data acquisition. There were no respondents who answered neither agree nor strongly disagree.

### ***The Effect of Emotional Intelligence on the Performance of State Madrasah Aliyah Teachers in Palu City***

The results of the study in Table 3 show that the path coefficient of the emotional intelligence variable on performance has a negative direction. The results of the study show that the research problem stating "whether emotional intelligence has a positive and significant effect on the performance of madrasah aliyah teachers in Palu City" has been answered, then the second hypothesis which states that emotional intelligence has a positive and significant effect on the performance of Madrasah Aliyah teachers in the city of Palu, rejected

Based on the findings of researchers through the SEM test which has the greatest contribution to the emotional intelligence variable is the dimension of building relationships, the indicators forming the dimensions of building relationships are 1). Communication skills, 2). Friendly to anyone. 3). liked by others. 4). Kind. 5). Generous, the five dimensions of forming relationships cannot give teachers a good feeling.

### ***The Effect of Spiritual Intelligence on Job Satisfaction of Madrasah Aliyah Teachers in Palu City***

The results of the study show that "whether spiritual intelligence has a positive and significant effect on job satisfaction of madrasah aliyah teachers in Palu City" has

been answered, then the third hypothesis which states that spiritual intelligence has a positive and significant effect on job satisfaction of madrasah aliyah teachers in Palu city, rejected.

The findings through the SEM test that have the greatest contribution to the spiritual intelligence variable are the personal dimensions, the indicators forming the personal dimension are 1). Finding the purpose of life p, 2). Feels like carrying a noble mission a .3). have a good sense of humour. the three indicators forming the personal dimension cannot provide a feeling of satisfaction for teachers .

### ***The Effect of Emotional Intelligence on Job Satisfaction of Madrasah Aliyah Teachers in Palu City***

The results of the study found that "whether emotional intelligence has a positive and significant effect on job satisfaction of madrasah aliyah teachers in the city of Palu" has been answered, then the fourth hypothesis which states that emotional intelligence has a positive and significant effect on job satisfaction of madrasah aliyah teachers in the city of Palu, accepted.

Research related to the emotional intelligence variable its influence on job satisfaction found the dimension that contributed the most to the emotional intelligence variable was the dimension of fostering a relationship with indicator 1). Communication skills, 2). Friendly to anyone. 3). liked by others. 4). Kind. 5). Philanthrope. Each statement in representing these indicators was answered by the respondents by agreeing and strongly agreeing, this makes emotional intelligence very much needed by madrasa schools in order to increase teacher satisfaction, especially in statements about kindness, kindness is the key to increasing job satisfaction, because everyone will feel comfortable if at work there is a friend who thinks who has a kind heart.

### ***The Effect of Job Satisfaction on the Performance of Madrasah Aliyah Teachers in Palu City***

The results of the study found that "whether job satisfaction has a positive and significant effect on the performance of Madrasah Aliyah teachers in Palu City" has been answered, then the fifth hypothesis which states that job satisfaction has a positive and significant effect on the performance of Madrasah Aliyah teachers in Palu City is accepted. This finding is in line with the results of research by Sofia *et al.* (2020) which found that job satisfaction had a significant positive effect on teacher performance. The higher the job satisfaction, the higher the teacher's performance.



### ***The Effect of Spiritual Intelligence on Teacher Performance Through Job Satisfaction at Madrasah Aliyah in Palu City***

The results of the study found that "whether spiritual intelligence has a positive and significant effect on teacher performance through job satisfaction at Madrasah Aliyah in Palu City" has been answered, then the sixth hypothesis which states that spiritual intelligence has a positive and significant effect on teacher performance through job satisfaction of Madrasah teachers aliyah in Palu City, accepted.

### ***The Effect of Emotional Intelligence on Teacher Performance Through Job Satisfaction at Madrasah Aliyah in Palu City***

The direct and indirect effect of emotional intelligence shows that through satisfaction emotional intelligence has an influence that will later improve performance, this means that emotional intelligence has a positive effect on teacher performance through job satisfaction. Based on the results of the study, the research problem which states "whether emotional intelligence has a positive and significant effect on teacher performance through job satisfaction at Madrasah aliyah in Palu City" has been answered, then the seventh hypothesis which states that spiritual intelligence has a positive and significant effect on teacher performance through job satisfaction Aliyah madrasa teacher in Palu City accepted.

Based on the findings of researchers through the SEM test which has the greatest contribution to the emotional intelligence variable is the dimension of building relationships, the indicators forming the dimensions of building relationships are 1). Communication skills, 2). Friendly to anyone. 3). Liked by other people. 4). Kind. 5). Generous, the five dimensions of forming relationships can give teachers a good feeling if the teachers feel satisfied first.

### **Conclusion**

Based on the results of the analysis that has been done, it can be concluded that:

1. Spiritual intelligence has a positive and significant effect on the performance of Madrasah Aliyah teachers in the city of Palu.
2. Emotional intelligence has a negative and insignificant effect on the performance of Madrasah Aliyah teachers in the city of Palu.
3. Spiritual intelligence has a negative and insignificant effect on the job satisfaction of Madrasah Aliyah teachers in the city of Palu.
4. Emotional intelligence has a positive and significant effect on the job satisfaction of Madrasah Aliyah teachers in the city of Palu.

5. Job satisfaction has a positive and significant effect on the performance of Madrasah Aliyah teachers in the city of Palu.
6. Spiritual intelligence has a positive and significant effect on performance
7. through job satisfaction of Madrasah Aliyah teachers in the city of Palu.
8. Emotional intelligence has a positive and significant effect on performance through job satisfaction of Madrasah Aliyah teachers in Palu City.

### **Recommendation**

1. To the head Madrasah Aliyah in Palu City, should pay attention to the level of job satisfaction of teachers who can improve performance.
2. To Madrasahs should pay attention to the importance of emotional intelligence to improve teacher performance.
3. To the teachers, it is necessary to add and improve related to spiritual intelligence even though in this study it no longer affects job satisfaction.

It is suggested to further researchers conduct in-depth research to find various factors causing the negative and insignificant occurrence of spiritual intelligence on madrasa teacher satisfaction and the insignificant emotional intelligence of madrasa teachers' performance.

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