

# The Influence of Emotional Intelligence and Spiritual Intelligence on Teacher Professionalism at Madrasah Aliyah Attahiriyah Jakarta

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## Abstract

This study aims to determine and analyze the effect of emotional intelligence and spiritual intelligence on the professionalism of teachers at Madrasah Aliyah Attahiriyah. This research uses quantitative research methods with survey techniques to answer the hypothesis test that has been formulated. Respondents amounted to 160 women; the sampling technique used was random sampling technique. Questionnaires of Emotional Intelligence, Spiritual Intelligence and Teacher Professionalism were validated with the Product Moment correlation formula, reliability was measured with the Cronbach Alpha formula. Hypothesis testing using the PLS SEM analysis application. It is shown that emotional intelligence has a direct and significant effect on teacher professionalism, spiritual intelligence has a direct positive and significant effect on teacher professionalism. Emotional intelligence has a direct and significant influence on spiritual intelligence. So that in an effort to improve the professionalism of teachers can be done by increasing the effectiveness of emotional intelligence and spiritual intelligence. It concludes that emotional intelligence has a direct and significant effect on teacher professionalism, spiritual intelligence has a direct positive and significant effect on teacher professionalism, and emotional intelligence has a direct and significant effect on spiritual intelligence.

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## Keywords

Emotional Intelligence, Spiritual Intelligence, Teacher Professionalism.

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Teacher is a professional job, according to Pribadi (Hamalik. 2012: 1) "Profession is essentially a statement and an open promise, that a person will devote himself to a position according to his duties. It indicates that teacher professionalism is an educated and trained teacher. , as well as having rich experience in the field.

A professional teacher is required to have skills in planning teaching, as Johnson stated in

Suryosubroto, (2017: 27-28) that teachers plan and deliver teaching because all of that makes it easier for students to learn. Teaching is a series of events planned to be delivered, to activate and encourage student learning activities which is the process of assembling learning situations to make it easier.

Ali (2018: 10) states that teaching planning includes: (a) goals achieved, (b) lesson materials or lesson content that can lead

students to achieve goals, (c) learning processes created so that students achieve goals, (d) create and use tools to find out or measure the achievement of teaching objectives

The skills of carrying out learning activities are the ongoing process of learning in the classroom, the core of educational activities in schools. So the implementation of teaching is teacher interaction with students to convey lesson material to students and to achieve teaching goals. (B. Suryobroto, 2007: 36). According to Roy R. Lefrancois, teaching implementation is the implementation of strategies designed to achieve teaching goals. (B. Suryobroto, 2007: 36). Learning activities, namely teacher interaction with students to convey learning material to students to achieve teaching goals.

The skill of carrying out learning evaluation is an element of teacher professionalism. Evaluation is a process of describing, obtaining, and presenting information useful for making alternative decisions. Then the evaluation activities carried out by the teacher include evaluating learning outcomes and evaluating student learning outcomes is meaningful for all components in the teaching process, especially students, teachers, schools, and parents of students. The evaluation function can be in the form of (a) providing feedback, (b) determining grade increases or graduation, and (c) diagnosing student learning difficulties. (Harahap, 2018: 19-20)

From some of the descriptions above, what is meant by teacher professionalism is the teacher's skills in planning, implementing teaching activities, and evaluating learning activities. Indicators of teacher professionalism include skills in planning the organization of lesson materials, skills in planning learning activities, skills in planning the use of media and teaching resources, skills in opening and closing lessons, skills in conveying teaching objectives, conveying material, skills in using methods according to plan, skills in encouraging student involvement in teaching, time organizing skills, and oral and written evaluation skills, having exemplary students and the community, as well as creating harmonious relationships and being able to communicate well with leaders, school members, and the community.

Teacher professionalism is a determining factor for achieving success in organizing educational activities. The teacher is the spearhead in translating the mission of the madrasa, namely carrying out learning as the main activity in education at the madrasa. For this reason, efforts to increase teacher professionalism are sought to continue through education and training to strengthen teacher professionalism. This is intended so that teachers who carry out tasks in madrasas have optimal performance.

Spiritual intelligence is a person's ability to face and solve problems related to values and psychology. Many factors result in the low spiritual intelligence of teachers in carrying out their duties and functions as the main implementers of education, including spiritual intelligence and emotional intelligence. This situation is an issue that must receive serious attention in an effort to improve the teacher's spiritual intelligence.

Many factors result in the low spiritual intelligence of teachers in carrying out their duties and functions as the main implementers of education, including the spiritual intelligence of school principals and emotional intelligence. This situation is an issue that must receive serious attention in efforts to improve the teacher's spiritual intelligence.

Low spiritual intelligence and low emotional intelligence of teachers can result in low spiritual intelligence in carrying out their duties, which in turn can affect the performance of the madrasa as a whole.

The teacher's emotional intelligence is knowing one's own emotions consisting of: self-awareness, being immersed in feelings, emotional awareness, emotional control, emotional communication, motivation for achievement, initiative and optimism, empathy, and problem solving. indicators of teacher emotional intelligence include: managing emotions, motivating oneself, recognizing people's emotions, fostering social relationships. In educational activities emotional intelligence affects the social intelligence of teachers.

Based on the description above, this study focuses on the Influence of Spiritual Intelligence and Emotional Intelligence on Teacher Professionalism at Madsarah Aliyah Attahiriayah Jakarta.

## Literature Review

### Emotional Intelligence

Emotional intelligence refers to the ability to recognize one's feelings and the feelings of others, the ability to motivate oneself, and the ability to manage the emotions of oneself and others well (Goleman, 2001: 512). Emotional intelligence is the ability to feel, understand, and work effectively, and emotional sensitivity is an energetic human source of information, connection, and influence. (Neil, J.O:2006),

Goleman (2009: 267) states that two factors influence emotional intelligence are the family environment and the non-family environment. The family environment is the first school for studying emotions. The emotional intelligence taught in infancy through expression. Emotional events that occur in childhood are permanently attached to adulthood. The emotional life fostered in the family is useful for each individual in the future. The non-family environment has interrelated things, such as the community and the educational environment. This emotional intelligence develops in line with physical and mental development. This learning aimed at someone's activity outside of himself with the emotions accompanying the circumstances of other people. According to Tridhonanto (2009: 11), individual emotional intelligence includes personal skills, namely the ability to manage oneself, social skills, namely the ability to handle a relationship, and social skills, namely the ability to evoke responses that other people want.

In this regard, Goleman (2001: 42-43) states, there are five dimensions to measure emotional intelligence, which include self-awareness, self-regulation, motivation, empathy, and social skills. Each of these dimensions has several indicators, namely indicators of the dimensions of self-awareness, namely emotional awareness, self-assessment, and self-confidence. Goleman (2001: 42-43) states that indicators of emotional intelligence include (1) emotional awareness, (2) self-assessment and self-confidence, (3) self-control, (4) encouragement to achieve, (5) initiative and optimism, collaboration, (6) cooperation, and (7) team skills.

The indicators for the dimension of self-regulation are self-control, trust, and vigilance. Indicators of the dimensions of motivation

include achievement drive, commitment, initiative, and optimism. The dimensions of empathy are understanding others, service orientation, developing others, and overcoming diversity. Indicators of the dimensions of social skills are influence, communication, leadership, change catalysts, conflict management, network ties, collaboration and teamwork, and team skills. Meanwhile, according to Salovey and Mayer (2000) in Efendi S. (2019), there are three dimensions of emotional intelligence, namely the evaluation of emotions, emotional regulation, and the ability to use emotions as intelligence.

Based on the description above, it can be argued that emotional intelligence is (1) emotional awareness, (2) self-control, (3) cooperation, and (4) team skills. (Goleman, 2001: 42-43)

### Spiritual Intelligence

Thorndike in Agustian, AG. (2001), states that intelligence is the ability to respond either from the point of view of truth or facts. Goleman, D. 2007 states that spirituality is matters relating to human values that are non-material in the frame and hidden in the human soul and heart, such as goodness, truth, beauty, the sanctity of love, spirituality, and psychology.

In religion, non-material human characteristics, such as consistency (Istiqamah), humility (Tawadlu), effort and surrender (Tawakal), sincerity, totality (Kaffah), balance (Tawazun), and integrity and perfection (Ihsan), all of which are called Akhlakul Karimah as indicators of spiritual intelligence (Agustian, 2001: 199). Agustian stated, "Spiritual intelligence is the ability to give spiritual meaning to thoughts, behavior, and activities, and only have God's principles."

Based on the description above, spiritual intelligence (SQ) is the intelligence to face and solve problems of the meaning of life, values, and self-integration, namely intelligence to place our behavior and life in the context of broader and richer meanings, intelligence to judge those actions or ways someone's life is more meaningful. Spiritual intelligence is the intelligence of the soul that helps heal and build the human self as a whole. Spiritual intelligence is the necessary foundation for the effective functioning of IQ and EQ. SQ is the highest

intelligence (Zohar & Marshall: 2001) states that spiritual intelligence allows a person to recognize the value of traits in other people and in himself.

Spiritual intelligence builds on the "God's Point" theory pioneered by Terence Deacon and Viktor Frankl in the late 1990s. The god spot is a group of nerves located in the temporal lobe of the brain behind the temples. God's Spot serves to make people aware of the fundamental existence that causes us to be idealistic and seek solutions to existing problems. God's point makes humans want something higher (transcendent), resulting in a deep sense of love, a deep sense of peace, a deep sense of oneness of existence, and deep beauty (Zohar & Ian Marshal, 2004: 120-121).

God's Point is known as spiritual intelligence. Spiritual intelligence consists of a combination of intelligence and spirituality. Intelligence comes from the word smart, which is the perfect development of the mind to think and understand (Ginanjar, A.A, 2001). While spirituality comes from the word spirit which comes from the Latin spirit which means breath. In modern terms, it refers to non-physical inner energy including emotions and character (Neil, John O: 2006).

According to Zohar and Ian Marshal, (2004: 120-121) spiritual intelligence is intelligence to face and solve life's problems, meanings, and values, namely intelligence to place human behavior and life in the context of broad and rich meanings, intelligence to assess one's actions or actions. way of life that is more meaningful than other people (Zohar D. & Ian Marshal, 2004: 123). According to Agustian (2001: 57), spiritual intelligence is intelligence that is based on human values so that it can give the meaning of worship to every behavior and activity, through natural steps and thoughts, towards a whole human being (hanif), and has a monotheistic mindset. (intergalactic) and has the principle "only because of Allah".

Thus, it can be said that Spiritual Quotient (SQ) is a person's ability to understand and give meaning to what is faced in life so that a person will have flexibility in dealing with problems in society. As a result, four subscales were confirmed as the original design: 1) belief in God, 2) search for meaning, 3) mindfulness,

and 4) feelings of security. The subscales are presented with good reliability.

### **Teacher Professionalism**

Professionalism comes from the term professional whose basis is profession. The word professional refers to two things: First, people who hold a profession, usually carry out work autonomously and devote themselves to service users accompanied by a sense of responsibility for their professional abilities, or is a person's performance in doing work in accordance with the provisions of the profession. Second, is a person's performance in doing work in accordance with the provisions of his profession, where at a high-level performance filled with artistic elements that characterize the professional appearance of a person with a profession. (Supriyadi: 1999) in Danim (2022). Professionalism comes from the word profession means expert or skilled in their field. Professional job is work that can only be done by those who are specifically prepared for it and not work done by those who cannot find other work. (Usman, 2013: 14)

Teaching is a professional job, according to Sikun Pribadi "A profession is essentially a statement and an open promise, that a person will devote himself to a position in the usual sense, because that person is called to hold that job". (Hamalik. 2012: 1). So what is meant by teacher professionalism is a teacher who is educated and trained, and has rich experience in his field. (Hamalik. 2012: 1).

A teacher is required to have skills in planning teaching, as stated by David Johnson, as quoted by Subroto, that teachers plan and deliver teaching, because all of that makes it easier for students to learn. Teaching is a series of events that are planned to be delivered, to activate and encourage student learning which is the process of assembling learning situations (which consist of classrooms, students and curriculum materials) so that learning becomes easier. (Suryosubroto, 2007: 27.28)

In teaching planning, it must at least include: (a) the goals to be achieved, (b) lesson materials or lesson content that can lead students to achieve goals, (c) learning processes that will be created so that students achieve goals, (d) create and use tool to find out or measure whether or not the goal achieved. (Ali, 2018: 10)

Skills in Implementing Learning Activities are the process of taking place in class which is the core of educational activities in schools. So the implementation of teaching is teacher interaction with students to convey lesson material to students and to achieve teaching goals. (Suryobroto, 2017: 36). According to Roy R. Lefrancois, implementation of teaching is the implementation of strategies designed to achieve teaching goals. (Suryobroto, 2017: 36). Learning activities are student-teacher interaction to convey learning material to students to achieve teaching goals.

The skill of carrying out learning evaluation is an element of teacher professionalism. Evaluation is a process of describing, obtaining, and presenting information useful for making alternative decisions. Then the evaluation activities carried out by the teacher include evaluating learning outcomes, and evaluating student learning outcomes is meaningful for all components in the teaching process, especially students, teachers, schools, and parents of students. The evaluation function can be in the form of: (a) providing feedback, (b) determining grade increases or graduation, (c) diagnosing student learning difficulties. (Harahap, 2018: 19-20)

Several steps in assessment include: formulate the assessment's purpose, determine the criteria or assessment's standards, determine the minimum competency standards, and determine the types of data related to the criteria and their collection, and interpretation of data. (Sutisna, 2013: 216-217; Hidayat, A. et.al, (2019),

From some of the descriptions above, what is meant by teacher professionalism is the teacher's skills in planning, skills in carrying out teaching activities, and skills in evaluating learning activities. Indicators of teacher professionalism include: skills in planning the organization of lesson materials, skills in planning learning activities, skills in planning the use of media and teaching resources, skills in opening and closing lessons, skills in conveying teaching objectives, conveying material, skills in using methods according to plan, skills in encouraging student involvement in teaching, time organizing skills, and oral and written evaluation skills, having exemplary students and the community, as well as creating harmonious relationships and being

able to communicate well with leaders, school members and the community.

Based on the description above, teacher professionalism is the ability of teachers to carry out their duties with indicators: (1) work effectiveness, (2) work efficiency, (3) work quality, (4) work quantity and (5) work results. (Atmosoeprapto, 2011, Raviyanto: 2015).

## Research Methods

The method used in this research is a quantitative research method. This research conducted in Jakarta, Indonesia. The population and sample in this study were teachers at Madrasah Aliyah Attahiriyah Jakarta use 160 respondents.

The sampling technique used was a random sampling technique, by taking samples in a simple random way, totaling 160 teachers (Sugiyono, 2016).

The data research technique used in this study was a questionnaire addressed to the teachers of Madrasah Aliyah Attahiriyah Jakarta who were used as research. The questionnaire is available and must be answered according to the questions and statements given, using a Likert scale,

This study uses Structural Equation Modeling (SEM) estimated using SmartPLS (Smart Partial Least Square) software.

Data analysis and structural equation modeling using SmartPLS software follow the steps: (1) Testing the validity of indicators, (2) Converting path diagrams into a system of equations, (3) Testing construct reliability, (4) Testing Hypotheses, (5) Inner Equations Model, and (6) Structural Model Evaluation (Garson, 2016).

Teacher Professionalism (PG), Spiritual Intelligence (KS) Emotional Intelligence (KE) requires indicators for each variable with a measurement scale for each variable such as Strongly Disagree (STS = 1), Disagree (KS = 2), Disagree (TS = 3), Agree (S = 4) and Strongly Agree (SS = 5).

Obtain data and information from spiritual intelligence research variables, including 1) belief in God, 2) search for meaning, 3) full attention, 4) feelings of security. The subscales presented with good reliability.

Emotional intelligence includes (1) emotional awareness, (2) self-assessment and self-confidence, (3) self-control, (4) drive for achievement, (5) initiative and optimism, collaboration, (6) cooperation, and (7) skills team. (Goleman, 2001: 42-43)

## Research Results and Discussion

**Table 1. Results of Descriptive Statistical Analysis of Emotional Intelligence Variables Synergy, Spiritual Intelligence, Teacher Professionalism**

Variable	Mean	Median	Min	Max	Standard Deviation	Number of Observations Used
Emotional Intelligence	0,000	-0,005	-4,227	1,402	1,000	160,000
Spiritual Intelligence	0,000	-0,257	-4,255	1,336	1,000	160,000
Teacher Professionalism	0,000	0,033	-3,516	1,757	1,000	160,000

Based on the results of Descriptive Statistical Analysis the variable of teacher professionalism averaged 0.000, median -0.0033, minimum -3.516, maximum 1.757, standard deviation 1000, number of observations 160.00.

Based on the results of Descriptive Statistical Analysis Variable emotional intelligence average 0.000, median -0.005, minimum -4.227, maximum 1.402, standard deviation 1000, number of observations 160.00.

Based on the results of Descriptive Statistical Analysis the average Spiritual intelligence variable is 0.000, median -0.257, minimum -2,257, maximum 1,336, standard deviation 1,000, number of observations 160.00.

### Validity Indicator Testing.

According to Garson (2016) and Yamin (2011), validity testing can be carried out using convergent validity and discriminant validity. The convergent validity test is an evaluation of each construct indicator. Evaluation of convergent validity is carried out by looking at the loading factor value of each indicator to be built. It is attempted that the value of the loading factor in the construct is greater than 0.50. If the loading factor indicator value in the construct is below 0.50, the indicator must be removed from the model (Garson, 2016; Yamin & Kurniawan, 2011). Loading factor is the correlation between indicators and constructs. The higher the correlation, the higher the level of validity, while discriminant validity is a test conducted by looking at the value of the cross-loading results. This is done to find out whether each indicator that measures the construct is highly correlated with the construct compared

### Descriptive Statistical Analysis of Research Variables.

The results of the descriptive statistical analysis on the variable teacher professionalism (PG), Emotional Intelligence (KE), and Spiritual Intelligence (KS), together with the 13 indicators seen in table 1 below:

to other constructs (Garson, 2016; Yamin & Kurniawan, 2011: Saepudin, et.al. (2020).

Based on the results of convergent validity testing, the loading factor for the Teacher Professionalism (PG) variable with indicators PG1, PG2, PG3, PG4, PG5 as indicators is expected to represent latent variables Emotional intelligence variables with indicators KE1, KE2, KE3, KE4, KE5. Emotional Intelligence (KE) with indicators KE1, KE2, KE3, KE4, as a representation of latency. has a loading factor greater than 0.50, which means that the indicator is valid to represent latent variables, Emotional Intelligence (KE) with KE1, KE2, KE3, KE4 indicators, as a representation of latency. has a loading factor greater than 0.50, which means that the indicator is valid to represent latent variables, all indicator scores have a loading factor greater than 0.50, so all indicators of teacher professionalism, emotional intelligence, and spiritual intelligence are declared valid.

**Table 2. Discriminant Validity Test Results with Cross Loading**

Indikator	Kecerdasan emosionalPerempuan	Kecerdasan Spiritual	Profesionalitas guru
KE1	0,812		
KE2	0,829		
KE3	0,859		
KE4	0,853		
KS1		0,822	
KS2		0,883	
KS3		0,923	
KS4		0,868	
PG1			0,754
PG2			0,769
PG3			0,799
PG4			0,865
PG5			0,766

The discriminant validity test for each indicator variable uses the cross-loading value of each

indicator compared to the cross-loading value of the indicator with other latent variables. An indicator is said to have good and high ability to represent its latent variable if the cross-loading indicator value is higher than the cross-loading value with other latent variables. The results of the discriminant validity test for each indicator shown in Table 2 below.

Based on the results in the table above, it is explained that the indicators KE, and KS as valid indicators to explain the latent variable Teacher Professionalism (PG), have a higher cross loading on the other two latent variables (Emotional Intelligence and Spiritual Intelligence). Likewise with indicators PG 1, PG 2, PG 3, PG 4 and PG 5 are stated as valid indicators for variables that have a cross loading value greater than the cross loading value of the latent variable Emotional Intelligence and Spiritual Intelligence with indicators KE1, KE2, KE3, and KE4 and KS1, KS2, KS3, and KS4. This proves that these indicators are valid indicators to represent the latent variable of teacher professionalism.

**Convert Path Diagram to System of Equations.** After obtaining valid indicators both convergent and discriminant for each latent variable, a path diagram conversion based on Figure 1 is obtained into a system of equations to explain the relationship and influence of each indicator on each latent variable (Outer Equation Model). Outer Model Equation for Teacher Professionalism latent variable

$PG1 = 0.754$ ,  $PG2 = 0.769$ ,  $PG3 = 0.799$ ,  $PG4 = 0.865$ , and  $PG5 = 0.766$ .

From the results of the study, the highest indicator of the teacher professionalism variable is reflected in the PG4 indicator, which is 0.865 in the quantity of work, so that in an effort to improve teacher professionalism, the quantity of work produced by the Kampong Muara community needs to be continuously fostered and developed. The smallest latent variable of teacher professionalism is reflected in the PG1 indicator of 0.754, namely work effectiveness, so that in an effort to increase teacher professionalism it is strived to be able to work with work results that have been determined according to the teacher's workload.

The Outer Model Equation for Latent Variable Emotional Intelligence

$KS1 = 0.812$ ,  $KS2 = 0.829$ ,  $KS3 = 0.859$ ,  $KS4 = 0.853$

The largest Emotional Intelligence Latent Variable is reflected in the KE3 indicator which is 0.859 which is the indicator that gives the highest contribution in representing the Emotional Intelligence latent variable compared to the other 3 indicators, so that the attitude of emotional intelligence in building followers' confidence in empowering potential followers needs to be continuously raised as an effort to build teacher professionalism.

The smallest Latent Variable emotional intelligence reflected in the KE1 indicator is 0.812, namely the external strength indicator, so that in an effort to increase teacher professionalism there needs to be maximum effort to increase self-awareness.

External Model Equation for Latent Variable Spiritual Intelligence

$KE1 = 0.822$ ,  $KS2 = 0.883$ ,  $KS3 = 0.923$ ,  $KE4 = 0.868$

The latent variable Spiritual Intelligence with the highest score is reflected in the KS3 indicator which is equal to 0.923, namely attention, so that attention to strengthening belief in God in carrying out worship in the Kampong Muara community needs to be maintained and increased through various forms of attention that can encourage them to be more intensive in worship. However, on the other hand, there is a low Spiritual Intelligence variable indicator which is reflected in the KE1 indicator with a score of 0.822, namely belief in God, because in an effort to improve teacher professionalism, it is necessary to increase faith through increased worship.

### Construction Reliability Testing

Construct reliability test is a test performed on each construct to determine whether the construct is reliable or not. The criteria for a construct said to be reliable if the Composite Reliability value of the construct is greater than 0.70 (Garson, 2016; Noor, 2014; Yamin & Kurniawan, 2011). The results of the Construct Reliability test for each construct are shown in the table below.

**Table 3. Testing Results on the Construct Reliability of each variable**

Variables	Composite Reliability
Emotional Intelligence	0,905
Spiritual Intelligence	0,929
Teacher Professionalism	0,893

Source: Authors

Based on table 3 above, it seen that the Composite Reliability Emotional Intelligence (KE), Spiritual Intelligence (KS) and Teacher Professionalism (PG) values are greater than 0.70, so it said that all constructs in this study meet the requirements. Latent variable said to be reliable. These results imply that all latent variables used in research can be error-free or unbiased and consistently use the same indicators over time (Garson, 2016; Latan, 2014).

### Hypothesis Test

Hypothesis testing is a test conducted to determine the strength of influence between constructs,

namely between exogenous latent variables and endogenous latent variables. Testing is done by looking at the path coefficients and looking at the t-test value, if the p-value is less than 0.05, it said that the influence or relationship between constructs is statistically significant, meaning that H1 is accepted and H0 rejected. Meanwhile, if the p-value obtained is greater than 0.05, it said that the influence or relationship between the constructs is not statistically significant, meaning that H0 can be accepted and H1 rejected. (Garson, 2016; Latan, 2014; Noor, 2014; Yamin & Kurniawan, 2011). The results of the Path Coefficient test are shown in table 4 below.

**Table 4. Path Coefficient Test Results**

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
KE -> PG	0,683	0,693	0,084	8,102	0,000
KE -> KS	0,658	0,657	0,072	9,158	0,000
KS -> PG	0,274	0,163	0,103	1,683	0,003

Source: Authors

Based on Table 4 above, statistically, there is a significant direct effect between the latent variable of Emotional Intelligence (KS) on the latent variable of teacher professionalism (PG). This can answer the conjecture put forward in hypothesis 1, namely that it is suspected that there is a positive direct effect between emotional intelligence on teacher professionalism as evidenced by the coefficient value of the teacher professionalism variable with a positive symbol (+) with p-values less than 0.05.

Meanwhile, the influence of the spiritual intelligence variable on teacher professionalism is statistically significant at the 90% confidence

level with a positive (+) direction. This fact is consistent with hypothesis 2, where it is suspected that there is a direct positive influence between spiritual intelligence and teacher professionalism.

The influence of Emotional Intelligence (KE) on the latent variable of spiritual intelligence is statistically significant at the 90% confidence level with a positive (+) direction. This fact is in accordance with hypothesis 3, namely that it is suspected that there is a positive direct influence between emotional intelligence and spiritual intelligence.

**Table 5. Equation of Inner Model Equation Path**

	Latent Variable 1	Latent Variable 2	Latent Variable 3
Latent Variable 1		0,658	0,274
Latent Variable 2			0,683

Persamaan inner model equasi digunakan untuk mengetahui pengaruh variabel laten eksogen terhadap variabel laten endogen. Berdasarkan Hasil pengujian koefisien jalur dengan program smart PLS 3.2.6 dapat dijelaskan bahwa koefisien kecerdasan emosional (KE) sebesar 0,274 dan koefisien Kecerdasan spritual (KS) sebesar 0,683. Sehingga diperoleh model persamaan sebagai berikut:

$$PG = 0,274KE + 0,683KS$$

Persamaan tersebut memiliki arti, profesionalitas guru 27,4 persen dapat dijelaskan oleh variabel laten Kecerdasan Emosional

(KE), dan 68,3 persen dijelaskan variabel laten Kecerdasan Spritual (KS). Hasil ini berimplikasi pada kebijakan penting organisasi dalam upaya meningkatkan profesionalitas guru. Hasil tersebut berimplikasi pada kebijakan organisasi komunitas muara dalam meningkatkan profesionalitas guru melalui Kecerdasan emosional dan kecerdasan spritual.

### Inner Model Evaluation.

Evaluasi inner model dilakukan dengan tiga cara, yaitu dengan melihat nilai F-Square, R-Square dan fit model. Uji F-Persegi. Uji F-



Square merupakan pengujian yang dilakukan untuk mengetahui kekuatan variabel laten eksogen terhadap variabel laten endogen pada level struktural. Jika nilainya 0,02 maka kemampuan variabel laten eksogen dalam menjelaskan variabel laten endogen lemah, jika nilainya 0,15 dikatakan kapasitas sedang dan jika nilainya 0,35 maka variabel laten eksogen dalam menjelaskan variabel laten endogen memiliki kemampuan yang kuat (Garson, 2016; Yamin & Kurniawan, 2011). Berikut adalah hasil uji F-Square,

**Table 6. F Square Test Results**

	Latent Variable 2	Latent Variable 3
Latent Variable 1	0,762	0,049
Latent Variable 2		0,763

Constructs	F –Square
KE > PG	0,049
KE > KS	0,762
KS > PG	0,763

Source: Authors

Based on table 5 of the F-Square above, it can be seen that the strength of Emotional Intelligence (KE) on teacher professionalism (PG) is 0.049; This shows that Emotional intelligence (KE) has the ability to explain teacher professionalism at a structural level. While the power of spiritual intelligence (KS) on teacher professionalism (PG) is 0.763, this shows the strong ability of the spiritual intelligence latent variable (KS) in explaining teacher professionalism at the structural level is moderate. Meanwhile, the strength of emotional intelligence (KE) in spiritual intelligence (KS) is 0.762. This shows the strong ability of the latent variable Spiritual intelligence (KS) in explaining teacher professionalism at a moderate structural level.

## B. R-Square Adjusted Test.

The R-Square Adjusted Test is a test conducted to determine the magnitude of the variation in endogenous variables that can be explained by variations in exogenous variables (Garson, 2016; Yamin & Kurniawan, 2011). Adjusted R-Square values can be seen in table 9 below:

**Table 7. R-Square Adjusted Test Result**

	R Square	R Square Adjusted
Emotional Intelligence	0,433	0,429
Spritual Intelligenc	0,653	0,648

Source: Authors

From table 6 above it can be seen that the magnitude of R Square Adjusted is 0.648. This means that 64.8 percent of the variation in the endogenous variable of teacher professionalism (PG) can be explained by the exogenous variables of emotional intelligence (KE) and spiritual intelligence (KS), while the remaining 64.2 percent is explained by variations in variable changes that are not. included in this model.

## Model Fit Test.

Model fit test is done by looking at the NFI value in the model. Normed Fit Index (NFI) is a measure of suitability of a model with a comparative basis against the Base Line or zero. NFI values will vary from 0 (no match at all) to 1.0.

Based on the statistical table presented by (Bentler, 1990), the value of good NFI suitability for a research sample of around 50 is above 0.921; so that it can be said that the model is in accordance with the comparative basis and in accordance with the Base Line. The following are the results of the model fit test.

**Table 8. Fit Model Test Results with NFI**

	Saturated Model	Estimated Model
NFI	0.660	0.660

Source: Authors

Table 7 above shows that the Normed Fit Index (NFI) value is below 0.660; so, it said that the model is not fit, meaning that the model is said to be unable to reflect the actual data. Thus, this model has a low ability to explain data and facts.

## Discussion

### The Influence of Emotional Intelligence On Teacher Professionalism

Based on Table 7, the results of the path coefficient test can be seen that the original sample value of emotional intelligence on teacher professionalism is 0.274 or 27.4 percent, and the p-value is below 5 percent, so it can be said that emotional intelligence has a positive and statistically significant effect on professionalism Teacher. Emotional intelligence which has an impact on teacher professionalism can be a good guide to increasing teacher professionalism through increasing emotional intelligence and developing spiritual intelligence. The results of this

study support the theory put forward by Saepudin, et.al. (2019) which states that emotional intelligence is an organizational asset or resource that encourages teacher professionalism.

### **The Effect of Spiritual Intelligence on Teacher Professionalism.**

The table shows the original sample value of spiritual intelligence on teacher professionalism was 0.683 or 68.3 percent, and the p-values were above 5 percent. It said that spiritual intelligence has a positive effect on teacher professionalism but is not statistically significant in determining Teacher professionalism.

The results of this study are not in line with the theory put forward by Kartika, et. al. (2022), namely testing the effect of spiritual intelligence on teacher professionalism has significant effect. The results of the study state that spiritual intelligence has a positive and significant effect on teacher professionalism.

### **The Effect of Emotional Intelligence on Spiritual Intelligence.**

Based on table 7, the results of the path coefficient test show that the original sample value of emotional intelligence with spiritual intelligence is 76.3 percent, and the p-value is below 5 percent, means that emotional intelligence has a positive and statistically significant effect on spiritual intelligence. While, emotional intelligence impacts on teacher professionalism can be a good guideline for teacher professionalism at Madrasah Aliyah Attahiriyah Jakarta.

### **Closing**

### **Conclusion**

The results conclude that emotional intelligence has a direct positive and significant effect on teacher professionalism and spiritual intelligence has a direct positive and significant effect on teacher professionalism, so that the efforts to increase teacher professionalism done by increasing the effectiveness of emotional intelligence and spiritual intelligence.

### **Recommendations**

Based on the research results and conclusions obtained, the suggestions that submitted are:

1. The smallest latent variable of teacher professionalism is reflected in the PG1 indicator of 0.754, namely work effectiveness, so that in an effort to increase teacher professionalism it is strived to work with work results that have been determined according to workload.
2. Latent Variable The smallest emotional intelligence reflected in the KE1 indicator is 0.812, namely on the external strength indicator, so that in an effort to increase teacher professionalism there needs to be maximum effort to increase self-awareness.
3. The low Spiritual Intelligence variable is reflected in the KE1 indicator with a score of 0.822, namely belief in God. Therefore, in an effort to improve teacher professionalism, it is necessary to increase faith through increased worship.

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