The Effect of Emotional Intelligence and Spiritual Intelligence on Lecturer Work Performance

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Abstract: The purpose of this research is to observe the influence of emotional intelligence and spiritual intelligence on lecturer work performance and also to explore the moderation effect of lecturer certification on the correlation between emotional intelligence and spiritual intelligence towards the lecturer work performance. This research uses the quantitative approach by applying the survey method based on primary data. Data is collected from 306 respondents who are full-time lecturers in Pelita Harapan University, with 59 indicator questions under the category of emotional intelligence, spiritual intelligence and lecturer work performance. The sampling technique in this research is simple random sampling. The Analyzing instrument used Partial Least Squares Structural Equation Model (PLS - SEM). The result of the research reveals that emotional intelligence positively and significantly influences lecturer work performance, lecture certification does not give a positive influence in moderating between spiritual intelligence and lecturer work performance. This result of this research is beneficial for Higher Education in determining policies or decisions that will be taken in the management and the improvement of lecturer work performance.

Key Words: Emotional Intelligence; Spiritual Intelligence; Lecturer Work Performance; Lecturer Certification.

Abstrak: Tujuan Penelitian ini adalah untuk mengetahui pengaruh kecerdasan emosional dan kecerdasan spiritual terhadap kinerja dosen serta mengetahui efek moderasi sertifikasi dosen terhadap hubungan antara kecerdasan emosional dan kecerdasan spiritual terhadap kinerja dosen. Penelitian menggunakan pendekatan kuantitatif dengan menerapkan metode survei berdasarkan data primer. Data dikumpulkan dari data responden 306 dosen tetap Universitas Pelita Harapan, dengan 59 pernyataan indikator di bawah kategori kecerdasan emosi, kecerdasan spiritual, dan kinerja dosen. Teknik pengambilan sampel dalam penelitian ini adalah simple random sampling. Instrumen analisis menggunakan Partial Least Squares Structural Equation Model (PLS - SEM). Hasil penelitian mengungkapkan bahwa kecerdasan emosi berpengaruh positif dan signifikan terhadap kinerja dosen, kecerdasan spiritual berpengaruh positif dan signifikan terhadap kinerja dosen, sertifikasi dosen tidak memberikan pengaruh positif sebagai pemoderasi antara kecerdasan emosi dan kinerja dosen, sertifikasi dosen tidak memberikan pengaruh positif sebagai pemoderasi antara kecerdasan spiritual dan kinerja dosen. Hasil penelitian ini bermanfaat bagi Perguruan Tinggi dalam menentukan kebijakan atau keputusan yang akan diambil dalam pengelolaan dan usaha peningkatan kinerja dosen.

INTRODUCTION
The function, role, and position in a higher education setting are very strategic. Therefore, the competence of a lecturer in a university becomes crucial in their task to promote learning, develop science, technology, and art, and serve society. In carrying out their duties, lecturers must have optimum work performance to become an asset to the university and the nation. A lecturer's profession is unique compared to the role of other occupations in general; therefore, the skill, and the competence required in carrying out their task in Indonesia should align with the Regulation of the Minister of Research, Technology, and Education Number 44, 2015 (Indonesia, Minister of Research, Technology, and Education, No. 44, 2015).

The commitment of Higher Education institutions to provide the best for their students is first fulfilled by providing competent (Indonesia, Minister of Research, Technology, and Education, No. 3 2020). Lecturers in every aspect of intelligence required, in addition to the element of intellectual intelligence, emotional intelligence, and spiritual intelligence are considered influential in the work performance of a lecturer. A lecturer's success in achieving the target of their work performance will directly impact the university's target achievement and influence national education. To maintain quality and achieve national education's goal in a lecturer's work performance, there is supervision not only by the institution where the lecturer works but also by the government. Therefore, the university is obligated to continue to maintain the lecturer's work performance at its best in carrying out the process of teaching and learning, doing research, and doing community service.

One of the influential factors in the lecturer’s work performance is lecturer certification. Lecturer certification is an instrument and a form of appreciation from the government to the lecturer, and lecturers who have obtained educator certification are eligible to receive professional allowance from the government. The correlation between lecturer certification and work performance becomes important since all certified lecturers must report their workload to the government every semester in the hope that they can continue to develop themselves. Mahmood et al. (2015) researched the correlation between intelligence and employee work performance in the Government Sector in Pakistan. It was discovered that intellectual intelligence, emotional intelligence, and spiritual intelligence have a significant and positive correlation with the employees' work performance. This research result is consistent with the previous research conducted by Upadhyay et al. (2015) that spiritual Intelligence has a positive impact on the company's work environment. Religiosity and spirituality positively impact work performance (Osman-Gani, Hashim, & Ismail, 2013), and previously Bar-On (2006) reported that IQ and EQ have positive influences on the aspect of work behavior of the employees. Zohar & Marshall (2001) showed how spiritual Intelligence is helpful to change an individual and the culture from the condition of less motivated (fear, greed, anger, and self-assertion) to one of the actions and to be better motivated (exploration, cooperation, strength, control, and higher service).

The research conducted by Amalia (2018) affirmed that emotional Intelligence has a positive and significant impact on work performance and that spiritual Intelligence has a positive but insignificant effect on the work performed. Emotional Intelligence has been acknowledged to have particular relevance for school teachers who are vulnerable to the high level of stress and exhaustion; teaching becomes a challenge that requires teachers to acquire adaptive abilities such as self-assessment, etc., self-regulation and others, and effective utilization of the emotion (Al-busaidi et al., 2019).
King (2008) also found that SQ has positive effects on employees. Other findings from intelligence research are that SQ's co-efficiency is more effective than IQ and EQ, which indicates that a better SQ in the employee shows a better work performance than IQ and EQ. Besides, Hyson (2013) states spiritual intelligence is an essential factor compared to intellectual and emotional intelligence, which influences the employee's work performance. Spiritual intelligence will increase work motivation, resulting in better work quality. According to Muttaqiyathum (2009), there are influences of emotional, intellectual, and spiritual intelligence on the lecturer's work performance, both partially and simultaneously, and the factor of spiritual intelligence has the most dominant influence on the work performance of the lecturer. Therefore, the author conducts further research to see that intelligence affects lecturer work performance.

The professional allowance for lecturers who have already acquired certification is thought of as one factor that enhances lecturers' work performance. Based on the findings from Muhardi & Nurcahyono (2011), lecturers who receive lecturer certification are more productive than lecturers who are not yet certified, especially in the productivity of publishing scientific works and research. The correlation between the allowance and the motivation for employees to become more productive has been expressed by some experts (e.g., Armstrong, 2014). The purpose of this research is to explore the impact of emotional intelligence and spiritual intelligence on the work performance of the lecturer and to see whether the lecturer certification can positively moderate the emotional and spiritual intelligence on the lecturer's work performance.

Literature Review

The Lecturer's Work Performance

According to Mangkunegara (2014), work performance is the achievement in work, i.e., the qualitative and quantitative result of work achieved by an employee in performing the tasks assigned to them. Work performance is work achievement, i.e., the ratio between the result of work and the set standard (Dessler, 2003). According to Wirawan (2017), work performance is the outcome of functions or work dimensions or professions done by human resources or by employees during a specific period. Work performance is determined by individual abilities to make particular tasks and the voluntary efforts of an individual in performing a task (Hashim, 2012). Assessment of work performance is an activity that has to do with assessing how well employees perform their work, how to assign tasks to the employees, and approving and setting plans for the improvement of the work performance (Stone, 2011).

According to Sarmiento et al. (2007), assessing the work result of employees can be done through indicators of the quality and quantity of work, the persistence, the knowledge of the tasks, the decision making, the learning ability, the initiative, and the implementation with industry. The lecturers’ performance in Indonesia can be drawn from their annual responsibilities in practicing the Tridharma of the university (teaching, writing, and community service) according to the Regulation of the Minister of Research and Technology of Higher Education of the Republic of Indonesia Number 44 the year 2015 chapter 28. To measure the success of a lecturer or his/her achievement in carrying out the tasks of the Tridharma of the University, the indicators that can be used are the quality of work, the quantity of work, punctuality, effectivity, and independence (Helmiatin, 2018). The success of a lecturer in carrying out the Tridharma of the university is mostly defined by his/her competence. In the Regulation from the Minister of National Education Number 17 the year 2008 (Permendiknas No, 17, 2008) about the lecturer certification, four competencies of a lecturer are mentioned,
The Effect of Emotional Intelligence and Spiritual Intelligence on Work Performance

namely 1) the pedagogical competence, 2) professional competence, 3) the social competence, and 4) the personality competence.

Emotional Intelligence (EI)

Mayer and Brackett (2004) view the theory of Emotional Intelligence (EI) by viewing emotions as organized responses that cross the psychological subsystem's boundaries, including physiology, cognitive, motivation, and the system of experience. Emotions arise as the response toward an incident, both internal and external.

According to Mayer and Brackett (2004), emotional intelligence is a series of abilities to understand and express emotions, use emotions to facilitate cognitive activities, understand emotions, and manage emotions for emotional growth.

Scholars have their approaches to understanding emotional intelligence. Salovey dan Mayer focuses on the model of intelligence. Reuven Bar-On in 1988 has placed emotional intelligence in the context of personality theories, while Cherniss and Goleman describe emotional intelligence more in the theory of work performances. However, all approaches have the same core understanding from the basic concept of emotional intelligence (Cherniss & Goleman, 2001).

The most concise definition is that emotional intelligence refers to the four aspects: first, self-awareness; second, self-management; third, social awareness; and fourth, relationship management (Cherniss and Goleman, 2001). Goleman (2006) defines emotional intelligence as our ability to manage our emotional life with intelligence and maintain the appropriateness of emotion and its expression through self-awareness, self-control, self-motivation, and social skill.

Socio-emotional intelligence is the cross-section of interrelated emotional and social competence, skill, and facilitator, which determines how effectively we understand and express ourselves, how effectively we understand others and relate to them, and overcome daily demands (Bar-On, 2006). The Bar-On model of emotional intelligence provides a theoretical foundation that was first developed to assess various aspects and examine conceptualization. Socio-emotional intelligence is part of the interrelated emotional and social competence, skill, and facilitator, which determines how effective an individual understands and expresses themself, understands others, relates with others in overcoming daily demands.

Emotional competence, social competence, skill, and facilitator mentioned in the concept of Bar-On includes five primary elements. These components consist of several interrelated competencies, skills, and facilitators. The Bar-On model believes that being emotionally and socially intelligent means understanding and expressing oneself effectively, understanding others and relating well to others, and overcoming daily demands, challenges, and pressures. The ultimate attitude in one’s interpersonal ability is to be aware of oneself, understand one’s strengths and weaknesses and express one’s feelings and thoughts unconstructively. On the interpersonal level, being intelligent emotionally and socially includes being aware of other people’s emotions, feelings, and needs and building a cooperative, constructive, and mutually satisfying relationship. Finally, being emotionally and socially intelligent means managing personal changes, social changes, and changes in the environment effectively, realistically, and flexibly, immediately overcoming the situation, solving problems, and making decisions. To do this, we have to manage our emotions so that they will work for us instead of going against us, and we need to be sufficiently optimistic, positive, and self-motivated (Bar-On, 2006).

EI is our ability to recognize our emotions and feelings to motivate ourselves, and then to manage them in our personal situation, and in our dealings with others. Next, Goleman,
Boyatzis, and McKee (2002) examined the impact of emotions on the work performance of an organization and found that EI helps to reduce conflicts in organizations and therefore increases the work performance of employees. The success and failure of an organization can be determined by the emotional standard set by the interpersonal executives.

EI is about realizing the needs of oneself and others and doing the best one can. The positive attitude and behaviour of a leader in an organization can influence the emotion of others around them, and therefore it is becoming more important for them to be aware of their own emotions and to build a positive relationship with their teammates (Diana, 2018).

**Spiritual Intelligence (SI)**

Spiritual Intelligence is defined as a set of mental capacities that contribute to the awareness, integration, and non-material and transcendent adaptive application of one’s existence, leading to deep existential reflection, enhancement of meaning, and transcendent self-acknowledgment and mastery of spiritual condition. The four cores of spiritual intelligence are: first, Critical Existential Thinking (CET); second, Personal Meaning Production (PMP); third, Transcendental Awareness; and fourth, elaboration of the state of awareness (King, 2008).

According to Zohar and Marshall (2007), spiritual intelligence is the highest intelligence compared to intellectual intelligence and emotional intelligence. Spiritual intelligence lies in the inner self; it has to do with the wisdom outside the ego and the conscious mind. Spiritual intelligence is consciously acknowledging the available values and creatively finding new values so that spiritual intelligence precedes the form of religious expression and is not dependent on religion.

Spiritual intelligence is needed to find and to use the innermost resources, such as the capacity to care for, and the strength to tolerate and to adapt; developing a clear and stable sense of identity as an individual in the context of shifting work relations; the ability to discern the true meaning of the situation and to create meaningful work; identifying and harmonizing personal values with a clear goal; applying values without compromise to show integrity and the ability to restrain the ego before restraining creativity and helping employees to make their work more meaningful (George, 2006).

Spiritual intelligence provides the purpose and the meaning of life and gives a profound feeling and an understanding of the importance of something. Therefore, spiritual intelligence in an organization will create self-awareness, behavior, self-control assessment, the strength of decision, flexibility, adaptive ability, vision, awareness, values, feelings, and intuition of the employees. Therefore, SQ helps employees develop toward a better organization (Zohar and Marshall, 2007).

**Lecturer Certification**

In the Constitution of the Republic of Indonesia Number 14 on Teachers and Lecturers year 2005, it is stated that lecturers must have academic qualifications, work performances, educator certificates, must be physically and spiritually healthy, and must have the ability to realize the goal of national education. This constitution is the government’s effort to encourage lecturers to be constantly motivated to enhance their work performances and to become more productive lecturers. The program of lecturer certification is a part of the government’s efforts to improve the quality of national education and the welfare of lecturers. Moreover, the lecturer certification has several purposes as follows: 1) to assess the professionalism of lecturers for the purpose of determining their capability in performing their tasks; 2) to protect the profession of lecturers as the learning agents in universities; 3) to improve the process and the result of
education; 4) to speed up the realization of the goals of national education; 5) to enhance the lecturers’ awareness of their obligation to promote honesty and academic ethics, especially the prohibition on plagiarism (Directorate General of Science, Technology and Higher Education Resources, Ministry of Research, 2019).

![The Conceptual Map of Certification](image)

**Picture 1. The Conceptual Map of Certification (The Book of Lecturer Certification, 2019)**

The lecturer certificate is awarded to the lecturer who has completed the required period of work as a lecturer, has an academic position, and passed a series of competence tests in the form of portfolio assessment.

The portfolio assessment is the evaluation of academic and professional experiences to determine the recognition of the lecturer’s professional abilities by assessing academic qualifications and the Tridharma lecturer work performance of the university; the perception of superiors, colleagues, students, and the assessed lecturer on the possession of pedagogical competence, professional competence, social competence, and personality competence; and a personal statement of the lecturer’s contribution in the practice and development of the university Tridharma (Government Regulation of the Republic of Indonesia No. 37, 2009).

**Research Hypothesis**

A lecturer must have academic qualifications, competence, physical and spiritual health, and other capabilities needed to realize the goal of national education, so we can sum up that a lecturer must have a thorough intelligence. A lecturer who fails to meet the required standard of intelligence will undoubtedly impact the quality of the result in teaching and learning.

The failure in the teaching and learning process and graduates who do not meet the expected standard of competence can be caused by lecturers who do not show optimum work performance as one of the teaching sources for students and the university. Several studies revealed that work performance is harmoniously related to a person's intelligence; therefore, it can be assumed that a lecturer’s intelligence will influence their work performance, influencing the university's work performance. A lecturer's intelligence that does not meet the standard will have a negative impact on the work performance of the lecturer. This means that every lecturer must have a good capacity of intelligence so that they can perform their task well, and this can be evaluated from their work performance.
Effect of Emotional Intelligence on The Lecturer's Work Performance

Emotional Intelligence correlates with the lecturer’s work performance since in performing their tasks, lecturers need good emotional intelligence to interact with their students during the teaching and learning process. In the process of teaching and learning, lecturers do not only transfer their intellectual knowledge, but they are also required to have the ability to give positive influences and to become models for their students to shape their social behaviour.

The research conducted by Anwar et al. (2017) affirmed a significant correlation between emotional intelligence and the organizational performance. The high level of emotional intelligence shows an increase in the work performance of the employees and the organization. Moreover, Mahmood et al. (2015) reported that emotional intelligence has a positive and significant correlation with the work performance of the employee. This finding is in line with the previous research conducted by Bar-On (2006) which reported that emotional intelligence has positive influences on the employees. Zohar and Marshall (2001) dan King (2008) also found that emotional intelligence has positive effects on employees. Yusnaena and Perdana (2015) in their research found that emotional intelligence has a positive impact on the work performance. An empirical literature review conducted by Berkovich and Eyal (2015) in the Journal of Educational Psychology reported that it is most appropriate for educational organizations to appoint leaders who possess emotional intelligence and the ability to develop leadership conducts. But in the research conducted by Oktariani et al. (2016), it was discovered that emotional intelligence has insignificant effect on the work performances of employees. Based on the previous researches described above, the first hypothesis proposed is:

H1: Emotional intelligence positively affects the work performance of the lecturer.

Effect of Spiritual Intelligence on The Lecturer’s Work Performance

The correlation between spiritual intelligence and the lecturer’s work performance lies in the required ability of a lecturer to create self-awareness, conduct, behavior, and assessment of self-control, the strength of decision, flexibility, adaptive ability, vision, awareness, values, feelings, and intuition to face and solve problems that concerns values, mental problems, and psychological problems. In carrying out lecturers’ responsibilities, a lecturer must be constantly aware of other lecturers with superior abilities to position themselves more wisely and positively. It is believed that the absence of these attitudes will influence the work performance of the lecturer and the assessment of students towards the lecturer.

Based on the research by Mahmood et al. (2015) that spiritual intelligence has a positive impact on the work performance of employees. Furthermore, Zohar and Marshall (2001) also showed that spiritual intelligence helps employees develop towards a better organization; spiritual intelligence will allow employees to connect with the organization. Thus, making their work more meaningful and helping them reduce their ego through self-reflection. In turn, this will increase the individual potentials and the organization's work performance, George (2006).

Spiritual intelligence plays an essential role in improving the employee's work performance. Good spiritual intelligence can boost creativity and improve employees' work performance (Hidayati et al., 2013). However, in his research, Hrdzic (2016) concluded that the correlation between the variable of spirituality and the variable of work performance is not significant. In the study conducted by Pande (2012), it is noted that spiritual intelligence does not influence a person's work performance. Spiritual intelligence has no significant influence on the entrepreneur's performance (Muttaqiyyathum, 2010).

An individual who possesses high spiritual intelligence and emotional intelligence will form a positive attitude which will enable him/her to have a high integrity, responsibility,
sincerity, and the ability to solve various problems that he/she encountered in the working environment.

An individual who possesses high spiritual intelligence and emotional intelligence will form a positive attitude that will enable them to have high integrity, responsibility, sincerity, and the ability to solve various problems encountered in the working environment. The research of Haryono et al. (2018) affirmed that spiritual intelligence does not influence work performance, and this condition explains that a high or low spiritual intelligence that one possesses has no impact on one’s work performance, considering that there are various factors besides spiritual intelligence that influence the level of one’s work performance.

When individuals merely possess a high sense of dedication and responsibility (spiritual intelligence) towards lecturers’ work without intellectual intelligence, it will not change their work performance. Intellectual intelligence refers to one's ability to absorb knowledge and changes since one must have high intellectual intelligence in a working environment. With a high level of intellectual intelligence, one will easily and quickly understand changes and types of work. Thus, one's ability to solve problems related to one's work will improve. The result of this research is in harmony with or supported by the research done by Oktariani et al. (2016), which discovered that emotional intelligence and spiritual intelligence have no significant impact on an employee's work performance. The research by Yusahaena and Perdana (2015) showed that spiritual intelligence does not influence the work performance of the staff of Sumatera Barat Province Representative's secretary. Based on the previous researches described above, the second hypothesis proposed is:

\[ H2: \text{Spiritual intelligence positively affects the work performance of the lecturer.} \]

The Correlation between the Lecturer Certification and the Work Performance of the Lecturer

The work requirement of a lecturer is to practice the \textit{Tridharma} of the university, which consists of teaching, research, and community service. Lecturers who have fulfilled their duties and are declared competent after they passed a series of competence exams are eligible to receive the lecturer certificate and it can be assumed that these lecturers have possessed competence according to the approved standard for lecturers. These lecturers will then receive the government’s acknowledgement and they can be rewarded with the professional allowance.

We should expect to see the influence of the professional allowance received by lecturers on their work performance, since the certified lecturers are considered capable of performing their duties professionally. Moreover, certified lecturers who have received their professional allowance from the government can use their allowance for further self-development by participating in conferences, seminars, etc.

Piscayanti and Surya (2015)’s research showed that there is no significant difference in the work performance of lecturers before and after lecturer certification. The research of Siswanto and Wahjumingsih (2015) found that the award of lecturer certification influences the lecturer’s work performance. Another research done by Listryarini (2017) discovered that there are positive and significant influences of the lecturer certification on the work performance of the lecturer. The certification allowance has tangible impact on the lecturer’s productivity in producing scientific works and researches, even though the contribution of its impact is still considered very low (Muhardi & Nurcahyono, 2011).

The correlation between the lecturer certification and the lecturer work performance is also an important issue that needs further investigation for several reasons, namely the belief that certified lecturers are more competent compared to uncertified lecturers. On the other hand,
some people think that there is no guarantee that certified lecturers will have better work performances compared to uncertified lecturers.

**H3**: Lecturer Certification moderates the positive effect of emotional intelligence on the work performance of the lecturer

**H4**: Lecturer Certification moderates the positive effect of spiritual intelligence on the work performance of the lecturer.

![Diagram 2. The Research Model](image)

**METHODS**

This research uses the quantitative approach by applying the survey method based on the primary data gathered from 306 respondents of full-time lecturers in Pelita Harapan University through a comprehensive questionnaire designed with 59 indicators under the category of emotional intelligence, spiritual intelligence, and lecturer work performance. The sampling technique used in this research is *simple random sampling*, which is a sampling technique that gives equal opportunities to the population members to become the objects of study (Umar, 2019).

The data used is the primary data gathered from the respondents through the questionnaire. These respondents are the full-time lecturers of Pelita Harapan University, and the secondary data is the data acquired from literary research. All questions except the questions about the respondent’s background are based on the five points Likert scale. The questions of the scale of emotional intelligence are adopted from Reuven Bar-On (2006), and the spiritual intelligence questions use the *Spiritual Intelligence Self-Report Inventory* (SISRI-24) adopted from King (2008), and lecturer work performance is adopted from Guidance Certification Book for Indonesian Lecturer – (Kemristek Dikti, 2019).

To measure the attitude(s), the opinion(s), and the perception(s) of an individual or a group of people towards certain social phenomena, respondents will respond using the Likert scale. This research uses the exogenous variable consisting of The “strongly agree” answer scores 5, the “agree” answer scores 4, the “neutral” answer scores 3, the “disagree” answer scores 2, and the “strongly disagree” answer scores 1.

The distributed questionnaire consists of 59 questions which are grouped into three categories as follows: 15 (fifteen) questions used to measure emotional intelligence with nine dimensions, namely *intrapersonal ability, interpersonal ability, stress management, adaptive ability, mood*. Twenty-four items were used to measure spiritual intelligence with four dimensions: Critical *Existential Thinking, Personal Meaning Production, Transcendental...*
Awareness, and Conscious State Expansion. The endogenous with twenty questions used to measure the lecturer’s work performance variable consists of 4 (four) dimensions: pedagogical competence, professional competence, personality competence, and social competence. For the moderating variable, the lecturer certification, respondents are grouped into lecturers who have acquired certification and lecturers who haven’t.

The Analyzing instrument used Partial Least Squares Structural Equation Model (PLS-SEM) to explain the correlation between variables. PLS-SEM is believed to be a powerful analyzing instrument since it can be used without considering the assumption that the data has to be normally distributed (Ghozali and Latan, 2012). According to Hair et al. (2017), the total minimum sample for the PLS-SEM Analysis instrument the sample size should be equal to the larger of 10 times the largest number of formative indicators used to measure a single construct or 10 times the largest number of structural paths directed at a particular construct in the structural model.

The validity test for the questionnaires to measure the validity of each indicator is the loading factor score has to be above 0.7 and to measure the magnitude of variance or diversity of the manifesting variables in the latent construct, the rule of thumb that applies is that the score of Average Variance Extracted has to be above 0.5. Besides the validity test, the model measurement is also done to test the reliability of a construct (Ghozali & Latan, 2012).

The reliability test is conducted to prove the accuracy, the consistency, and the precision of the instrument in measuring constructs. The reliability test is done by measuring the score of Composite Reliability and the score of Cronbach’s Alpha. The reliability test is conducted simultaneously for all the questions. A research instrument with adequate reliability level must score above 0.7 for Alpha Cronbach, and greater than 0.7 for the Composite Reliability (Ghozali & Latan, 2012).

The R-Square test is used to measure the influence of the exogenous variables on the endogenous variables. The R2 value has to be on the scale of 0 and 1, which means that a higher value shows a greater influence. The value of R2 is 0.75 for a strong model, 0.50 for a moderately strong model, and 0.25 for a weak model (Ghozali and Latan, 2012).

RESULTS

In this study, researchers distributed questionnaires to the lecturers of Pelita Harapan, and the questionnaire containing the responses of the respondents has returned as many as 306 as well. By Juli 2021, there were 752 lecturers registered in Pelita Harapan University. The sampling technique uses the Probability Sampling method so that all members of the population have the same opportunity to be selected as members of the sample. The characteristics of the research respondents are as follows:

Table 1. Data Profile of the Respondents

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Total Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>151</td>
<td>49.35</td>
</tr>
<tr>
<td>Female</td>
<td>155</td>
<td>50.65</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 – 25 years old</td>
<td>2</td>
<td>0.65</td>
</tr>
<tr>
<td>26 – 30 years old</td>
<td>19</td>
<td>6.21</td>
</tr>
<tr>
<td>31 – 35 years old</td>
<td>62</td>
<td>20.26</td>
</tr>
<tr>
<td>36 – 40 years old</td>
<td>47</td>
<td>15.36</td>
</tr>
</tbody>
</table>
### Characteristic | Total Respondens | Percentage
--- | --- | ---
41 – 45 years old | 51 | 16.67
46 – 50 years old | 42 | 13.73
above 50 years old | 83 | 27.12
Marital Status
Not Married | 53 | 17.32
Married | 253 | 82.68
Education
Strata 2/ Magister | 204 | 66.67
Strata 3/ Doctor | 102 | 33.33
Academic Rank
Lecturer | 42 | 13.73
Asistant Professor (Asisten Ahli) | 129 | 42.16
Asistant Professor (Lektor) | 106 | 34.64
Associate Professor | 23 | 7.52
Professor | 6 | 1.96
Lecturer Certification
Not Available | 82 | 26.80
Available | 224 | 73.20
Period of Work
0 – 3 years | 67 | 21.90
4 – 6 years | 76 | 24.84
7 – 9 years | 27 | 8.82
10 – 12 years | 29 | 9.48

Furthermore, an outer model evaluation is assessed through convergent validity and discriminant validity. Convergent validity can be seen from the standardized loading factor which shows the correlation between each indicator and its construct. The rule of thumb used to assess convergent validity is the loading factor score must be above 0.7. Among 59 indicators, 11 indicators score below 0.7, so they are considered not valid and are excluded in the calculation and are not subject to further analyzing. These 11 indicators are KI4, KI5, CET2, CET7, TA2, TA3, TA6, KP1, KPR5, KPR6, and KK 4.
Meanwhile, the magnitude of the variant or the diversity of the variable manifest in the latent construct can be seen from the Average Variance Extracted (AVE) score. The rule of thumb used for the diversity of the variables is that the AVE score must be above 0.5. Table 2 shows that the AVE score for each dimension is sufficient since the AVE score is already > 0.5.

**Table 2. Average Variance Extracted (AVE) Score**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Dimension</th>
<th>AVE</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence (EI)</td>
<td>Intrapersonal Skill</td>
<td>0.609</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Skill</td>
<td>0.607</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>0.877</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Adaptive Ability</td>
<td>0.684</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Mood</td>
<td>0.844</td>
<td>Valid</td>
</tr>
<tr>
<td>Spiritual Intelligence (SI)</td>
<td>Critical Existensial Thinking</td>
<td>0.591</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Personal Meaning Production</td>
<td>0.643</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Transcendental Awareness</td>
<td>0.623</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Conscious State Expansion</td>
<td>0.635</td>
<td>Valid</td>
</tr>
<tr>
<td>Lecturer Work Performance (LWP)</td>
<td>Pedagogical Competence</td>
<td>0.568</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Professional Competence</td>
<td>0.637</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Personality Competence</td>
<td>0.772</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Social Competence</td>
<td>0.641</td>
<td>Valid</td>
</tr>
</tbody>
</table>

Source: primary data, processed 2021

The mean difference between the heterotrait-heteromethod correlation (the correlation of indicators in the whole construction that measure different phenomena) and the monotrait-heteromethod correlation (the correlation of indicators in the same construction) is calculated from the heterotrait-monotrait (HTMT) ratio. The HTMT criteria can effectively identify the...
insufficiency of the discriminant validity shown by the high level of sensitivity (Henseler et al. (2015) in Hair, Joseph F et al. (2016). The research result shows that the score HTMT < 0.90. In the research of Henseler et al. (2015), several threshold opinions are proposed, for example 0.85 (Clark & Watson 1995; Kline 2011), while others proposed the score 0.90 (Emas et al., 2001; Teo et al., 2008). When HTMT is higher than this threshold, it can be concluded that the discriminant validity is insufficient.

On Table 3, it is shown that the Fornell-Larcker Criterion score for SI to EI is 0.701, SD to EI is 0.124, LC to EI is 0.088, LWP to EI 0.823, LWP to SI 0.651, and LWP to LC is 0.161. All scores are below 0.9 so that it can be concluded that all constructs have good discriminant validity.

Table 1. Table of Fornell Lacker Criterion Score

<table>
<thead>
<tr>
<th></th>
<th>Emotional Intelligence (EI)</th>
<th>Spiritual Intelligence (SI)</th>
<th>Lecturer Certification (LC)</th>
<th>Lecturer Work Performance (LWP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence (EI)</td>
<td>0.701</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual Intelligence (SI)</td>
<td>0.124</td>
<td>0.088</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer Certification (LC)</td>
<td></td>
<td></td>
<td>0.161</td>
<td></td>
</tr>
<tr>
<td>Lecturer Work Performance (LWP)</td>
<td>0.823</td>
<td>0.651</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: primary data, processed, 2021

To determine the reliability of the measuring instrument, whether it is trustworthy or reliable, it is necessary to check the index of Composite Reliability. On Table 4, it is shown that the score of Composite Reliability is > 0.7 which means that the measuring instrument used has high reliability. The reliability test using the composite reliability can be enhanced by using the Cronbach alpha score. A variable can be declared reliable or adequate when the Cronbach alpha score is > 0.7. The research result shows that the Score of Composite Reliability and the score of Cronbach Alpha is > 0.7.

Table 4. Table of Reliability Test for Research Variable Construct

<table>
<thead>
<tr>
<th>Variable</th>
<th>Composite Reliability</th>
<th>Composite Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>0.919</td>
<td>0.905</td>
</tr>
<tr>
<td>Spiritual Intelligence</td>
<td>0.938</td>
<td>0.929</td>
</tr>
<tr>
<td>Lecturer Certification</td>
<td>1.000</td>
<td>1.000</td>
</tr>
<tr>
<td>Lecturer Work Performance</td>
<td>0.942</td>
<td>0.934</td>
</tr>
</tbody>
</table>

Source: primary data, processed, 2021

The inner model test or the structural test is done by measuring the influence of exogenous variables on the endogenous variables. On Table 5, it is shown that the emotional intelligence variable and the spiritual intelligence variable are able to contribute 61.7 %, and the rest is the influence of the variables used in this research. R. Square has a moderate relationship, which means that as much as 61.7 % variance of the endogenous variables can be explained by the exogenous variables.

Table 5. The R-Square (R²) Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>R Square</th>
<th>R Square Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer Work Performance</td>
<td>0.617</td>
<td>0.611</td>
</tr>
</tbody>
</table>

Source: primary data, processed, 2021
To represent the synthesis of cross validation and the fitting function with prediction from observed variables and estimation of construct parameter, a predictive relevance (Q²) test is conducted. This test uses blindfolding on Smart PLS. According to Ghozali and Latan (2015), the score of Q² > 0 shows that the model has predictive relevance, while the score of Q² < 0 shows that the model does not have sufficient predictive relevance. When the score of Q² is 0.02; 0.15; and 0.35, it means that the model is weak; moderate; and strong.

Table 6 shows that the Q² score for the variable of Lecturer Work Performance is 0.265, this means that the predictive relevance is moderate.

Table 6. Predictive Relevance (Q²) Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>SSO</th>
<th>SSE</th>
<th>Q² (=1-SSE/SSO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence (EI)</td>
<td>4590,000</td>
<td>4590,000</td>
<td></td>
</tr>
<tr>
<td>Spiritual Intelligence (SI)</td>
<td>7344,000</td>
<td>7344,000</td>
<td></td>
</tr>
<tr>
<td>Lecturer Certification (LC)</td>
<td>306,000</td>
<td>306,000</td>
<td></td>
</tr>
<tr>
<td>Lecturer Work Performance (LWP)</td>
<td>6120,000</td>
<td>4496,093</td>
<td>0.265</td>
</tr>
</tbody>
</table>

Source: primary data, processed, 2021

To find out the influence of the exogenous variables simultaneously on the endogenous variables, an Effect Size Test has also been done (f²). According to Chin (1998) in Ghozali and Latan (2015), the f² score can be 0.02 or 0.15 or 0.35 which means that the influence is small, medium/moderate, or great.

Table 7 below shows that the greatest influence of the exogenous variables lies in the emotional intelligence on the lecturer work performance with the score 0.537, which means that it has a high influence. On the other hand, the smallest influence lies in the emotional intelligence on the lecturer certification which scores 0.018.

Table 7. Effect Size (f²) Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>Emotional Intelligence</th>
<th>Spiritual Intelligence</th>
<th>Lecturer Certification</th>
<th>Lecturer Work Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence (EI)</td>
<td>0.000</td>
<td></td>
<td>0.000</td>
<td>0.537</td>
</tr>
<tr>
<td>Spiritual Intelligence (SI)</td>
<td>0.001</td>
<td></td>
<td>0.077</td>
<td></td>
</tr>
<tr>
<td>Lecturer Certification (LC)</td>
<td></td>
<td></td>
<td>0.018</td>
<td></td>
</tr>
<tr>
<td>Lecturer Work Performance (LWP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: primary data, processed, 2021

The complete result of the test in the form of the test result of the direct influence of the exogenous variable on the endogenous variable is as follows:

Table 8. Research Hypothesis Testing

| Hypothesis | β   | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV) | P Values | Notes       |
|------------|-----|-----------------|----------------------------|-----------------|----------|-------------|
| H1: EI → LWP | 0.607 | 0.603           | 0.058                     | 10.478          | 0.000   | Supported   |
| H2: SI → LWP | 0.229 | 0.224           | 0.056                     | 4.112           | 0.000   | Supported   |
| H3: LC→EI→LWP→LWP | -0.009 | -0.011     | 0.052                     | 0.176           | 0.430   | Not Supported |
| H4: LC→SI→LWP→LWP | -0.028 | -0.032     | 0.051                     | 0.558           | 0.289   | Not Supported |

Source: primary data, processed, 2021
Based on the result of the data analysis on the above table, a hypothesis testing result is obtained where H1 is supported by research data based on Table 8 with the score of T statistics > 1.6449 (10.478) so that it shows significance. The score of the coefficient regression (β) is 0.607, which concludes that there is a correlation between Emotional Intelligence to the Lecturer Work Performance. This means that every 1 unit increase in Emotional Intelligence will produce 0.607 unit increase in lecturer work performance. Based on that result of the testing, the accepted hypothesis is that Emotional Intelligence has a positive and significant influence on the Lecturer Work Performance.

The second hypothesis is supported by research data based on table 14 with the score of T statistics > 1.6449 (4.112) so that it shows significance. The regression coefficient score (β) is 0.229, which concludes that there is a correlation between Spiritual Intelligence and the Lecturer Work Performance. This means that every 1 unit increase in Spiritual Intelligence will produce a 0.229 unit increase in Lecturer Work Performance. Based on this testing result, the hypothesis accepted is Spiritual Intelligence has a positive and significant influence on the Lecturer Work Performance.

The third hypothesis is not supported by research based on table 14 with the T statictics score < 1.6449 (0.176) which shows insignificance. The regression coefficient (β) score is –0.009 which means that every 1 unit increase in Lecturer Certification as the moderation of Emotional Intelligence will cause -0.009 unit increase in the decrease of the Lecturer Work Performance. There is a negative correlation between Lecturer Certification as the moderation of Emotional Intelligence towards the Lecturer Work Performance.

The fourth hypothesis is not supported by research data based on table 14 with the T statistics score < 1.6449 (0.558) which shows insignificance. The regression coefficient (β) score is –0.228 which means that every 1 unit raise in Lecturer Certification will cause –0.028 increase in the decrease of the Lecturer Work Performance. There is a negative correlation between Lecturer Certification as the moderation of Emotional Intelligence towards the Lecturer Work Performance.

DISCUSSION

Emotional Intelligence will give a positive result on the Work Performance of the Lecturer

The research discovered that emotional intelligence has a positive and significant influence on the lecturer’s work performance. A lecturer’s competencies in intrapersonal, interpersonal, stress management, adaptive, and mood competence will influence their work performance. A deeper examination has shown that the ability to accept oneself, to understand the emotion and feelings of others, greater competence in building a good relationship with other people, in expressing and managing emotions, in controlling emotions, the effort to adapt to new situations, and other people’s opinions, and the effort to stay positive in life will increase the work performance as a lecturer. An emotion is an organized response that crosses the psychological subsystem (physiology, cognitive, motivation, the system of experience); it arises as a response towards an incident (Mayer and Brackett, 2004). Therefore, judging from the daily responsibilities of an educator who needs to relate with others constantly, emotional intelligence in building a good relationship with one’s surroundings becomes an essential factor. Good emotional intelligence will positively influence the lecturer’s work performance.
This research finding is in line with the findings of Al-busaidi et al. (2019), is in line with the result of research conducted by Fannon (2018) with teachers and educator responses, and is in line with the results of the study conducted by Muttaqiathum (2010) with university lecturer respondents in Yogyakarta. Besides, Amalia et al. (2018) explained that emotional intelligence has a positive and significant influence on work performance compared to other intelligence in the employees of BUMN. Emotional Intelligence has a positive and significant effect on the commitment of the organization, from the research sampling of nurses in East Kalimantan (Haryono et al., 2018); while (2017) with the research sampling of employees in the banking sector found that there is a significant correlation between emotional intelligence and organizational work performance; also in line with the research findings done by Mahmood et al. (2015), with the research sampling of government employees in Pakistan that emotional intelligence influences the work performance; and years before the research of Bar-On, (2006) found that EQ has a positive influence on the aspect of work behavior of the employees.

The research result gives the same information as several previous kinds of research that emotional intelligence positively influences the work performance of employees. Thus, emotional intelligence positively influences work performance, regardless of the type of work and the employees' place of work, both in the government sector and in the private sector.

Spiritual Intelligence will positively influence the lecturer’s work performance

The research result shows that spiritual intelligence has a positive and significant impact on the work performance of the lecturer. From this result, it can be concluded that the lecturer’s spiritual competence, i.e., frequently meditating on reality, meditating on the purpose and the reason for existence, further developing self-concept based on life, death, truth, the human relationship to the universe; a deeper knowledge of oneself; feeling anything besides physics and matter; becoming more aware of the aspect of non-material life, having a high awareness, will increase the work performance as a lecturer.

Samples used as respondents in this research are the lecturers at Pelita Harapan University (UPH). The secondary data shows that this university has the Vision, Mission, and target to have a lecturer profile with comprehensive intelligence. UPH lecturers are expected to have the ability to build a close relationship with God, to express, to maintain, and to actively share their understanding and their faith biblically and theologically, and to display the Christian character, and to manage teaching, research, and community service in accordance with a holistic and transformational Christian worldview. To achieve the expected lecturer profile, UPH has performed numerous activities and has a series of training programs and spiritual guidance prepared for lecturers. It is expected that the spiritual exercises and the employee development packages have supported and enhanced the lecturer's emotional and spiritual intelligence. This activity matches the statement of Mahmood et al. (2018) that weak employees need spiritual training to increase their awareness of bad and good deeds. Spirituality also improves the employees’ spiritual awareness, which causes them to work more effectively in the organization. The appropriate training programs and supporting activities performed by the organization focusing on spiritual intelligence are predicted to become the best solution for the development of spirituality (Ronel and Gan, 2008).

On the other hand, Duchon and Plowman (2005) defined workplace spirituality as the place to work and the place for employees to realize that they have an inner life that needs to be nurtured in work, in the community, and in the organization that forwards the spiritual culture. This causes employees to seek and find the meaning and purpose in their work and desire to connect it with others as part of the community.
Spirituality as the “personal quest” for understanding answers to ultimate questions about life, about meaning, and about the relationship to the sacred or transcendent, which may or may not lead to the establishment of religious rituals and the construction of spirituality community involves one’s belief in a separate power distinguished from one's existence. Spiritual intelligence is defined as a set of mental capacities which contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one’s existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states (King, 2008). Thus, this research supports the previous study conducted by Amalia et al. (2018), Septiarini and Gorda (2018) that spiritual intelligence positively influences work performance. Upadhyay et al. (2015), that spiritual intelligence has positively impacted the company's environment. Good spiritual intelligence can enhance creativity and boost employees' work performance (Hidayati et al., 2013).

Spiritual intelligence positively affects employees since spiritual intelligence will provide the purpose and the meaning of life. This is because spiritual intelligence in an organization will create self-awareness, the behavior of assessing self-control, the strength of decision, flexibility, adaptive ability, vision, awareness, values, senses, and employee intuition. Therefore, SQ helps employees develop toward the organization's betterment (Zohar and Marshall, 2007).

Lecturer certification is not a positive influence for the correlation between emotional intelligence on the lecturer work performance.

The correlation between lecturer certification and work performance becomes important since certified lecturers must report their workload for each semester to the government with the hope that they can continue to develop themselves. The research finding shows that lecturer certification has a positive and significant influence on the work performance of lecturers. Still, lecturer certification has a negative impact and is not significant in moderating between emotional intelligence and the work performance of the lecturer. This shows that lecturer certification is not a factor that strengthens the positive correlation between emotional intelligence and the lecturer's work performance. This is in line with the research done by Listryarini (2017), that lecturer certification influences the work performance of lecturers. The research was done by Muhardi & Nurcahyono (2011) also shows that lecturer certification contributes to the lecturer's productivity even though the contribution is still low.

Emotions arise in response to an event (Mayer & Brackett, 2004). Another allegation of a response from emotional intelligence is that respondents have tried to do their jobs by devoting their talents to pursuing a respectable and cultured working life (Keller, 2014) because UPH has programmed to carry out socialization of its vision and mission, to fulfill the profile of UPH lecturers as the implementation of faith, one of which is as a professional lecturer who grows with Christian insight and ethics. Bar-On, (2006) suggests that emotional intelligence management actions are needed so that employees can work, are optimistic, positive, and self-motivated.

The results of interviews with several lecturers found that lecturers work at UPH to get a work "environment" in accordance with their beliefs to work and serve God wholeheartedly. Lecturers consider working at UPH because they get a conducive environment for the development of emotional intelligence and spiritual intelligence so that attitudes and choices like this will be very supportive for improving lecturers' performance.
Lecturer Certification is not a positive influence for the correlation between spiritual intelligence on the work performance.

The research result shows that lecturer certification has a positive and significant influence on the lecturer work performance, but lecturer certification has negative and insignificant effects as the moderator between spiritual intelligence and the lecturer work performance. This shows that lecturer certification is not a factor that strengthens the positive correlation between spiritual intelligence and the lecturer work performance.

Spirituality as a "personal quest" to understand answers to the main questions about life, about meaning, and about connection with the transcendent, which may (or may not) lead to the development of religious rituals and the formation of community spirituality involves one's belief in a power separate from existence. Spiritual intelligence is defined as a set of mental capacities that contribute directly to awareness, integration, and adaptive application of the non-material and transcendent aspects of one's being, leading to outcomes such as deep existential reflection, increased meaning, transcendent self-knowledge, and mastery of spiritual states (King, 2008). Lecturer certification does not have a positive effect as a moderator between spiritual intelligence and work performance, presumably because lecturers in completing their tasks have realized that there are other abilities above their own abilities, so that they will put themselves in a wiser and more positive attitude, have a sense of dedication and responsibility, high responsibility as part of spiritual intelligence, have high integrity, responsibility and sincerity and will be able to solve various problems encountered in the work environment so that they can freely meet their performance targets and lecturer certification is not the reason the lecturer completes and achieves his performance targets. Santikawati and Supraso (2016) have the same opinion that good performance is not only influenced by good salaries or incentives but rather by the responsibilities that employees have in carrying out their work.

In addition, it is suspected that because the object of research is a lecturer who is homogeneous in terms of the same belief (religion) and has participated in a set of religious activities and training activities with materials that support to increase spiritual intelligence, it has influenced the behavior of lecturers as a manifestation of living life sincerely, not focus on self but focus more on the creator. Another assumption is that lecturers believe that being an educator is a noble task that must be carried out properly. Osman-Gani et al. (2013) found that religiosity and spirituality affect performance.

CONCLUSION

The result of the first testing is that emotional intelligence has a positive and significant influence on the work performance of lecturers. It can be concluded that lecturers with higher emotional intelligence will have a better work performance. The result of the second testing is that spiritual intelligence has a positive and significant influence on lecturers' work performance; therefore, the higher the spiritual intelligence, the better the work performance.

The result of the third and the fourth testing, i.e., lecturer certification as the moderation for the correlation between emotional intelligence and spiritual intelligence on the work performance of lecturers is that lecturer certification has a negative and insignificant effect as the moderator between emotional intelligence and spiritual intelligence on the work performance of lecturers. Thus, lecturer certification does not positively influence the correlation between emotional and spiritual intelligence on the lecturer's work performance. This shows that the hypothesis regarding the moderation variable can be rejected. Lecturer certification can become one of the indicators for lecturers with good work performance and achieving the set target to practice the university Tridharma. However, lecturer certification
does not influence the correlation of emotional intelligence on the work performance of lecturers. It does not affect the correlation of spiritual intelligence on the work performance of lecturers.

This research has its limitations. First, the respondents only come from one private university, and the researcher interacts with the examined facts so that there is a possibility that the analysis given is subjective and is based on the researcher’s perspective. Besides, there is the possibility of the error caused by respondents from insufficient understanding of the questions in the distributed questionnaire, particularly the questions on spiritual intelligence. The study results that state that emotional intelligence and spiritual intelligence are not positively moderating work performance need to be tested further with the demographics of respondents with diverse beliefs. It is necessary to conduct further research on the lecturer certification and its influence on the work performance of lecturers, which involves every aspect of the lecturer’s tasks in practicing the university Tridharma. Moreover, further research can be done in several universities in the broader scope of the study. It is hoped that the implication of this research will be beneficial for Pelita Harapan University in particular and Higher Education in general.

Second, the result of this research has proved that the variable of emotional intelligence and the variable of spiritual intelligence can enhance the work performance of lecturers. Pelita Harapan University needs to engage in more efforts to support lecturers to improve their work performances continually. Activities that can enhance emotional intelligence and spiritual intelligence need to be examined further to see whether those activities and training programs have been done correctly and are compatible with the needs of lecturers and whether they can increase the pedagogical competence, professional competence, and social competence of a lecturer. Presently, Pelita Harapan University has sufficient assets in terms of Human Resources, but these assets need to be managed and developed in the future so that the work performance of lecturers in carrying out the Tridharma responsibilities can be projected clearly in the career of the lecturers.

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