



RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE TOWARDS EDUCATORS' PROFESSIONALISM AT SMP NEGERI 34 SAMARINDA

Siti Mahnunah

Sekolah Menengah Pertama Negeri 34 Samarinda

Email: Mahnumahmundir@gmail.com

Rostanti Toba

Institut Agama Islam Negeri Samarinda

Email: rostantitoba@gmail.com

Abstract

This study aims to determine the relationship between emotional intelligence and spiritual intelligence towards the educators' professionalism at SMP Negeri 34 Samarinda. This type of research is a field research with a quantitative approach, the data collection techniques in this study are observations and questionnaires which are then analyzed using the Alpha Cronbach formula, this is because the type of correlation in this study is multiple correlation, so to obtain valid and reliable results the calculation uses the IMB SPSS 20 with a significant level of 5%. The results found were the relationship between emotional intelligence and professionalism of educators at SMP Negeri 34 Samarinda was 0.750, and the relationship between spiritual intelligence and the professionalism of educators at SMP Negeri 34 Samarinda was 0.756, while the relationship between emotional intelligence and spiritual intelligence towards the professionalism of educators at SMP Negeri 34 Samarinda is 0.836. Thus all the existing variables are said to be related to one another.

Keyword: *Educators' Profesionalism, Emotional Intelligence, Spiritual Intelligence*

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan kecerdasan emosional dan kecerdasan spiritual terhadap profesionalitas tenaga pendidik di SMP Negeri 34 Samarinda. Jenis penelitian ini merupakan penelitian lapangan dengan pendekatan kuantitatif, teknik pengumpulan data dalam penelitian ini adalah observasi, dan kuesioner yang kemudian dianalisis menggunakan rumus Alpha Cronbach, hal ini karena jenis korelasi dalam penelitian ini adalah korelasi berganda, sehingga untuk mendapatkan hasil yang valid dan reliabel perhitungannya menggunakan aplikasi IMB SPSS 20 dengan taraf signifikan sebesar 5%. Hasil yang ditemukan adalah hubungan kecerdasan emosional dan profesionalitas tenaga pendidik di SMP Negeri 34 Samarinda adalah 0,750, dan hubungan kecerdasan spiritual dan profesionalitas tenaga pendidik di SMP Negeri 34 Samarinda sebesar 0,756, sedangkan hubungan kecerdasan emosional dan kecerdasan spiritual terhadap profesionalitas tenaga pendidik di SMP Negeri 34 Samarinda adalah 0,836. Dengan demikian seluruh variabel yang ada dikatakan saling terkait satu dan yang lainnya.

Kata kunci: *Profesionalitas Tenaga Pendidik, Kecerdasan Emosional, Kecerdasan Spiritual*

A. Introduction

Education is the spearhead of activities that bear to a qualified national generation as the characteristic of a developing nation and country. In order to achieve this, Indonesia provides full protection and attention to the implementation of education which has been regulated in such a way as in the constitution as stated in Number 20 of 2003 concerning the national education system.(Hakim, 2016) However, in the implementation of education there are various kinds of obstacles, hindrances, challenges so that it becomes a problematic(Awwaliyah & Baharun, 2018) that must be resolved.

Based on current conditions, where the whole world is being hit by the Covid-19 pandemic which has a profound impact(Usman et al., 2020) on the lives of the social community, both from the social,(Budastra, 2020) economic,(Hanoatubun, 2020) education,(Khasanah et al., 2020) even health spheres.(Rahmatullah, 2020) Furthermore, based on the various problems faced, especially in the world of education, this greatly affects the condition of the teaching staff, students, and parents or guardians of students.

The facts in the field are found that education is currently faced with adjustments to the application of science and technology development to be able to become a link and a solution that is considered appropriate in resolving educational problems, as currently in the midst of vibrant online(Sadikin & Hamidah, 2020) or online learning(Bulan & Zainiyati, 2020) due to the impact of covid-19.(Wargadinata et al., 2020) So the role of educators in the present is in

the spotlight in overcoming internal or external obstacles when learning must be carried out properly.

B. Theoretical Review

1. Definition of Intelligence

Allah created living things on this earth with their own purposes and reasons, but all living things that have virtue are humans compared to other living things. Where, humans are equipped with the mind to be able to distinguish what is appropriate or not. The gift that Allah gives to humans is in the form of a tool known as intelligence, however these tools are owned by each individual which varies from one person to another.

Based on the diversity of a person's intelligence, intelligence has many categories, and the variety of intelligences always experiences development based on theory and factors that are internal and external according to experts. (Setiawan & Ilmiyah, 2020) Intelligence in each individual, which is internally dominant is influenced by genetic factors, (Herlina & Nurjanah, 2017) while externally is influenced by parenting, environment, and even community. (Rahmawati, 2016) Thus the intelligence possessed by each individual can be identified based on internal and external factors inherent in him.

The word intelligence will never be separated from the word brain which is a tool for every living thing even for humans, where the brain works to regulate the reaction of a stimulant that is obtained so that it determines one's intelligence. (Wahyudi, 2017) Even the development of a person's intelligence is formed from an early age, then continues until the education period takes place (Abidin, 2017) at various levels of education, both formal and non-formal.

2. Emotional Intelligence

Emotional based on the word emotion which means the movement of feelings or changes in feelings from a person. Meanwhile, a person's emotional intelligence comes from paying attention to self-control, feeling, understanding, then managing (Fitriyani, 2015) oneself based on the social environment. Even emotional intelligence has been arranged in such a way in the Koran which gives directions so that someone remains *istiqomah*, *tawadhu'*, *tawakal*, and sincere (Dewi Murni, 2016) in carrying out the mandate as a *kholifah fil ardy*.

Emotional intelligence in each individual describes a person's ability and capacity to identify and assess a behavior he experiences. (Serrat, 2017) As the current environment greatly affects one's emotional stability, this pressure is caused by the impact of the Covid 19 pandemic which has spread throughout the world. Where, it becomes a challenge for each individual in finding solutions to problems that prioritize emotional intelligence as a measure of success in carrying out daily life.

Thus, the world of education is currently the most dominant spotlight for all levels of society, especially an educator. He becomes the control center in

implementing education that is guided by the level of his emotional intelligence in dealing with various problems, both individual and universal. This is the cause of creating professional performance of an educator, (Raharjo & Sutjahjo, 2017) so that the quality and quality of education is guaranteed and can achieve the desired goals.

3. Spiritual Intelligence

Spiritual intelligence is one component in the elements of intelligence for human life, besides spirituality is a part of psychology in social life. (Sada, 2016) Even spiritual intelligence is a reflection of the character of a nation that can be identified globally, (Md. Aftab Anwar & AAhad M. Osman-Ghani, 2015) if a nation has bad character values, the morals and ethics of that nation are questionable.

A research result indicates that spiritual intelligence is the key to a person's success in carrying out his life both worldly and *ukhrawi*. (Wiyani, 2016) So there needs to be a very deep reflection for each individual on his spiritual capacity, if the ability to manage spiritual intelligence goes well, then a job or profession that is owned by a person will be one form of worship implementation.

Spiritual intelligence moves as a benchmark in considering and applying things that are identical to goodness, beauty, and peace in everyday life. (Umam, 2019) So having spiritual intelligence for an educator is part of the form of teacher competence (Mutakin, 2015) in education. In addition, spiritual intelligence can create awareness of the duties and responsibilities of humans as caliphs, so that they can interpret and understand the power of the Creator.

C. Method

Judging from the research location, this type of research is field research using a quantitative approach, the study in this study uses two main subjects, namely the relationship between emotional intelligence and spiritual intelligence to the professionalism of educators. The population of this study was 35 respondents, both civil servants and non civil servants, with saturated sample types. Meanwhile, to obtain detailed information, this study uses data collection techniques in the form of observations and questionnaires. Then the validity of the data is analyzed using validity and reliability tests with statistical formulas by looking for the calculated r value and r table with the Cronbach Alpha method using the help of the IBM SPSS 20 software application with a significance value of 5% which is 0.334.

D. Result and Discussion

1. Emotional Intelligence of Educators at SMP Negeri 34 Samarinda

Research on emotional intelligence variables conducted for educators at SMP Negeri 34 Samarinda has five indicators as a reference in determining the value obtained, including about recognizing self-emotions, managing emotions,

self-motivation, managing other people's emotions, and having social skills. These five indicators are contained in 30 questionnaire items given to 35 respondents, namely all teaching staff, both civil servants and non civil servants.

As for the validity test of this study using the Pearson correlation calculation for each item value with the total question value, if r count is greater than (\geq) r critical then the item is valid. The critical r in this study using a significance level (α) 5% which is worth 0.349, and the following results are obtained:

Table.1:
Emotional Intelligence of Educators in SMP Negeri 34 Samarinda

No of Question Item	r count	r critical	Information
1	0,747	0,349	Valid
2	0,699	0,349	Valid
3	0,517	0,349	Valid
4	0,603	0,349	Valid
5	0,536	0,349	Valid
6	0,652	0,349	Valid
7	0,707	0,349	Valid
8	0,447	0,349	Valid
9	0,423	0,349	Valid
10	0,456	0,349	Valid
11	0,565	0,349	Valid
12	0,391	0,349	Valid
13	0,539	0,349	Valid
14	0,533	0,349	Valid
15	0,351	0,349	Valid
16	0,700	0,349	Valid
17	0,595	0,349	Valid
18	0,352	0,349	Valid
19	0,707	0,349	Valid
20	0,747	0,349	Valid
21	0,595	0,349	Valid
22	0,391	0,349	Valid
23	0,699	0,349	Valid
24	0,652	0,349	Valid
25	0,468	0,349	Valid
26	0,699	0,349	Valid
27	0,391	0,349	Valid
28	0,700	0,349	Valid
29	0,391	0,349	Valid
30	0,391	0,349	Valid

Furthermore, after going through the validity test, the reliability test was carried out using the *Alpha Cronbach formula*, and to facilitate the calculation, the researchers used an application in the form of an IMB SPSS 20, with a significance level (α) of 5%, the r table in this study was 0.334, the results were the following:

Table.2:
Validity Test And Reliability Test Using the *Alpha Cronbach formula*
Reliability Statistics

Cronbach's Alpha	N of Items
.923	30

Based on the results of the validity test, which is worth 0.349 and the reliability test is 0.334. So it can be said that the emotional intelligence variable of 35 respondents can be stated as valid and reliable. As the five indicators that have been used as benchmarks in this study, it is very in accordance with the meaning of emotional intelligence possessed by each individual, namely the ability of a person to solve or find solutions to any problems experienced based on the facts and realities of life.(Saptono, 2016)

As the pressure that is currently being experienced, an educator is required to be able to manage their emotional well with internal or external matters, this is because an educator in the perspective of society is a very mature person(Riyadi, 2015) as a real figure to be an example for educational environment both at school and outside of school. Thus, the portion of emotional intelligence is one of the factors that must be owned and even becomes the spirit in an educator.

2. Spiritual Intelligence of Educators at SMP Negeri 34 Samarinda

The next variable is about the spiritual intelligence possessed by all educators in SMP Negeri 34 Samarinda, where spiritual intelligence is considered as one of the important elements after emotional intelligence. Because if this emotional intelligence leads to a form of mindset, while spiritual intelligence in a person boils down to things that are religious or based on beliefs in religious teachings.

The indicators in the questionnaire on a person's intelligence in this study are the ability to transcendence, the ability to interpret various activities and events, peak awareness, the ability to spiritual potential, and a wise attitude in viewing events. Where these five indicators are arranged into 20 question items contained in the questionnaire, so that the following results are obtained:

Table.3:
Spiritual Intelligence of Educators in SMP Negeri 34 Samarinda

No of Question Item	r count	r critical	Information
1	0,734	0,349	Valid

2	0,586	0,349	Valid
3	0,569	0,349	Valid
4	0,605	0,349	Valid
5	0,603	0,349	Valid
6	0,618	0,349	Valid
7	0,754	0,349	Valid
8	0,498	0,349	Valid
9	0,504	0,349	Valid
10	0,645	0,349	Valid
11	0,591	0,349	Valid
12	0,585	0,349	Valid
13	0,573	0,349	Valid
14	0,629	0,349	Valid
15	0,356	0,349	Valid
16	0,689	0,349	Valid
17	0,559	0,349	Valid
18	0,388	0,349	Valid
19	0,618	0,349	Valid
20	0,573	0,349	Valid

Based on the validity test listed in the table above, then the reliability test was carried out using the *Alpha Cronbach formula*, and to facilitate the calculation, the researchers used an application in the form of IMB SPSS 20, with a significance level (α) of 5%, the r table in this study was 0.334, then the following results are obtained:

Table.4:
Validity Test And Reliability Test Using the *Alpha Cronbach formula*
Reliability Statistics

Cronbach's Alpha	N of Items
.899	20

Through the two tables about the validity test which states that the item about spiritual intelligence is valid with a result of 0.349 and the reliability test is reliable with a result of 0.334. So the indicators chosen in carrying out this research are very precise on the basis of spiritual intelligence which is the main picture that a person should have in order to be a leader and be able to take command of an individual nature,(Rahman & Shah, 2015) then if someone can be responsible for himself then it can be said that he deserves to be a role model as a leader which is universal.

This is in line with the identity role of an educator where the word spiritual which is inherent in him consists of three main elements, namely spiritual in human psychology, nature, and religion. (Prasetya et al., 2020) If these three elements work stably, a person is said to be able to balance between worldly and heavenly things. So that the role of educators to create a nation with noble character can be implemented through real examples, not only based on theories and arguments that confirm spiritual matters.

3. Professionalism of Educators at SMP Negeri 34 Samarinda

Professionalism is a manifestation of the competency indicators of a person who works as an educator. In fact, this is one of the indicators of assessment in determining the value of feasibility in completing work. As stipulated in the regulations that have passed in the world of education, namely Undang-Undang Number 14 of 2005, professional competence is a reference for the competence of an educator for all levels of education from elementary to tertiary level.

Indicators of professionalism in this study are as stipulated in government regulations, namely pedagogic competence, personality competence, social competence, and professional competence which consists of 20 question items in the form of a questionnaire which is then carried out by the validity and reliability test steps as follows:

Table.5:

Professionalism of Educators in SMP Negeri 34 Samarinda

No of Question Item	r count	r critical	Information
1	0,547	0,349	Valid
2	0,694	0,349	Valid
3	0,678	0,349	Valid
4	0,467	0,349	Valid
5	0,709	0,349	Valid
6	0,761	0,349	Valid
7	0,630	0,349	Valid
8	0,694	0,349	Valid
9	0,708	0,349	Valid
10	0,548	0,349	Valid
11	0,619	0,349	Valid
12	0,449	0,349	Valid
13	0,576	0,349	Valid
14	0,466	0,349	Valid
15	0,530	0,349	Valid
16	0,495	0,349	Valid
17	0,561	0,349	Valid
18	0,674	0,349	Valid
19	0,477	0,349	Valid

20	0,575	0,349	Valid
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Furthermore, after the validity test is carried out, it is necessary to conduct a reliability test, as the following results are obtained.

Table.6:
Validity Test And Reliability Test Using the *Alpha Cronbach formula*
Reliability Statistics

Cronbach's Alpha	N of Items
.904	20

Thus it can be said that all the results of the validity test with a result of more than 0.349 and the reliability test with a result of more than 0.334 are said to be appropriate for further analysis in the stage of knowing the relationship between the two previous variables, namely emotional intelligence and spiritual intelligence in all educators in SMP Negeri 34 Samarinda.

4. The Relationship between Emotional Intelligence and Spiritual Intelligence on the Professionalism of Educators at SMP Negeri 34 Samarinda

The steps used to determine the results of research on the relationship between emotional intelligence and spiritual intelligence on the professionalism of educators at SMP Negeri 34 Samarinda were carried out using the Spearman correlation analysis formula using the IMB SPSS 20 application. The results of the correlation between emotional intelligence and professionalism of educators are as follows.

Correlations				
			Emotional Intelligence	Professionalism
Spearman's rho	Emotional Intelligence	Corr. Coefficient	1.000	.750**
		Sig. (2-tailed)	.	.000
		N	35	35
	Professionalism	Corr. Coefficient	.750**	1.000
		Sig. (2-tailed)	.000	.
		N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the table above, it can be said that the relationship between the two variables is very strong with a value of 0.075 with a significant level reaching 0 and less than 0.025 with a significance level of 0.5. Meanwhile, the results of the correlation between spiritual intelligence and the

professionalism of the teaching staff of SMP Negeri 34 Samarinda can be seen based on the table below:

Correlations				
			Spiritual Intelligence	Professionalism
Spearman's rho	Spiritual Intelligence	Corr. Coefficient	1.000	.756**
		Sig. (2-tailed)	.	.000
		N	35	35
	Professionalism	Corr. Coefficient	.756**	1.000
		Sig. (2-tailed)	.000	.
		N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

Thus it is known that the relationship between spiritual intelligence and professionalism of teaching staff at SMP Negeri 34 Samarinda is 0.756 with a significance value of 0. So the interpretation table of the two variables is very strong because the significance value is 0 and this value is smaller than 0.025. While the analysis of emotional intelligence and spiritual intelligence on the professionalism of educators at SMP Negeri 34 Samarinda is 3 different variables so that to determine the relationship between the three variables, multiple correlation analysis is used with the following results.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836 ^a	.699	.680	.383

a. Predictors: (Constant), Spiritual Intelligence, Emotional Intelligence

The relationship between emotional intelligence and spiritual intelligence on the professionalism of educators at SMP Negeri 34 Samarinda has a value of 0.836 which means that the relationship between each variable is very close, this is supported by a significance test through the calculation formula F Correlation through the IMB SPSS 20 application, as shown in the table the results of the following calculations.

ANOVA						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	10,858	2	5,429	37,078	,000 ^a
	Residual	4,685	32	,146		
	Total	15,543	34			

a. Predictors: (Constant), Spiritual Intelligence, Emotional Intelligence

Based on the table above, it is stated that the significance of the results of the multiple correlation between emotional intelligence and spiritual intelligence on the professionalism of teaching staff at SMP Negeri 34 Samarinda has a significant predicate with a value of 0 less than 0.025 based on a two-way relationship test or multiple correlation terms in statistics.

E. Conclusion

The relationship between emotional intelligence and spiritual intelligence on the professionalism of teaching staff at SMP Negeri 34 Samarinda, based on the type of multiple correlation, has a close relationship as the results achieved with a standard significance level of 5%. The relationship between emotional intelligence and the professionalism of education personnel at SMP Negeri 34 Samarinda has a correlation of 0.750, and the relationship between spiritual intelligence and professionalism of educators at SMP Negeri 34 Samarinda has a correlation of 0.756, while the relationship between emotional intelligence and spiritual intelligence on the professionalism of educators at SMP Negeri 34 Samarinda achieved a correlation result of 0.836. Thus all variables in this study are interrelated with one another, so that if the results achieved are not optimal, it will greatly affect the quality of the others.

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