





## How is spiritual intelligence impact a professional teacher's development?

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### ABSTRACT

Improving the quality of education by developing spiritual intelligence can provide teacher competency development. One of the factors that affect teacher professionalism so that it can improve the quality of current education. This study aims to determine the effect of spiritual intelligence on the professionalism of state vocational high school teachers. This research was conducted in a public high school in Bandar Lampung, Indonesia. This study uses a quantitative research approach with survey methods, using a questionnaire instrument. The population in this study was 695 teachers with a sampling technique using the Taro Yamane formula, and a sample of 237 teachers was obtained. The data collected were analyzed using descriptive statistics and simple regression, with the help of SPSS version 26. The results showed that spiritual intelligence positively and significantly affected teacher professionalism. This study recommends all stakeholders pay more attention to and evaluate teachers' spiritual intelligence.

### KEYWORDS

spiritual intelligence; teacher competency; human resource management; school teacher

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## Introduction

Education is a means for increasing source power quality humans (Firmansyah 2013) and his role in preparing the coming generation. The teacher is the primary figure in learning to reach a rate of good education because of that, quality Education in schools is primarily determined by professional teachers (Agustian, 2012; Praja et al., 2014). The teacher is a profession, so a teacher is required to be professional (Hardiyanto, 2009; Yunus, 2016). A pride alone for teachers with professional degrees (Rahman, 2015). Temporary professionalism alone must always be followed with very high consequences, and spirit educates those who don't know once outages and continuing competence develop follow development technology (Anwar, 2020; Sanaky, 2005).

A professional teacher is someone who becomes a source of income and needs skill, skill or skills with qualification academic, competence, and responsibility tied inside it. Training and development of teacher professionalism are correlated with Constitution (Potolea & Toma, 2015). A professional teacher will be reflected in the implementation of devotion-tagged tasks with skills good in Theory and method. An experienced teacher can see from Shown performance and the work produced (Anwar, 2020) as enhancing teacher professionalism through innovation learning (Rahmad, 2018). Besides that, is also shown through not quite enough the answer in doing whole his devotion (Rosmawati et al., 2020). A professional teacher should carry out not quite enough answer as a teacher to the participant, students, parents, society, nation, state, and religion (Anwar, 2020; Sanaky, 2005). Teacher professionalism is seen as one moving process from ignorance becomes known, from immaturity evolves ripe, from being directed by others to being direct self alone (Anwar, 2020; Bafadal, 2009). The attitude of a professional teacher is reflected in the ability to dominate the curriculum, master theory lesson, master method, evaluation study, be faithful to duty, discipline (Sanaky, 2005) as well as have competence pedagogy, personality, social, and professional acquired through education profession as well as have certificate educator and follow organization profession.

The internal factor that can influence teacher professionalism is spiritual intelligence. A study (Ker-Dincer, 2007) shows that spiritual intelligence is related to behavior education. The spiritual intelligence of the teacher is essential for growing development in strengthening character in task learning (Mantu et al., 2018; Noordin & Karim, 2015). Spiritual intelligence isn't only interpreted from how often somebody performs the worship of prayer. Does it follow Mass at will but to what extent a (teacher) can operate traits deity in advance earth (Puluhulawa et al., 2013; Vasconcelos, 2020).

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Many hardworking people pray, pay zakat, and will. Still, character and behavior describe attributes of divinity, no trust, no loving, no honesty, and words spoken often touch on even hurt other people's feelings (Zohar, 2007). Spiritual intelligence is the ability of somebody to interpret his life in life this (Agustini & Herawati, 2013; Rayung & Ambotang, 2018; Yantiek, 2014). Intelligence could do all actions initiated and based on spiritual intelligence, which is knowledge and understanding as basically, in context richer and broader meaning intelligence for evaluating that action or Streetlife somebody more means than others (Zohar, 2007). Somebody will be happier by having an excellent spirit.

Spiritual intelligence positively enhances teacher professionalism, and the teacher needs to understand aspects of spiritual intelligence. Element spiritual intelligence includes : (1) capacity self to behave flexible, like active and adaptive by spontaneous, (2) level of consciousness high self-awareness, (3) capacity self to face and takes advantage of suffering (suffering), (4) quality inspired life with vision and values, (5) reluctance for cause loss that is not necessary, (6) have holistic method view, with having trend.

## Methods

The research used a quantitative approach. A study variable covers the spiritual intelligence (X) variable, and one variable is teacher professionalism (Y). The population in the survey is all school teachers in Intermediate State Vocational Schools in Bandar Lampung City, totaling 695 teachers. The Retrieval technique sample in a study is Proportional Random Sampling. Amount sample determined with use Taro Yamane formula, obtained amount sample as many as 237 teachers. Instrument study use questionnaire closed. Data analysis with simple linear regression via IBM SPSS version 21 (Romie, 2017). The teacher professionalism indicator in the study developed from opinion (kunandar, 2010) teacher professionalism in a study is the attitude of a teacher who reflects that he can dominate the curriculum, master theory lesson, master method, and evaluation study be faithful to duties and discipline (Tilaar, 2010). Have competence in pedagogy, personality, social, and professional acquired through education profession as well as have certificate educator and follow organization profession

Indicator spiritual intelligence in a study developed based on the opinion that spiritual intelligence is the ability of somebody to interpret his life in life, in to do all something action based on knowledge and understanding (Agustian, 2012; Sinetar, 2001; sukidi, 2004; Vasconcelos, 2020; Zohar, 2007). Indicators are (1)—the ability to behave flexibly and (2). Have high awareness, (3). ability to face and take advantage of suffering, (4). the ability to meet and transcend pain ( 5). quality live by vision and values (6). reluctance to experience loss (7). ability to see various linkages (8). have a trend for ask, and (9). can work independently. Study this use method questionnaire, hoping that respondent will directly pour the answer in the questionnaire items. Selected Questionnaire is a scale model likert consisting of on statements positive and negative. Selected Questionnaire is a scale model likert consisting of on statements positive and negative (Arikunto, 2020). According to Sugiono (2020), For every question provided, there are five choice answers: strongly agree, agree, not sure, disagree, and strongly disagree. Alternative answers to each questionnaire item are quantitative data transformed into qualitative data. Data analysis in the study also uses analysis regression simple.

## Results

Before the data is analyzed, previous testing precondition analysis includes normality, homogeneity, linearity, and multicollinearity tests (Arikunto, 2020; Sugiono, 2020). Kolmogorov-Smirnov test for testing normality of the information shows all numbers p bigger than 0.05, which means that the data is usually distributed at the level of 0.05 significance. Test homogeneity of variables spiritual intelligence is variable data homogeneous, and I think this is because the value of the probability variable ( Sig .) is more considerable > than 0.05. Linearity test Among variable spiritual intelligence to variable teacher professionalism, show number p is bigger than 0.05, which means that the regression model is linear. Test multicollinearity variable spiritual intelligence with score sig. (2-tailed)  $0.000 < 0.05$ , so that occurs multicollinearity between variable independent.

**Table 1.** Coefficient Spiritual Intelligence and Professionalism

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	48.918	2,916		16,776	.000
	spiritual intelligence	.311	.040	.448	7,720	.000

a. Dependent Variable: professionalism

Calculation result above obtained that t count for variable spiritual intelligence of 7,720 and level significance ( sig .) 0.00, while t table with dk  $n-2 = 237-2 = 135$  and obtained 1.645 with so  $t_{count} > t_{table}$  or  $7,720 > 1,645$  at level significance  $< 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted, it means spiritual intelligence was influenced by significant to teacher professionalism.

Tabel 2. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448 <sup>a</sup>	.200	.197	5.35359

a. Predictors: (Constant), spiritual intelligence

b. Dependent Variable: Professionalism

## Discussion

Coefficient test results correlation showed in the Model Summary table. The table shows the existence R2 score of 0.448 p, which means quantity influence variable spiritual intelligence \_ the professionalism of SMKN teachers in Bandar Lampung City was 44.8%, while the rest of 55.2% is influenced by other variables that are not included in a study. Research results describe that spiritual intelligence positively and significantly affects the enhancement of teacher professionalism. Because really profession needs spiritual intelligence to become a success (Ashshidieqy, 2018). A teacher with spiritual intelligence is those who do an activity with spirituality. This means life as a teacher is joining, building, and advancing Nation (Hafidz & Diana, 2022; Sinetar, 2001). Several factors influence teacher professionalism (May et al., 2020; Rahman, 2015), among them the spiritual intelligence of teachers (Mantu et al., 2018; Masaong, 2011).

Research results in this showing that influential spiritual intelligence to teacher professionalism. According to (Ambarita, 2015; Bafadal, 2009; Hardiyanto, 2009), teacher professionalism characteristics include understanding in doing a task, collaboration effective with stakeholders, capabilities to develop self, good service, guiding behavior students, and implementation of code ethics position. Someone professional is always Kept going to look for meaning in his life until Thing that answered and satisfied with devotion. This indicates whether or not teacher professionalism is connected with spiritual intelligence (Puluhulawa et al., 2013).

Besides fulfilling academic qualifications, a professional teacher must constantly develop science with reading or become a learning teacher (Hardiyanto, 2009; Muhson, 2012; Praja et al., 2014). Teacher professionalism is also influenced by the spiritual intelligence that becomes base and drives somebody to choose a profession as a teacher. This was conducted to give meaning to his life (Agustian, 2012). A teacher is a lamp looking forward to the future participant education and a light for the nation to prepare resource quality humans and have great power competitiveness (Umeh, 2008). Someone who has an excellent spiritual will be happier (Awasthi, 2009). This indicates whether or not teacher professionalism is connected with teachers' spiritual intelligence as a base and drives somebody to choose a profession as a teacher (Poniman, Sumadi, 2019; Rahman, 2015). The teaching profession is a service process, self to humanity, and devotion to nation and state. This is conducted to give meaning to his life (Agustian, 2012) so that not everyone is willing and able to do duty. Teacher professionalism is formed by the influence of leadership head school and teachers' emotional and spiritual intelligence. So the process of professionalization could be conducted with training and developing teacher professionalism to increase and develop teacher competence.

## Conclusion

Many things affect a teacher's professionalism. A teacher at least has four competence: competence pedagogy, competence personality, competence social and professional competence. Next, dominate the curriculum, master Theory lesson, master method, and evaluation study, and be faithful to duty and discipline. Follow education profession as well as have certificate educator and follow organization profession. Poor teacher professionalism will influence the implementation of a task that ultimately affects achievement destination education. Research results show that teachers spiritual intelligence is necessary to maintain and improve gradually because of the positive and significant influence on school teacher professionalism medium vocational. This study recommended whole holder interest for more pay attention and evaluate teacher performance.

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