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**The Influence of Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence on the Performance of MBS (Muhammadiyah Boarding School) Teachers in Banjar Regency, South Kalimantan**

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**Abstract**

The purpose of this study was to determine (1) To analyze the significance of the effect of Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence simultaneously on the Performance of MBS Teachers (2) To analyze the significance of the effect of Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence partially on the Performance of MBS Teachers (3) To analyze the significance of the influence of Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence which is more dominant on the Performance of MBS Teachers. The method used in this study is a quantitative method that is associative causally. The sampling technique used in this study is non probability sampling, so that the sample used in this study was 33 respondents. Data collection using observation techniques, questionnaires and documentation studies. Data analysis technique using multiple linear regression. The results showed that (1) Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence variables have a significant simultaneous effect on Performance of MBS Teachers, (2) Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence variables have a significant partially effect on Performance of MBS Teachers, (3) Spiritual Intelligence variable is a variable that has a dominant effect on Performance of MBS (Muhammadiyah Boarding School) Teachers at Banjar Regency, South Kalimantan.

**Keywords:** Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence, Teachers Performance

**1. Introduction**

In the era of globalization, Islamic boarding schools (pesantren) are required to produce human resources who are not only excellent in religious studies but also proficient in science and technology. The management of pesantren must implement the right strategic policies, particularly in human resource management, to compete with other educational institutions. The success of a pesantren is highly influenced by the effectiveness and efficiency of managing its teaching staff, including fulfilling job satisfaction and individual motivation. Therefore, appropriate strategies are needed to enhance the quality of educators in order to support the continuity of education in pesantren. The excellence of human resources is not only determined by intellectual intelligence (IQ) but also by emotional intelligence (EQ) and spiritual intelligence

(SQ). A person's success in the workplace does not solely depend on academic ability but also on their ability to manage emotions and maintain a close spiritual connection with God. Education in Indonesia has long placed excessive emphasis on intellectual intelligence and academic achievements while paying little attention to character education and emotional intelligence. As a result, many academically intelligent individuals lack moral integrity, which can lead to social and economic issues. Emotional intelligence plays a crucial role in recognizing one's own emotions and those of others, guiding behavior in a positive direction. Research shows that a person's success is more influenced by mental attitude and personality than by formal education. Additionally, spiritual intelligence significantly affects an individual's performance, as it helps shape a person with high commitment, integrity, and devotion to God. Several studies have proven that the implementation of spiritual values in organizations can increase productivity and individual performance at work. Muhammadiyah Boarding School in Banjar Regency, South Kalimantan, is an Islamic educational institution that requires teachers to serve as mentors and role models for students. Teachers are not only responsible for formal education but also for managing students' lives outside the classroom, such as religious activities, extracurricular programs, and the enforcement of school regulations. Therefore, teachers in pesantren must possess a balance of intellectual, emotional, and spiritual intelligence to effectively fulfill their roles and contribute to shaping students with strong character and competitiveness, the questions in this research are:

1. Do intellectual intelligence, emotional intelligence, and spiritual intelligence have a significant simultaneous effect on the performance of teachers at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan?
2. Do intellectual intelligence, emotional intelligence, and spiritual intelligence have a significant partial effect on the performance of teachers at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan?
3. Among the variables of intellectual intelligence, emotional intelligence, and spiritual intelligence, which variable has the most dominant influence on the performance of teachers at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan?

## **2. Literature Review**

### *2.1 Intellectual Intelligence*

Intelligence, in general, is a general ability that differentiates the quality of one person from another (Joseph, 2018: 8). Intellectual intelligence is commonly referred to as intelligence. This term was first reintroduced by Francis Galton, a prominent scientist and mathematician from England (Joseph, 2018: 19). Intelligence is the cognitive ability possessed by an organism to adapt effectively to a complex and constantly changing environment and is influenced by genetic factors (Galton, in Joseph, 2018: 20).

According to Bennet and Simon in Anwar (2019: 5), intelligence consists of three components: first, the ability to direct thoughts or actions; second, the ability to change the course of action if it has already been taken; and third, the ability to self-criticize.

Intelligence is more focused on thinking ability. Wechsler, an American scientist, developed the WAIS and WISC intelligence tests, which are widely used worldwide. He stated that intelligence is a global ability possessed by an individual to act purposefully, think meaningfully, and interact efficiently with the environment (in Anastasi and Urbina, 2017: 220).

According to Wechsler in Winarno (2018: 4), intelligence is the ability to act purposefully, think rationally, and effectively face one's environment. In general, intelligence can be defined as a mental ability that involves rational thinking processes. Intellectual intelligence refers to intellectual abilities, logical analysis, and reasoning skills, which are essential for receiving, storing, and processing information into practical knowledge.

Although IQ is a measure of a person's intelligence, it is not the sole indicator of success. IQ only provides a limited indication of a person's intelligence level and does not comprehensively describe their overall intelligence. Therefore, someone with a high IQ is not necessarily guaranteed to succeed in solving complex workplace problems, as other forms of intelligence are also required (Armansyah, 2022: 45).

The seven indicators of intellectual intelligence according to Robbins (2017: 58) are:

1. Numerical intelligence – the ability to perform calculations quickly and accurately.
2. Verbal intelligence – the ability to comprehend what is read and heard.
3. Perceptual speed – the ability to recognize visual similarities and differences quickly and accurately.
4. Inductive reasoning – the ability to identify a logical sequence in a problem and then solve it.
5. Deductive reasoning – the ability to apply logic and assess the implications of an argument.
6. Spatial visualization – the ability to imagine how an object would appear if its position in space were changed.
7. Memory – the ability to retain and recall past experiences.

## *2.2 Emotional Intelligence*

The term "Emotional Intelligence" was first introduced in 1990 by psychologists Peter Salovey from Harvard University and John Mayer from the University of New Hampshire to describe emotional qualities that appear to be important for individual success (Abbas, 2018:40). According to Salovey and Mayer (1990:112) in Shapiro (1999:21), as quoted by Sumiyarsih, Mujiasih, and Ariati (2019:31), emotional intelligence is defined as a subset of social intelligence that involves the ability to monitor one's own emotions and those of others, differentiate between them, and use this information to guide thinking and actions. This definition explains that emotional intelligence is related to directing one's actions in personal and social life (Sumiyarsih, 2017:21).

According to Bar-On (2017:82), emotional intelligence is defined as a set of personal, emotional, and social abilities that influence a person's ability to successfully cope with environmental demands and pressures (Sumiyarsih et al., 2017:22). Furthermore, Salovey & Mayer (1999:31) in

Prihastuti's journal (2019:41) define emotional intelligence as the ability to regulate one's emotions, differentiate between them, and use this information to guide thought and behavior. An individual with high emotional intelligence possesses specific characteristics that can be observed. According to Goleman in Nurita (2022:19), the characteristics of an emotionally intelligent individual include:

- a. The ability to self-motivate and persist in the face of frustration.
- b. The ability to control impulses and avoid overindulgence in pleasure.
- c. The ability to manage moods and maintain emotional balance so that stress does not hinder cognitive abilities.
- d. The ability to empathize with others, maintain faith, and engage in prayer.

According to Mangkunegara (2018:184), there are four key aspects to achieving personal and professional success:

- a. **Perseverance** – The ability to remain steadfast in the face of challenges and analyze situations to make the best decisions.
- b. **Managing Uncertainty** – While uncertainty often disrupts inner harmony, those who manage it effectively can turn it into an opportunity by disciplining themselves to change their mindset and take responsibility for possible outcomes.
- c. **Endurance** – The ability to remain patient and resilient, demonstrating exceptional self-control.
- d. **Handling Frustration** – The ability to cope with frustration as part of improving emotional intelligence.

According to **Higgs and Dulewicz (2017:171)**, there are five indicators of emotional intelligence in an individual:

- a. **Self-Awareness** – The ability to recognize one's own emotions and effectively manage them.
- b. **Self-Regulation** – The ability to perform consistently well under various situations and pressures.
- c. **Motivation** – The internal drive and energy to achieve goals, balance short-term and long-term objectives, and persist in pursuing aspirations despite challenges and rejections.
- d. **Empathy** – The ability to understand and respond to the needs and emotions of others and to apply this understanding effectively when interacting with employees and making decisions that affect them.
- e. **Social Skills** – The ability to demonstrate commitment to actions when facing challenges and to act consistently in accordance with understood ethical standards.

### *2.3 Spiritual Intelligence*

Zohar and Marshall (2021:37) define spiritual intelligence as a sense of morality, the ability to adjust rigid rules with understanding and love, as well as the equal capacity to recognize when love and understanding reach their limits. It also enables individuals to grapple with issues of good and evil, imagine what has not yet happened, and elevate themselves from lowliness.

This intelligence places our behavior and life within a broader and richer context of meaning, allowing individuals to evaluate whether their actions or way of life are more valuable and meaningful (Zohar and Marshall, 2020:25).

The concept of spiritual intelligence emerged due to debates about IQ and EQ. This term was introduced because IQ and EQ were seen as contributing only partially to determining a person's success in life. Another factor that plays a role is spiritual intelligence, which emphasizes the meaning of life and is not solely limited to religious aspects (Hoffman, 2022:131).

According to Sumediyani (2022:3), several factors can hinder the development of spiritual intelligence in an individual, including:

1. A dynamic imbalance between the id, ego, and superego, as well as an imbalance between the rational conscious ego and the demands of the unconscious mind.
2. Lack of parental affection during childhood.
3. Unrealistic expectations that are too high.
4. Teachings that suppress natural instincts.
5. Moral rules that repress natural human impulses.
6. Emotional wounds, which create feelings of alienation and worthlessness.

In their book, Zohar and Marshall (2020:14) outline several signs of strong spiritual intelligence, including:

1. The ability to be flexible (spontaneously and actively adaptive).
2. A high level of self-awareness.
3. The ability to face and utilize suffering.
4. A life inspired by vision and values.
5. A natural tendency to see the interconnectedness of all things (humility).
6. A strong inclination to ask "why?" and seek fundamental answers.

#### *2.4 Teacher Performance*

According to **Hasibuan (2021:34)**, **performance** is the result of work achieved by an individual in carrying out assigned tasks and responsibilities, based on skills, experience, dedication, and time.

Performance is also the outcome of work that has a strong connection to an organization's strategic goals, customer satisfaction, and contribution to the economy (**Armstrong and Baron, 2020:15**). Thus, performance is about executing tasks and achieving results. It is about **what is done** and **how it is done**. Additionally, another definition of performance is the **results obtained** from carrying out an activity by an individual or a group to achieve an organization's objectives within a specific timeframe and in the correct manner (**Sianipar, 2019:60**). Performance also represents the ability of an employee to fulfill tasks according to the organization's set standards (**Siagian, 2022:166**).

As mentioned above, performance is crucial because poor employee performance would prevent an organization's activities from running smoothly. **Performance management** is a **strategic human resource management program** that is vital from both an **employee and organizational** perspective. From an **organizational** standpoint, this program is a **mandatory** requirement.

According to Sedarmayanti (2019:264), the objectives of performance appraisal include:

1. Identifying employees' skills and capabilities.
2. Serving as a basis for workforce planning, especially for improving working conditions, work quality, and productivity.
3. Providing a foundation for employee development and utilization, directing career progression, promotions, and job advancements.
4. Encouraging a healthy reciprocal relationship between superiors and subordinates.
5. Assessing the overall condition of an organization, specifically regarding employee performance.
6. Helping employees recognize their strengths and weaknesses, thus motivating them to improve. It also allows supervisors to better understand and support their subordinates.
7. Utilizing performance evaluations for research and development in human resource management.

Bernardin and Russell (2019:183) explain that an individual's performance can be measured based on six criteria:

1. Quality: The extent to which employees achieve results that meet organizational expectations with near-perfection.
2. Quantity: The amount of work produced, which can be expressed in monetary value, units completed, or tasks accomplished.
3. Timeliness: The ability to complete tasks on schedule as expected by the organization, while also optimizing time for other activities.
4. Cost Effectiveness: The optimal use of organizational resources (human, financial, technological, material) to maximize benefits or minimize losses per unit of resource expenditure.
5. Need for Supervision: The ability of employees to carry out their duties independently without requiring constant supervision or intervention to prevent negative outcomes.
6. Interpersonal Impact: The extent to which employees create a positive work environment, maintain confidence and teamwork, and establish harmonious relationships with colleagues.

### **3. Research Methodology**

The population in this study consists of all teachers at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan, totaling 33 teachers. The sample was selected using a non-probability sampling method with the saturation sampling (census) technique, which involves using all members of the population as the sample. Therefore, the sample in this study consists of 33 teachers. Data or information collection is obtained from direct observation, questionnaires and documentation studies. The data analysis techniques used in this research are instrument



validity and reliability testing, classical assumption testing and hypothesis testing. Next, the data was analyzed using multiple regression analysis with the following regression equation:  $Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e$

#### 4. Research Results

##### 4.1 Validity test

The Validity Test is conducted to determine the accuracy of the research instrument in performing its function. The validity test results are obtained using the Product Moment Correlation method. If an item has a Significance value (Sig.) < 0.05 ( $\alpha$ ) or the calculated r-value (correlation coefficient) > r-table value, then the item is considered valid, meaning that the research instrument can effectively measure what it is intended to measure. The results of the validity test are presented in the following table 1.

Table 1 Validity Test Results

Variable	Question Items	r Count	r Table	Information
Intellectual Intelligence (X <sub>1</sub> )	X <sub>1.1</sub>	0.667	0.333	Valid
	X <sub>1.2</sub>	0.648	0.333	Valid
	X <sub>1.3</sub>	0.645	0.333	Valid
	X <sub>1.4</sub>	0.788	0.333	Valid
	X <sub>1.5</sub>	0.795	0.333	Valid
	X <sub>1.6</sub>	0.777	0.333	Valid
	X <sub>1.7</sub>	0.701	0.333	Valid
Emotional Intelligence (X <sub>2</sub> )	X <sub>2.1</sub>	0.721	0.333	Valid
	X <sub>2.2</sub>	0.793	0.333	Valid
	X <sub>2.3</sub>	0.676	0.333	Valid
	X <sub>2.4</sub>	0.878	0.333	Valid
	X <sub>2.5</sub>	0.789	0.333	Valid
Spiritual Intelligence (X <sub>3</sub> )	X <sub>2.1</sub>	0.726	0.333	Valid
	X <sub>2.2</sub>	0.902	0.333	Valid
	X <sub>2.3</sub>	0.826	0.333	Valid
	X <sub>2.4</sub>	0.830	0.333	Valid
	X <sub>2.5</sub>	0.907	0.333	Valid
	X <sub>2.6</sub>	0.811	0.333	Valid
Teacher Performance (Y)	Y <sub>1</sub>	0.853	0.333	Valid
	Y <sub>2</sub>	0.907	0.333	Valid
	Y <sub>3</sub>	0.764	0.333	Valid
	Y <sub>4</sub>	0.765	0.333	Valid
	Y <sub>5</sub>	0.853	0.333	Valid
	Y <sub>6</sub>	0.907	0.333	Valid

Source: Processed data, 2025

Based on the table above, the validity test for the variables Intellectual Intelligence ( $X_1$ ), Emotional Intelligence ( $X_2$ ), Spiritual Intelligence ( $X_3$ ), and Teacher Performance ( $Y$ ) indicates that all statement items within these variables have a correlation coefficient ( $r$  calculated) greater than the  $r$  table value ( $r$  calculated  $> 0.333$  at  $\alpha = 0.05$ ). This demonstrates that the statement items are valid.

#### 4.2 Reliability Test

Reliability testing is a term used to indicate the extent to which measurement results remain relatively consistent when repeated two or more times. Reliability is tested by examining the Cronbach's Alpha value of the research instrument that has been previously declared valid. If the tested research instrument has a Cronbach's Alpha value  $> 0.6$ , then the instrument can be considered reliable for use. The results of the reliability test can be seen in Table 2

Table 2 Reliability Test Results

Variable	R Alpha	Information
Intellectual Intelligence ( $X_1$ )	0,778	Reliable
Emotional Intelligence ( $X_2$ )	0,799	Reliable
Spiritual Intelligence ( $X_3$ )	0,805	Reliable
Teacher Performance ( $Y$ )	0,806	Reliable

Source: Processed data, 2025

From Table 2, the test results show that the Cronbach's Alpha value for the variables Intellectual Intelligence ( $X_1$ ), Emotional Intelligence ( $X_2$ ), Spiritual Intelligence ( $X_3$ ) and Teacher Performance ( $Y$ ) is greater than 0.6, meaning that the variables in this study are reliable. This is in accordance with the assertion (Ghozali, 2018) which states that a test tool should be reliable with the assumption that it has a Cronbach's Alpha coefficient value above 0.6.



4.3 Hypothesis test

Table 3 Multiple Linear Regression Results

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.905	3.717		.244	.809
1 Intellectual Intelligence (X <sub>1</sub> )	.276	.105	.326	2.624	.014
Emotional Intelligence (X <sub>2</sub> )	.416	.152	.348	2.735	.011
Spiritual Intelligence (X <sub>3</sub> )	.362	.133	.366	2.723	.011

a. Dependent Variable: Teacher Performance

Source: Processed data, 2025

Based on the results of multiple linear regression analysis in table 3, the mathematical multiple linear regression equation is  $Y = 0.905 + 0.276X_1 + 0.416X_2 + 0.133X_3 + e$

The regression equation can be explained as follows:

1. The constant value of 0.905 indicates that if the variables Intellectual Intelligence (X<sub>1</sub>), Emotional Intelligence (X<sub>2</sub>), and Spiritual Intelligence (X<sub>3</sub>) remain constant, the Teacher Performance at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan will be 0.905.
2. The regression coefficient for Intellectual Intelligence (X<sub>1</sub>) is 0.276, which means that an increase of one unit in Intellectual Intelligence (X<sub>1</sub>) will lead to a 0.276 increase in Teacher Performance at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan.
3. The regression coefficient for Emotional Intelligence (X<sub>2</sub>) is 0.416, which means that an increase of one unit in Emotional Intelligence (X<sub>2</sub>) will lead to a 0.416 increase in Teacher Performance at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan.
4. The regression coefficient for Spiritual Intelligence (X<sub>3</sub>) is 0.133, which means that an increase of one unit in Spiritual Intelligence (X<sub>3</sub>) will lead to a 0.133 increase in Teacher Performance at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan.

4.4 F Test (Simultaneous)

The results of the F-test can be seen in the ANOVA table below. This table provides information on whether there is an effect of the independent variables on the dependent variable simultaneously. If the Sig. value is < 0.05 and the calculated F value is greater than the F table value, then there is a significant effect of the independent variables on the dependent variable.

Table 4  
ANOVA<sup>(a)</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	240.474	3	80.158	16.210	.000 <sup>b</sup>
	Residual	143.404	29	4.945		
	Total	383.879	32			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Compensation, Motivation

*Source: Processed data, 2025*

From table 4, it is known that the calculated F-value (16.210) is greater than the F-table value (2.93), and the significance value (Sig.) in the table is  $0.000 < 0.05$ . Therefore, it can be concluded that the estimated linear regression model is appropriate for use. This indicates a significant simultaneous influence of the independent variables Intellectual Intelligence ( $X_1$ ), Emotional Intelligence ( $X_2$ ), and Spiritual Intelligence ( $X_3$ ) on the Teacher Performance at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan. ( $H_1$  Accepted).

#### 4.5 t Test (Partial)

Based on Table 3, it can be observed that:

1. The significance value (Sig.) of the Intellectual Intelligence ( $X_1$ ) variable is  $0.014 < 0.05$ , and the t-calculated value ( $2.624 > t$ -table value ( $2.045$ ), thus  $H_0$  is rejected and  $H_1$  is accepted. This means that there is a significant positive (direct) influence of Intellectual Intelligence ( $X_1$ ) on the Teacher Performance at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan. ( $H_2$  Accepted).
2. The significance value (Sig.) of the Emotional Intelligence ( $X_2$ ) variable is  $0.011 < 0.05$ , and the t-calculated value ( $6.353 > t$ -table value ( $2.735$ ), thus  $H_0$  is rejected and  $H_1$  is accepted. This means that there is a significant positive (direct) influence of Emotional Intelligence ( $X_2$ ) on the Teacher Performance at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan. ( $H_2$  Accepted).
3. The significance value (Sig.) of the Spiritual Intelligence ( $X_3$ ) variable is  $0.011 < 0.05$ , and the t-calculated value ( $3.062 > t$ -table value ( $2.723$ ), thus  $H_0$  is rejected and  $H_3$  is accepted. This means that there is a significant positive (direct) influence of Spiritual Intelligence ( $X_3$ ) on the Teacher Performance at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan. ( $H_2$  Accepted).

#### 4.6 Dominance Test

The Beta coefficient is used to determine the strength of each independent variable in influencing the dependent variable. The purpose of the Beta test is to identify which independent variable has the most dominant or greatest influence on the dependent variable. However, if the independent variables being tested can be compared in terms of their impact on the dependent variable, the regression coefficients of these independent variables must be standardized. The standardized

regression coefficient is represented by the Beta value. Since it has been standardized, the independent variables can be compared, allowing us to determine which independent variable has the most dominant influence on the dependent variable.

Based on Table 3, the Beta values obtained are as follows: Intellectual Intelligence ( $X_1$ ) = 0.326, Emotional Intelligence ( $X_2$ ) = 0.348, and Spiritual Intelligence ( $X_3$ ) = 0.366. Thus, it can be concluded that the Spiritual Intelligence ( $X_3$ ) variable has the most dominant influence on the Teacher Performance at Muhammadiyah Boarding School in Banjar Regency, South Kalimantan ( $H_3$  Accepted).

## **5. Discussion**

*Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence Have a Significant Simultaneous Influence on the Performance of Teachers at Muhammadiyah Boarding School (MBS) in Banjar Regency, South Kalimantan.*

This study reveals that intellectual intelligence, emotional intelligence, and spiritual intelligence simultaneously have a significant influence on the performance of teachers at Muhammadiyah Boarding School (MBS) in Banjar Regency, South Kalimantan. These findings reinforce the theory that success in performance is not solely dependent on intellectual ability but also on emotional management and spiritual values.

Intellectual intelligence plays a role in logical thinking, analytical skills, and problem-solving, which are essential for teachers in mastering teaching materials, designing learning strategies, and addressing students' academic challenges. The influence of intellectual intelligence on teacher performance emphasizes the importance of academic competence and critical thinking in effective teaching.

Emotional intelligence, which includes the ability to recognize and manage one's own emotions as well as those of others, also has a significant impact on teacher performance. Teachers with high emotional intelligence can create a conducive learning environment, build strong relationships with students and colleagues, and handle conflicts constructively. In a boarding school setting like MBS, where teacher-student interactions are more intensive than in regular schools, emotional intelligence becomes a crucial factor in fostering harmonious relationships. Spiritual intelligence plays a vital role in shaping teachers' character and morality, especially in an educational environment based on Islamic values like MBS. Teachers with high spiritual intelligence demonstrate integrity, empathy, and strong commitment to their teaching responsibilities, serving as role models for students in practicing religious teachings and life values.

The simultaneous influence of these three types of intelligence indicates that teacher performance at MBS depends on the synergy between intellectual, emotional, and spiritual intelligence. This combination enables teachers to perform their roles optimally in teaching, character development, and interpersonal relationship management within the school

environment. The implications of these findings for MBS education administrators highlight the need for a teacher development program that integrates the enhancement of intellectual, emotional, and spiritual intelligence. Training focused on emotional management, academic competence strengthening, and deepening spiritual values should be conducted regularly. Additionally, these findings provide guidance for teachers to continuously develop these three aspects of intelligence to enhance their professionalism and the quality of education for students.

*Intellectual Intelligence Has a Significant Partial Influence on the Performance of Teachers at Muhammadiyah Boarding School (MBS) in Banjar Regency, South Kalimantan.*

The research findings indicate that intellectual intelligence has a significant partial influence on the performance of employees at Muhammadiyah Boarding School (MBS) in Banjar Regency. These findings align with various theories stating that intellectual intelligence (IQ) is one of the key factors determining an individual's success in completing work-related tasks.

In an educational environment such as MBS, teachers are not only responsible for administrative or operational duties but are also actively involved in student development activities. Therefore, their intellectual abilities play a crucial role in ensuring that all work processes run smoothly, including curriculum management, administration, and providing services to both students and fellow teachers.

The study results suggest that the higher a teacher's intellectual intelligence, the better their performance. This can be explained by the fact that intellectual intelligence enables individuals to work with greater focus and efficiency, use data and information accurately for decision-making, and adapt to a dynamic work environment. Teachers with high intellectual intelligence tend to manage their time and work priorities more effectively, ensuring that job targets are met according to organizational expectations.

The results are also consistent with the research conducted by Cipta (2009), which concluded that spiritual intelligence has a significant impact on employee performance. The study found that spiritual intelligence directly influences employee performance through emotional intelligence.

This research is also in line with the findings of Berman (2021: 98), who stated that spiritual intelligence (SQ) can facilitate dialogue between the mind and emotions, as well as between the soul and the body. He also mentioned that spiritual intelligence helps individuals achieve self-transcendence.

*Emotional intelligence has a significant partial effect on the performance of teachers at Muhammadiyah Boarding School (MBS) in Banjar Regency, South Kalimantan.*

The research findings indicate that emotional intelligence has a significant partial effect on the performance of teachers at Muhammadiyah Boarding School (MBS) in Banjar Regency. This finding emphasizes the importance of teachers' ability to manage their own emotions, understand

the emotions of others, and build good interpersonal relationships to support their success as educators.

In the context of teachers' duties at MBS, emotional intelligence plays a crucial role because:

- a. Teachers interact with students from diverse backgrounds and personalities. The ability to understand and manage emotional interactions is key to creating a conducive learning environment.
- b. Teachers often face work pressure, such as academic demands, student mentoring, and interactions with parents. Self-control helps them remain professional in any situation.
- c. Good relationships with colleagues and students are essential to fostering synergy within the school environment.

The study's results show that teachers with high emotional intelligence tend to perform better. This is due to their ability to:

- a. Resolve conflicts in a wise and constructive manner.
- b. Build positive relationships with students, which increases student motivation to learn.
- c. Deliver lessons in an engaging way, as they can read the classroom atmosphere and adjust their teaching approach accordingly.
- d. Maintain work enthusiasm, even when facing challenges or limitations.

The boarding school environment at MBS presents additional challenges for teachers, as they act not only as educators but also as mentors in students' daily lives. Emotional intelligence becomes even more important in fostering harmonious relationships, both in the context of learning and character development.

The findings also align with research conducted by Alicia Sumenge (2014), which concluded that emotional intelligence, intellectual intelligence, and spiritual intelligence significantly influence performance.

This research is also consistent with the findings of Berman (2021: 98), who stated that spiritual intelligence (SQ) can facilitate dialogue between the mind and emotions, between the soul and the body. He also mentioned that spiritual intelligence helps individuals achieve self-transcendence.

*Spiritual Intelligence has a significant partial effect on the Performance of Teachers at Muhammadiyah Boarding School (MBS) in Banjar Regency, South Kalimantan.*

The research results show that spiritual intelligence has a significant partial effect on teacher performance at Muhammadiyah Boarding School (MBS) in Banjar Regency. These findings reinforce the importance of the spiritual dimension in supporting individual performance, especially in the context of faith-based education.

Teacher performance is influenced by their ability to integrate spiritual values into their daily work. Teachers with high spiritual intelligence can:

- a. Provide strong character education to students through exemplary attitudes and behavior.
- b. Resolve conflicts using an approach based on moral and spiritual values.

- c. Motivate students not only to pursue academic success but also to develop good character.
- d. Carry out their duties with a high level of commitment, seeing their profession as a responsibility that must be fulfilled with integrity.

Teachers with high spiritual intelligence contribute not only to students' academic success but also to creating a harmonious and meaningful educational environment focused on character building. This aligns with MBS's vision of shaping a generation that is not only intellectually capable but also possesses noble character.

These findings are consistent with research conducted by Cipta (2009), which concluded that spiritual intelligence has a significant effect on performance. The study also aligns with research by Zohar and Marshall (2021: 37), who define spiritual intelligence as a moral sense, the ability to adapt rigid rules with understanding and love, as well as the capacity to recognize when love and understanding reach their limits. Spiritual intelligence enables individuals to grapple with concepts of good and evil, imagine what has not yet happened, and elevate themselves beyond limitations.

***Spiritual Intelligence Has a Dominant Influence on Teacher Performance at Muhammadiyah Boarding School (MBS) in Banjar Regency, South Kalimantan.***

The research findings indicate that spiritual intelligence has a dominant influence on teacher performance at Muhammadiyah Boarding School (MBS) in Banjar Regency. This finding emphasizes the importance of the spiritual aspect as the primary foundation that affects teachers' effectiveness in carrying out their duties, particularly in an educational environment based on Islamic values.

Spiritual intelligence is the ability to understand the meaning of life, have a greater purpose, and integrate moral values into daily life.

Although intellectual and emotional intelligence are also important, spiritual intelligence has a deeper impact because:

- a. **Moral Foundation:** Spiritual intelligence serves as a moral foundation that influences all decisions and actions of teachers.
- b. **Religious-Based Environment:** In a faith-based educational setting, spiritual values serve as the primary guidance in carrying out duties and achieving educational goals.
- c. **Holistic Performance:** Teachers with strong spiritual intelligence are better able to integrate their intellectual and emotional intelligence into their work, resulting in more holistic and meaningful performance.

Future research can explore how spiritual intelligence interacts with intellectual and emotional intelligence in influencing teacher performance. Additionally, studies can be conducted to identify the most effective strategies for developing spiritual intelligence to support teacher performance.



## **6. Conclusion**

Based on the results of the analysis and discussion presented in the previous chapters, the conclusions of this study are:

- a. Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence have a significant simultaneous influence on the performance of teachers at Muhammadiyah Boarding School (MBS) in Banjar Regency, South Kalimantan.
- b. Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence have a significant partial influence on the performance of teachers at Muhammadiyah Boarding School (MBS) in Banjar Regency, South Kalimantan.
- c. Spiritual Intelligence is the dominant variable influencing the performance of teachers at Muhammadiyah Boarding School (MBS) in Banjar Regency, South Kalimantan.

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