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The Effect of Spiritual Intelligence and Social Competence on the Performance of Middle School Teachers in Sinaboi District, Rokan Hilir Regency

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ABSTRACT

Some of the problems with the performance of elementary school teachers in Cluster V, Rupert District, such as teachers who have not been able to make the class situation calm when there are students making noise in class, there are still teachers who have not made learning preparations before teaching, lack of teacher initiative in using learning media, methods teacher learning is very monotonous, namely by reading book texts, and there are still many teachers who do not understand and carry out school administration such as teachers who do not have a plan about the learning process according to their grade level. The location where this research was carried out was in Rupert District, Bengkalis Regency, Riau Province. The population of this study were public elementary school teachers totaling 67 people. The sampling technique used a saturated sample. So the number of samples used in this study were 67 teachers. A jointly significant effect was obtained between the Discipline and Motivation variables on teacher performance of 99.4% with a very high interpretation, because there were still 0.6% determined by other factors that were not part of this study. This effect is illustrated by each increase in one unit of Discipline of 0.217 and an increase of one unit in Motivation of 0.788, it will be followed by an increase in teacher performance of 2.781 one unit.

1. Introduction

Performance in the organization is the answer to the success or failure of the organizational goals that have been set. Bosses or managers often don't pay attention unless things go really bad or things go awry. Too often managers do not know how badly performance has deteriorated and the company/agency faces a serious crisis. Deep organizational bad impressions result in and ignore warning

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signs of declining performance. Ironically, teaching and learning activities that involve components of students, teachers (educators), learning objectives, lesson content, teaching methods, media and evaluation, are definitively not sufficient to produce quality human resources. Professional teacher intervention is needed to deal with this. In addition, the position of teachers in the world of education as the frontline and central to the implementation of the learning process, therefore related to teacher performance requires totality, dedication, and loyalty as an educator and printer of human resources (HR).

In general, teacher performance indicators can be classified into five dimensions, namely, quality of work, speed/accuracy of work, initiative in work, and ability to communicate work. 1) Quality of work with indicators a. Mastering materials, b. Manage the teaching and learning process, and c. Manage classes; 2) Accuracy/speed of work with indicators a. Using media or learning resources, b. Mastering the educational foundation, c. Planning teaching programs; 3) Initiative in working with indicators a. Lead the class, b. Managing learning interactions, c. Assessing student learning outcomes; 4) Ability to work with indicators a. Using various methods in learning, b. Understand and carry out the functions and services of counseling guidance; 5) Communication with indicators a. Understand and organize school administration, b. Understand and be able to interpret research results (Hamzah, 2012). Human resources can be called the main and main force in the organization, because human resources act as the driving force and controller of the organization to achieve the vision, mission and goals (Abas, 2020).

Bengkalis Regency as one of the regencies in Riau Province is in a strategic location, which is directly adjacent to the Malacca Strait. Rupert District is one of the sub-districts included in the administrative area of Bengkalis Regency. Rupert Island is an island that is considered very outside when compared to other islands. If it is not managed properly, its existence as an inhabited island becomes very vulnerable. Not only the area but also the educational institutions. After the researchers conducted a pre-survey, then made a problem mapping, several problems were found in the performance of elementary school teachers in Cluster V, Rupert District, such as teachers who have not been able to make the class situation calm when there are students who make noise in class, there are still teachers who have not made preparations. learning before teaching, the lack of teacher initiative in using learning media, the teacher's learning method is very monotonous, namely by reading book texts, and there are still many teachers who do not understand and carry out school administration such as teachers who do not have a plan about the learning process according to their grade level.

Based on some examples of low teacher performance above, it is necessary for researchers to cite several factors that affect teacher performance from experts. According to Hasibuan in Jasmani (2013) the factors that influence performance include: 1) mental attitude (work motivation, work discipline, work ethic); 2) education; 3) skills; 4) leadership management; 5) income level; 6) salary and health; 7) social security; 8) work climate; 9) infrastructure; 10) technology; 11) achievement opportunities. Of these several factors, the author only focuses on

two variables, namely discipline and motivation. The author chose these two variables because not many have studied these two variables. The totality, dedication and loyalty of an educator will not be realized without discipline and motivation. At least these two problems are currently being faced by elementary school teachers in cluster V, Rupert sub-district. Discipline and motivation are important things for a teacher in improving their performance, so that education can be better. "motivation is defined as an action to influence others to behave (tobehave) on a regular basis" (Bangun, 2012). Intelligence is one of the great gifts from Allah SWT to humans and makes it one of the advantages of humans compared to other creatures (Sholiha, 2017).

Work discipline is an attitude of respect, appreciation, obedience and obedience to the applicable regulations in accordance with the regulations of the organization both written and unwritten as an effort to increase one's awareness and willingness to comply with all company regulations. In order to become a disciplined teacher, an approach is needed. There are three disciplinary approaches, namely modern discipline, discipline with tradition, and discipline of purpose (Mangkunegara, 2015). In the context of teacher work discipline, work discipline is one of the important factors in every activity to achieve the desired goal. With work discipline, teachers will be able to maintain their performance. According to Rusyan (2006) there are 4 indicators of teacher discipline, namely: 1) Honest, 2) Punctual, 3) Firm, 4) Responsible. According to Slameto (1992) there are 2 indicators of teacher discipline, namely: 1) Always on time, 2) Obedient to the rules. Meanwhile, according to Hasibuan (1997) there are 3 indicators of teacher discipline, namely: 1) Accuracy, 2) Doing the job well, 3) Obeying the rules. According to Dimiyati (1999), there are 5 indicators of teacher discipline, namely: 1) The teacher is present at school 15 minutes before the lesson starts and goes home after class is over, 2) Signs the attendance list, 3) Attends and leaves class on time, 4) No leaving school without the permission of the Principal, and 5) Recording student attendance every day. The explanation above can be concluded that the indicators of teacher discipline in the learning process cover three aspects, namely attendance, implementation of tasks (activities) and follow-up programs, with the reason to find out the level of teacher discipline in carrying out their duties as educators in schools.

The results of observations made by researchers on elementary school teachers in Cluster V, Rupert District, teachers are still less disciplined, it can be seen from the arrival of teachers to school who are often late, in teaching there are teachers who only give assignments after that they are just left unsupervised, many teachers who leaving school for personal business without the principal's permission even though at that time the teacher has a teaching schedule, there are even teachers who are not present at school without the principal's permission. This indiscipline affects student learning outcomes. Other evidence can be seen from the accumulation of work value conversions resulting from the Teacher Performance Assessment (PKG) which shows the designation "good".

The impact of undisciplined teachers will make students lazy in learning so that in the future it will make student learning achievements decrease. A teacher must be

able to carry out school rules or regulations properly, because the applicable rules are rules in the provisions that must be obeyed by anyone for the smooth process of education in the school. Discipline can be said to be one of the other factors that can improve performance. Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity and time with the resulting output reflected in both quantity and quality. (Wagiran, 2013). Discipline is a management activity to implement organizational standards. (Handoko, 2012). Discipline is the most important operative function of Human Resources management because the better the discipline of employees or teachers, the better their performance. Without good discipline, it is difficult for organizations to achieve optimal results. Discipline must be enforced in a school organization, because without the support of good employee discipline, it is difficult to realize its goals (Fathoni, 2006). Discipline that is in accordance with its duties and functions will be able to improve the performance of a teacher at work (Suarta, 2019).

Motivation is taken from the Latin "movere" which means the urge contained in a person to perform an action or deed. Motivation always dwells on the fulfillment of one's needs or one's willingness to work. This is in accordance with (Hasibuan, 2016) which states that motivation is the provision of stimuli that can influence a person to be passionate about work, work together in teams, be effective and integrated with all the results of his efforts to achieve satisfaction. The motivational factors according to Sutrisno (2016) are the work environment, compensation, supervision, the desire to live, and one's appreciation. The work environment is the overall work facilities and infrastructure that exist around employees who are doing work that can affect the implementation of the work, which includes: facilities and work aids, cleanliness and working relationships between people who are in the place. Compensation is all income in the form of money, goods, directly or indirectly received by employees in return for services provided to the company. Good supervision is to provide direction, guide the work of employees, so that they can carry out their work properly without making mistakes. The desire to live is the need of every human being who lives on this earth. To maintain this life people want to do anything, whether the work is good or bad, is it lawful or unlawful, and vice versa. A person's appreciation is someone who wants to work because of the desire to be recognized, respected by others. To get a higher social status, people want to spend money, to get that money they have to work hard. So, self-esteem, good name, honor that you want to have must be played alone, perhaps by working hard to improve fate, seeking sustenance, because the status to be recognized as an honorable person is impossible to obtain if the person concerned is lazy, does not want to work, and so on.

The indicators of work motivation are as follows: 1) salary (salary), 2) Supervision, 3) policy and administration, 4) work relations, 5) working conditions, 6) the work itself, 7) opportunities for advancement, 8) recognition or recognition, 9) success (achievement), and 10) responsibility (Sedarmayanti; Taufiqurrahman, 2014). The indicators of work motivation used as research are: 1) responsibility, 2) enthusiasm for work, 3) clear goals to be achieved, 4) feeling happy at work, 5) always wanting to excel from others, 6) fulfilling the needs of

life, 7) happy to get appreciation or praise for every work done, 8) supervision, 9) working conditions, and 10) prioritizing the achievement of every work done. As for motivation, the problems encountered by researchers in the field are that there are still teachers who are not passionate about carrying out their mandate, one of the factors is due to the lack of competition between teachers, the lack of appreciation or appreciation for teachers who excel, teachers do not have the enthusiasm to guide their students to excel in their performance. competitions or olympiads, teachers are not responsible for the morals of their students, some teachers lack enthusiasm for work, teachers have a lot of activities outside of school with reasons to meet economic needs, and working conditions are not conducive due to the gap and distance between teachers who are civil servants and non-civil servants.

According to Mathis (2001) "The words need, want, desire and drive are all the same as motive, namely the origin of the word motivation which is a desire in someone that causes that person to take action". This is where the work motivation of teachers is required to develop quality human resources. The implementation of the teacher's work motivation in carrying out the tasks assigned to him, because the success or failure of the learning objectives will depend on his ability and sincerity of work. Furthermore, Mathis (2001) explains that, "Motivation is the most important thing because performance, reaction to compensation, and attention of other Human Resources (HR) are related to that motivation". A teacher who has low work motivation will usually have difficulties in carrying out his duties and work so that he will give up on the situation rather than trying to overcome it. In contrast to a teacher who has a very high work motivation, if there are difficulties in carrying out their duties and work, they will try to overcome them. This opinion is in line with the idea of Apriana (2013) which revealed that the dominant factors related to teacher performance can be divided into two parts, namely internal and external factors. Internal factors include: the ability or the teacher's intelligence factor and the teacher's emotional intelligence factor. While external factors such as leadership style, facilities and infrastructure, and work culture.

Being a teacher without work motivation will quickly feel bored because there is no driving element. Motivation questions how the teacher's work passion is, so that teachers want to work hard by contributing all abilities, thoughts, skills to realize educational goals. The teacher becomes an educator because of the motivation to educate. If he does not have motivation, he will not succeed in educating or if he teaches because he is forced to because there is no will that comes from within the teacher. According to Winardi (2000) motivation is a potential force that exists in a human being, which can be developed by himself, or developed by a number of outside forces which are essentially around monetary rewards, and non-monetary rewards, which can affect the results of their performance positively or negatively. it all depends on the situation and conditions faced by the person concerned.

Thus, discipline and motivation are two elements that affect performance, so as to produce quality human resources in the future. Discipline has an operative

function of HR management, while motivation has a nature that cannot be separated from human nature itself, where humans individually have different qualities from one another. Motivation becomes the actualization of a teacher to improve his performance. Based on the above background, the authors are interested in conducting research on: "The Influence of Discipline and Motivation on the Performance of Elementary School Teachers in Cluster V, Rupert District".

2. Methodology

The approach used in this research is a quantitative approach, through correlational research or looking for the influence between the independent variable (independent variable) and the dependent variable (dependent variable). Quantitative approach is an approach method to examine the object of research by trying to explain the relationship between research variables by using statistical calculations and descriptive statistics.

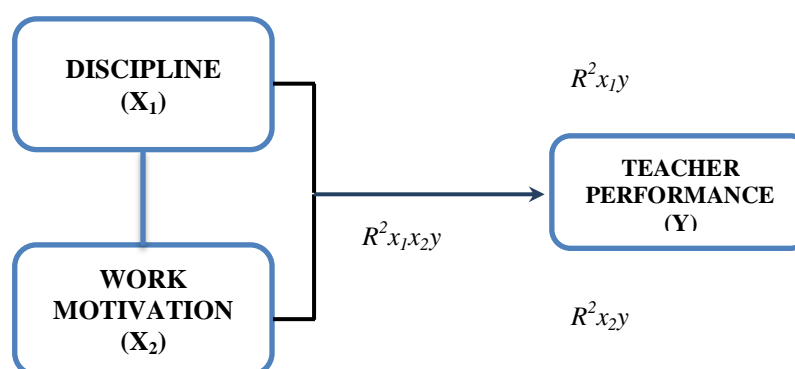


Figure 1. Constellation of Research Effects Between Variables

The location where this research was conducted is in Rupert District, Bengkalis Regency, Riau Province. The population of this study were 67 public elementary school teachers, consisting of SDN 4, 5, 6, 7, 9, and 28 Rupert. The sampling technique used is the saturated sample. According to Sugiyono (2017) the saturated sampling technique is a sampling technique where all members of the population are used as samples. So the number of samples used in this study were 67 teachers.

3. Results and Discussion

The discussion of the results of the research that has been carried out includes: 1) Description of the research object according to age, gender, years of service and education level 2) the contribution of the independent variable (dependent) on the dependent variable (independent), 3) Testing the analysis requirements, and 4) Testing hypothesis.

Description of Research Object

The general description of respondents will describe the characteristics of respondents based on gender, age, and years of service.

a) Characteristics of Respondents by Gender

Characteristics of respondents by gender can be seen in Table 1.

Table 1. Gender of Respondents. Respondent's Gender

Gender	Frequency	Percentage
Man	21	31,34%
Women	46	68,66%
Total	67	100%

Based on Table 1, it can be seen that the number of male respondents was 21 (31.34%) and 46 female respondents (68.66%). This shows that the number of respondents in SDN Rupert are female teachers.

b) Characteristics of Respondents Based on Age

Characteristics of respondents by type of age can be seen in Table 2.

Table 2. Table of Characteristics of Respondents by Age

Age	Frequency	Percentage
21-30	12	17,91%
31-40	16	23,89%
41-50	34	50,75%
51-60	5	7,47%
Total	67	100%

Based on Table 2, it can be seen that the respondents in the 21-30 age group were 12 people (17.91%), the 31-40 age group were 16 people (23.89%), the 41-50 age group was 34 people (50,75%), and the age group 51-60 amounted to 5 people (7,4%). Thus it can be concluded that the majority of respondents are in the 41-50 age group, which is as much as 50.75%.

c) Characteristics of Respondents Based on Working Period

Characteristics of respondents based on years of service can be seen in Table 3.

Table 3. Characteristics of Respondents Based on Working Period

Age	Frequency	Percentage
1-10	21	31,35%
11-20	26	38,80%
21-30	20	29,85%
Total	67	100%

Based on Table 3, it can be seen that respondents with 21-30 years of service were 21 people (31.35%), 26 people worked 11-20 years (40.38%), and 20 people with 21-30 years of service. (44.23%). Thus it can be concluded that the majority of respondents are in the range of 21-30, which is 44.23%.

d) Respondents Based on Education Level

Respondents in this study have a variety of educational levels, where the level of education also affects work productivity in carrying out the work assigned to the teacher. Description of respondents based on education level can be seen in Table 4.

Table 4. Description of respondents by education level

Education	Total	Percentage
SMA	10	14,93%
S1	49	73,14%
S2	8	11,95%
Total	67	100%

Based on Table 4, it can be seen that respondents with a high school education level were 10 people (14.93%), an undergraduate education level was 49 people (73.14%), and an education level was 8 people (11.95%). Thus it can be concluded that the majority of respondents are at the level of education as much as 73.14%.

Testing Requirements Analysis

Testing the requirements of the analysis carried out by performing normality test, multicollinearity test.

a. Normality Test

The normality test in this study was carried out with the aim of seeing whether or not the distribution of the data to be analyzed was normal. A normally distributed data can be seen using the Lilliefors method (Kolmogorov-Smirnov) with a significance level of 0.05. A data will be normally distributed if the significant value ≥ 0.05 . And vice versa not normally distributed if the significant value $< \alpha = 0.05$. Normality testing, using the following hypothesis:

Ho: data is normally distributed.

Ha: the data is not normally distributed.

The results of the normality test of the three variables can be seen in Table 5. Based on Table 5, it is known that the significance value for the teacher performance variable is 0.185, Discipline is 0.083, and Motivation is 0.076. And this sig value is greater than $= 0.05$. Thus it can be concluded that the variables of teacher performance, discipline, and work motivation have data that are normally distributed, or accept Ho.

Table 5. Testing the Normality of Discipline, Motivation, and Motivation

No	Lilliefors Significance Correction (Kolmogorov-Smirnov)	Variabel		
		Teacher Performance	Discipline	Motivation
1	Significant	0,185	0,083	0,076

b. Multicollinearity Test

The multicollinearity test in this study was conducted with the aim of knowing whether there is a very high correlation between independent variables in a regression model. A good regression model is that there is no correlation between the independent variables. Multicollinearity in the regression model can be seen by looking at the value of the Variance Inflation Factor (VIF). The basis for the decision, if the VIF value > 10 or tolerance < 0.1 , then the variable has a multicollinearity relationship, on the contrary if $VIF < 10$ or tolerance > 0.1 , then the variable does not have a multicollinearity relationship.

Table 6. Multicollinearity Testing of Discipline (X_1) and Motivation (X_2)

No	Research Variable	Collinearity Statistic	
		Tolerance	VIF
1	Discipline	0,358	2,796
2	Motivation	0,358	2,796

Dependent Variable: Teacher performance

From Table 6, it is known that both the discipline and motivation variables have a tolerance of $0.358 > 0.1$ and a VIF of $2.796 < 10$, so the variables of discipline and motivation do not have a multicollinearity relationship.

Research Hypothesis Testing

Hypothesis testing in this study aims to test the hypotheses contained in the theoretical review, namely: 1) discipline (X_1) on teacher performance (Y), 2) the effect of motivation (X_2) on teacher performance (Y), and 3) discipline (X_1) and motivation (X_2) together on teacher performance (Y). To determine the effect of these variables, then use linear regression analysis, namely simple linear regression and multiple linear regression. Simple linear regression was used to determine the magnitude of the influence of the discipline variable on teacher performance, and the magnitude of the influence of the motivational variable on teacher performance, while multiple linear regression was used to determine the magnitude of the simultaneous influence of the discipline and motivation variable on the teacher performance variable.

The Influence of Discipline (X_1) on Teacher Performance (Y)

The first hypothesis testing is that there is a significant effect of discipline (X_1) on teacher performance (Y).

Table 7. T-test Calculate the Coefficient between Discipline and Teacher Performance

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	14,812	3,737	0,000
	Discipline	0,813	14,552	0,000

Based on Table 7, the constant values $a=14,812$ and $b=0,813$, the regression equation formed becomes $Y=14,812+0,813X_1$. The meaning of the regression equation is the constant value (a) of 14,812 meaning that if discipline is equal to zero, then the teacher's performance value is 14,812. The regression coefficient (b) of 0.813 means that for every one unit increase in Discipline, it will also be followed by an increase in teacher performance of 0.813 one unit. In the table, it is known that the value of $t_{count} = 14,552$ and the value of $sig = 0.000$. The magnitude of the value of t_{Table} with lots of data $n=67$, variable $k=2$, $df=n-k$, obtained $t_{Table}=1,996s$. Then $t_{count}>t_{Table}$, and $sig\ 0.000 < 0.05$. So it can be concluded that Discipline (X_1) has a significant influence on teacher performance (Y). Thus, the first hypothesis which reads that there is a significant influence between discipline (X_1) on teacher performance (Y) is accepted.

Table 8. Linearity Test Results and Significance of Discipline Variables (X_1) and Teacher Performance (Y)

No	Discipline and Teacher Performance	F	Sig
1	Linearity	242,758	0,000
2	Deviation from Linearity	1,317	0,215

The linearity test in this study was carried out with the aim of knowing the existence of a linear relationship pattern between the discipline variable and teacher performance. From Table 8, the deviation from linearity row is known that the value of $F_{count} = 1.317$, and a significant value of 0.215. The size of the FT table with the number of samples $n = 67$, the variable $k = 2$, $df1 = k-1$, and $df2 = n-k$, obtained $F_{Table} = 3.98$. So that $F_{count} < F_{Table}$, and $sig\ 0.215 > 0.05$. So it can be concluded that there is a linear relationship between the discipline variable and the teacher performance variable. In the linearity line, it is known that the value of $F_{count} = 242.758$, and the significant value is 0.000. Then $F_{count}>F_{Table}$, and $sig\ 0.000 < 0.05$. So it can be concluded that there is a significant relationship between the discipline variable and the teacher performance variable. The linear relationship pattern between the Discipline variables on teacher performance can be shown in the picture

Table 9. The Influence of Discipline Variables (X_1) on Teacher Performance (Y)

Model	Predictor	R	R ²	Contribution (%)	Interpretation
1	Discipline	0,875	0,765	76,5%	Very High

In Table 9 it can be seen that the magnitude of the relationship that occurs between the variables of Motivation and Discipline is 76.5% with a very high interpretation. Furthermore, the value of R Square (r^2) is 0.765. By using the

coefficient of determination, the magnitude of the influence of discipline on teacher performance is 76.5%. The remaining 23.5% was determined by other factors that were not part of this study. By looking at the magnitude of the influence between these variables, the influence that occurs between the Discipline variable (X_1) on teacher performance (Y) is at a very high level.

The Effect of Motivation (X_2) on Teacher Performance (Y)

Testing the second hypothesis is that there is a significant influence between motivation (X_2) on teacher performance (Y).

Table 10. T-test Calculate the Coefficient between Motivation (X_2) and Teacher Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	5,401	4,029	0,000
	Motivation	0,972	50,098	0,000

From Table 10, the constant values $a = 5.401$ and $b = 0.972$ are obtained. The regression equation formed $Y = 5.401 - 0.972X_2$. The meaning of the regression equation is the value of the constant (a) of 5.401 which means that if the motivation is equal to zero, then the teacher's performance is 5.401. The regression coefficient (b) of 0.972 means that for every one unit increase in motivation, it will also be followed by an increase in teacher performance of 0.972 one unit. In the table, it is known that the value of $t_{count} = 50.098$ and $sig = 0.000$. The magnitude of the value of t_{Table} with many samples $n=67$, variable $k=2$, $df=n-k$, obtained $t_{Table}=1,996$ s. Then $t_{count} > t_{Table}$ and $sig 0.000 < 0.05$. So it can be concluded that motivation (X_2) has a significant influence on teacher performance (Y). Thus the second hypothesis which reads that there is a significant influence between motivation (X_2) on teacher performance (Y) is accepted.

Table 11. Linearity Test Results and Significance of Motivation Variables (X_2) and Teacher Performance (Y)

No	Work Motivation and Teacher Performance	F	Sig
1	Linearity	2272,433	0,000
2	Deviation from Linearity	0,802	0,000

From Table 11, the deviation from linearity row is known that the value of $F_{count} = 0.802$ and a significant value of 0.731. The magnitude of the value of F_{Table} with the number of samples $n=67$, variable $k=2$, $df_1=k-1$, and $df_2=n-k$, obtained $F_{Table}=3.98$. So that $F_{count} < F_{Table}$, and $sig 0.802 > 0.05$. So it can be concluded that there is a linear relationship between the Teacher Performance variable and the work motivation variable. In the linearity line, it is known that the value of $F_{count} = 2272.433$ and a significant value of 0.000. Then $F_{count} > F_{Table}$, and the value of $sig 0.000 < 0.05$. So it can be concluded that there is a significant relationship between the Teacher Performance variable and the work motivation

variable. The linear relationship pattern between teacher performance variables and work motivation can be shown in Figure 12.

Table 12. The Effect of Motivational Variables (X_2) on Teacher Performance (Y)

Model	Predictor	R	R ²	Contribution (%)	Interpretation
1	Motivation	0,987	0,975	97,5%	Very High

In Table 12 it can be seen that the magnitude of the relationship that occurs between the motivation variable on teacher performance is 0.987 with a very high interpretation. Furthermore, the value of R Square (r^2) is 0.975. By using the coefficient of determination, the magnitude of the influence of motivation on teacher performance is obtained at 97.5%. The remaining 2.5% was determined by other factors that were not part of this study. By looking at the magnitude of the influence between these variables, the influence that occurs between the motivational variable (X_2) on teacher performance (Y) is at a very high level.

Testing the third hypothesis is that there is a significant effect between the variables Discipline (X_1) and Motivation (X_2) on teacher performance (Y).

Table 13. T-test Calculate the Coefficient between Discipline (X_1) and Motivation (X_2) on Teacher Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	2,781	4,148	0,000
	Discipline	0,217	14,686	0,000
	Motivation	0,788	50,377	0,000

From Table 13, the constant values (a)=2.781 b_1 =0.217 and b_2 =-0.788 formed the regression equation. The meaning of the regression equation, namely the value of the constant (a) of 2.781, means that if the Discipline and Motivation are equal to zero, then the teacher's performance is 2.781. Discipline regression coefficient (b_1) of 2.781 means that each increase of one unit of Discipline, it will also be followed by an increase in teacher performance of 0.217 one unit assuming the variable Motivation is fixed. Motivation regression coefficient (b_2) of 0.788 means that every increase of one unit units of Motivation, it will be followed by an increase in teacher performance of 0.788 one unit with the assumption of Fixed Discipline variables.

Table 14. F Test Calculate the Coefficient between Discipline (X_1) and Motivation (X_2) on Teacher Performance (Y)

Model	Variabel	FCount	Sig
1	Regression (Discipline, Motivation on Teacher Performance)	5507,144	0,000

Based on Table 14, it is known that the Fcount = 5507.144 and the significant value = 0.000. The magnitude of the value of Ftable with the number of samples

$n=67$, variable $k=3$, $df1=k-1$, $df2=n-k$ obtained $F_{table}=3,98$. So $F_{count}>F_{table}$ and $sig\ 0.000 < 0.05$. So it can be concluded that Discipline (X_1) and Motivation (X_2) simultaneously have a significant effect on teacher performance (Y). Thus the third hypothesis which reads that there is a significant influence between Discipline (X_1) and Motivation (X_2) on teacher performance (Y) is accepted. The magnitude of the influence given by the variables of Discipline (X_1) and Motivation (X_2) on teacher performance (Y) can be seen in Table 15.

Table 15. The Influence of Discipline Variables (X_1) and Motivation (X_2) on Teacher Performance (Y)

Model	Predictor	R	R ²	Contribution (%)	Interpretation
1	Discipline, Motivation	0,997	0,994	99,4%	Very High

In Table 15, the value of R Square (r^2) is 0.994. By using the coefficient of determination, the magnitude of the influence between the variables of Discipline and Motivation on teacher performance is 99.4%. The remaining 2.6% was determined by other factors that were not part of this study. Thus, the magnitude of the influence between the variables Discipline (X_1) and Motivation (X_2) on teacher performance (Y) is at a very high level.

4. Conclusion

Based on the results of the research that has been carried out, the following conclusions can be drawn: First, the teacher performance variable in the Rupa Elementary School is seen from the profile of the object of the teacher's research at Rupa Elementary School, including teachers with male and female gender, age and level of teacher education are at very high interpretations. The two motivation variables in SDN Rupa are at very high interpretations. The three discipline variables within SDN Rupa are at a very high interpretation. Fourth, there is a positive and significant influence between the discipline variables on teacher performance at SDN Rupa. The higher the discipline given, the higher the teacher's performance. Fifth, there is a positive and significant influence between the motivation variables on teacher performance at SDN Rupa. The higher the level of motivation that the teacher has, the higher the level of performance that the teacher has. Sixth, there is a jointly significant influence between the variables of Discipline and Motivation on teacher performance at SDN Rupa. The higher the discipline of the teacher, the higher the level of performance that the teacher has with the assumption of constant motivation. Furthermore, the higher the level of motivation possessed by the teacher, the higher the level of performance possessed by the teacher with the assumption of constant discipline.

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