

Contribution of Spiritual Intelligence, Work Culture, and Interpersonal Communication to the Performance of Christian Religious Education Teachers in Manado City

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Abstract

The leading aspect of achieved quality education requires the role of teachers as educators, who are professional and dignified. Realized the fundamental and strategic role and position of humans in determining organizational success, a high level of teacher performance is need in every aspect of the education sector. This research aims to determine the contribution of the variable spiritual intelligence, work culture and interpersonal communication to teacher performance, both individually and in pairs. Validity testing was carried out in 2 ways, namely by logical validity testing by getting input from experts to improve the instruments, and the empirical validity testing on 25 respondents. Meanwhile, overall reliability obtained a score of more than 0.7, which means it is reliable. Furthermore, the results of the validity and reliability testing, the items declared invalid will be discarded and not used in further research. So, this instruments analysis with valid items continued to obtain research data involving 82 Christian religious education teachers in Manado City. The results of the analysis using multiple regression were obtained variables whose significance was less than 0.05 was work culture on teacher performance, which means work culture contributed to teacher performance, spiritual intelligence and work culture together contributed to teacher performance, work culture, and interpersonal communication. - together contribute to teacher performance, spiritual intelligence, work culture, and interpersonal communication jointly contribute to teacher performance.

Keywords: *Contribution, spiritual intelligence, work culture, interpersonal communication, teacher performance.*

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INTRODUCTION

Education is one of the keys to the direction of Human Resources (HR) development, namely building hard-working human resources who are dynamic, productive, skilled, mastering science and technology supported by industrial collaboration and global talent (Hasanah & Kristiawan, 2019). One of the things that is assessed as an educational standard is directly related to the quality of Indonesian people and the quality of education is an indication of the ability of graduates both as educators and education personnel (Slameto et al., 2017). The government and society continue to carry out teaching and training guidance activities in the educational environment both formally, informally and non-formally so as to create quality human resources with rich knowledge, skills and moral personalities. The main aspect in achieving quality education requires the role of teachers as educators, who are professional and dignified. The role of teachers in the driving school program is to educate as a practice of teaching

freedom that not only provides information but also shares in the intellectual and spiritual growth of students (Sibagariang et al., 2021, p. 89).

Teachers are one component that has a role in the learning and teaching process, which contributes to the formation of human resources that have the potential to develop superior human resources (Simatupang & Yuhertiana, 2021). According to Law Number 14 concerning Teachers and Lecturers, 2005 article 1:

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. As a profession, teachers must have four types of competence, namely: pedagogical competence, personal competence, professional competence, and social competence.

Through the four competencies, it can also be seen how teachers perform in implementing these competencies. Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mukaroh & Nani, 2021). Realizing the very important and strategic role and position of humans in determining organizational success, a high level of teacher performance is needed in every aspect of the education sector. Because if the level of teacher performance is low, the results of learning, activities and organization will be slow and affect the quality of human resources. Therefore, teacher performance is really needed and is a concern both in the environment at the institution where they serve, or for students in their learning (Dahlan et al., 2020; Wahdiniawati et al., 2023). Likewise, the performance (work results) of PAK teachers is proof of the quality of their work that people can see and enjoy. Performance is the result of work both in quantity and quality within a certain period of time which can be measured and is useful for many people (Tampubolon, 2020).

Teachers have direct contact with students, to be able to provide impact and guidance which ultimately can produce graduates as expected. For this reason, it is necessary to always improve teacher performance. Efforts to improve teacher performance can be viewed from internal and external factors, for example by providing motivation, providing supervision, providing incentives, creating a good work environment, providing good opportunities to develop in a career, improving abilities. communication, self-confidence, good leadership style and other efforts (Diana et al., 2020). Based on the background that has been explained, the researcher intends to conduct research related to "Contribution of spiritual intelligence, work culture and interpersonal communication to the performance of Christian Religious Education Teachers in Manado City".

METHOD

This type of research uses an ex-post facto method with a quantitative approach. The ex-post facto research method is a method used in research which aims to examine causal relationships that are not manipulated by researchers, and the existence of these causal relationships is based on theoretical studies, that a certain variable causes a certain variable (Syahrizal & Jailani, 2023) . This research was conducted involving 25 teachers as subjects involved in testing the instrument to obtain validity test results and reliability estimates, while 82 Christian religious education teachers were the research sample to analyze the contribution of spiritual

intelligence, work culture and interpersonal communication variables to teacher performance.

RESULTS AND DISCUSSION

Data collection was carried out by distributing questionnaires which were distributed directly through the Subject Teachers' Conference (MGMP) and the Teacher Working Group (KKG) for Christian Religious Education throughout Manado City. There were 82 respondents involved in this research.

1. Description of the results obtained by teacher performance

Teacher performance is measured using a questionnaire instrument consisting of 5 indicators which are then developed into 35 items which are positive statements, and the assessment scale used in this instrument is 1 to 5. The results of categorizing scores on teacher performance variables, the distribution shown is obtained. in the table below.

Table 1. Distribution of Teacher Performance Scores

No	Kategori	Persentase
1	Sangat Kompeten	23.3%
2	Kompeten	52%
3	Ragu ragu	19.5%
4	Kurang Kompeten	4.3%
5	Tidak Kompeten	1%

Based on the categories in Table 1 above, the distribution of teacher performance shows that the highest score is in the competent category with a percentage of 52%. Overall, 75.3% of teacher performance falls into the competent to very competent category.

2. Description of the Results of the Spiritual Intelligence Variable

Spiritual Intelligence was measured using a questionnaire instrument consisting of 4 indicators which were then developed into 24 items, and the assessment scale used in this instrument was 1 to 5. The results of categorizing scores on the spiritual intelligence variable, obtained the distribution shown in the table. below this.

Table 2. Distribution of Spiritual Intelligence Scores

No	Kategori	Persentase
1	Sangat sesuai	41%
2	Sesuai	44%
3	Ragu ragu	15%
4	Kurang sesuai	0,3%
5	Tidak sesuai	0,3%

Based on the categories in Table 2 above, the distribution of spiritual intelligence shows that the highest score is in the categories according to the percentage of 44%. Overall, 85% of spiritual intelligence is classified as suitable to very suitable.

3. Description of the results of obtaining work culture variables

The work culture variable was measured using a questionnaire instrument consisting of 6 indicators which were then developed into 15 items. From the results of the categorization of the tabulation of work culture variable scores, the distribution obtained is shown in the table below.

Table 3. Distribution of Work Culture Scores

No	Kategori	Persentase
1	Sangat sesuai	54,4%
2	Sesuai	40,5%
3	Ragu ragu	5,1%
4	Tidak sesuai	0%
5	Sangat Tidak sesuai	0%

Based on the categories in Table 3 above, the distribution of work culture shows that the highest score is in the very suitable category with a percentage of 54.4%. Overall, 94.9% of work cultures were classified as suitable to very suitable.

4. Description of the results of obtaining Interpersonal Communication

The Interpersonal Communication variable was measured using a questionnaire instrument consisting of 4 indicators which were then developed into 20 items. The results of categorizing the tabulation of scores on the interpersonal communication variable, obtained the distribution which is displayed in the table below.

Table 4. Distribution of Interpersonal Communication Scores

No	Kategori	Persentase
1	Sangat sesuai	51.6%
2	Sesuai	38.2%
3	Ragu ragu	9,2%
4	kurang sesuai	0.8%
5	Tidak sesuai	0.2%

Based on the categories in Table 4 above, the distribution of interpersonal communication shows that the highest score is in the very suitable category with a percentage of 51.6%. Overall, 89.8% of interpersonal communication was classified as appropriate to very appropriate.

5. Test the hypothesis with regression analysis

Testing was carried out using the IBM SPSS program by looking at the output results to determine the magnitude of the contribution or cause and effect between the variables individually.

a. H0: There is no significant contribution of spiritual intelligence (X1) to the performance of PAK teachers in Manado City.

H1: There is a significant contribution of spiritual intelligence (X1) to the performance of PAK Teachers (Y) in Manado City.

Table 5. Regression Test Results X1 Against Y

Sumber Variasi	Jumlah Kuadrat	db	Variansi	F _{hitung}	Sig	R	S
Regresi	303.590	1	303.590	0.637	0.427	0.089	21.82
Sisa	38120.861	80	476.511				
Total	38424.451	81					

H0 is accepted, meaning there is no contribution made by the spiritual intelligence variable (X1) to teacher performance (Y).

b. H0: There is no significant contribution of work culture (X2) to the performance of PAK teachers in Manado City.

H2: There is a significant contribution of work culture (X2) to the performance of PAK Teachers (Y) in Manado City.

Table 6. Regression Test Results X2 Against Y

Sumber Variasi	Jumlah Kuadrat	db	Variansi	F _{hitung}	Sig	R	S
Regresi	2793.391	1	2793.391	6.272	0.014	0.270	21.10
Sisa	35631.060	80	445.388				
Total	38424.451	81					

H0 is rejected. This means that there is a contribution made by the work culture variable (X2) to teacher performance (Y).

c. H0: There is no significant contribution of interpersonal communication (X3) to the performance of PAK teachers in Manado City.

H3: There is a significant contribution of interpersonal communication (X3) to the performance of PAK teachers (Y) in Manado City.

Table 7. Regression Test Results X3 Against Y

Sumber Variasi	Jumlah Kuadrat	(db)	Variansi	F _{hitung}	Sig	R	S
Regresi	456.271	1	456.271	0.961	0.330	0.109	21.78
Sisa	37968.180	80	474.602				
Total	38424.451	81					

H0 is accepted. This means that there is no contribution made by the interpersonal communication variable (X3) to teacher performance (Y).

d. H0: There is no contribution of spiritual intelligence (X1) and work culture (X2) to teacher performance (Y).

H4: There is a contribution of both spiritual intelligence (X1) and work culture (X2) to teacher performance (Y).

Table 8. Regression Test Results for X1, X2 together against Y

Sumber Variasi	Jumlah Kuadrat	db	Variansi	F _{hitung}	Sig	R	S
Regresi	3275.181	2	1637.590	3.681	0.030	0.292	21.0
Sisa	35149.270	79	444.927				9
Total	38424.451	81					

H0 is rejected. This means that there is a contribution made by the variables spiritual intelligence (X1) and work culture (X2) together to teacher performance (Y).

e. H0: There is no contribution of spiritual intelligence (X1) and interpersonal communication (X3) to teacher performance (Y).

H5: There is a contribution of both spiritual intelligence (X1) and interpersonal communication (X3) to teacher performance (Y).

Table 9. Regression Test Results for X1, X3 together against Y

Sumber Variasi	Jumlah Kuadrat	db	Variansi	F _{hitung}	Sig	R	S
Regresi	841.449	2	420.725	0.884	0.417	0.148	21.81
Sisa	37583.002	79	475.734				
Total	38424.451	81					

H0 is accepted. This means that there is no contribution made by the variables spiritual intelligence (X1) and interpersonal communication (X3) together to teacher performance (Y).

f. H0: There is no contribution of Work Culture (X2) and interpersonal communication (X5) to Teacher Performance (Y).

H6: There is a contribution of work culture (X2) and interpersonal communication (X3) to teacher performance (Y).

Table 10. Regression Test Results for X2, X3 together against Y

Sumber Variasi	Jumlah Kuadrat	db	Variansi	F _{hitung}	Sig	R	S
Regresi	3318.615	2	1659.307	3.734	0.028	0.294	21.08
Sisa	35105.836	79	444.378				
Total	38424.451	81					

g. H0: There is no contribution of spiritual intelligence (X1), work culture (X2) and interpersonal communication (X3) to teacher performance (Y).

H6: There is a contribution of spiritual intelligence (X1), work culture (X2) and interpersonal communication (X3) to teacher performance (Y).

Table 11. Regression Test Results for X1, X2, X3 together against Y

Sumber Variasi	Jumlah Kuadrat	db	Variansi	F _{hitung}	Sig	R	S
Regresi	3914.044	3	1304.681	2.949	0.038	0.319	21.03
Sisa	34510.408	78	442.441				
Total	38424.451	81					

H0 is rejected. This means that there is a contribution made by the variables spiritual intelligence (X1), work culture (X2) and interpersonal communication (X3) together to teacher performance (Y).

CONCLUSION

Based on the problem formulation, research results and discussion, it can be concluded that individually, only work culture variables contribute to teacher performance. Meanwhile, for pairwise regression analysis (2 pairs), it was obtained that the spiritual intelligence and work culture variables jointly contributed to teacher performance, then the work culture and interpersonal communication variables jointly contributed to teacher performance. Regression analysis together with spiritual intelligence, work culture and interpersonal communication contributes to teacher performance.

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