

Relationship between Spiritual Intelligence and Work Motivation with Performance through Work Discipline of State Vocational High School Teachers in Hulu Sungai Utara Regency



Suratman¹, Wahyu², Suhaimi³

^{1,2,3}Master of Educational Administration, Lambung Mangkurat University Banjarmasin, Indonesia

ABSTRACT: Teachers' performance is a depiction of them carrying out learning activities. Since performance difficulties are linked to the productivity of institutions and organizations, they are extremely essential. Spiritual intelligence, motivation, and discipline all have a role in performance. This study aims to describe the direct and indirect relationship between: spiritual intelligence with teacher performance, work motivation with teacher performance, work discipline with teacher performance, spiritual intelligence with work discipline, work motivation with work discipline, spiritual intelligence with teacher performance through work discipline, work motivation with teacher performance through work discipline. The participants in this study were 199 teachers. The research sample consisted of 113 persons who were picked using Cronbach's Alpha to determine proportionate random sampling. Data was gathered using measures that assessed for validity and reliability and included spiritual intelligence (37 questions), job motivation (51 items), work discipline (42 items), and instructor performance (48 items). Path analysis was used to examine the research data. Spiritual intelligence has a direct relationship with teacher performance, work motivation has a direct relationship with teacher performance, work discipline has a direct relationship with teacher performance, spiritual intelligence has a direct relationship with work discipline, work motivation has a direct relationship with work discipline, intelligence spirituality has an indirect relationship with teacher performance through work, and spiritual intelligence has a direct relationship with work discipline.

KEYWORDS: spiritual intelligence, work motivation, work discipline, teacher performance

INTRODUCTION

The expertise of teachers has a significant impact on improving education system quality. Teachers are educational agents who carry out learning in schools, therefore this is the case. The improvement of a teacher's quality will have an influence on the quality of pupils. Having proficiency in their particular professions is one measure of boosting the quality of instructors. Teachers' quality may be observed in how they plan, manage, and assess their students' learning. Learning shall be carried out in a professional and responsible manner by qualified instructors. Improving teacher quality has a significant impact and influence on teacher performance.

Teacher performance is a key factor in deciding whether or not a student receives a good education. Teacher performance in the classroom as a portrayal of a teacher carrying out learning activities Because of the teacher's experience in providing learning, the quality of the teacher's performance is directly proportionate to learning results. According to Trianda and Thomas (2014), there is a 36 percent correlation between teacher performance and student learning outcomes. Because the teacher is the one who executes and assesses the learning process, good teacher performance can increase the quality of learning. Poor teacher performance has an effect on the learning process, lowering the educational quality.

Teacher performance, according to Supardi (2013:54), is the ability of instructors to carry out learning activities in schools and be accountable for students under their supervision through improving student learning outcomes. Teacher performance is the result of an assessment of the process and work accomplished by teachers in carrying out their duties, as stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 35 of 2010 concerning Technical Instructions for the Implementation of Functional Positions of Teachers and their Credit Scores. Teacher performance may be defined as a condition that demonstrates a teacher's capacity to carry out his responsibilities at school and the activities that instructors engage in during the learning process.

The community's attention is focused on the lack of instructors (Alfandi, November 22, 2021). As a result, pupils were forced to leave before the class was completed. When teachers leave the classroom while students are learning, it indicates that the teacher's

Relationship between Spiritual Intelligence and Work Motivation with Performance through Work Discipline of State Vocational High School Teachers in Hulu Sungai Utara Regency

performance is poor. Many parents or guardians of pupils demonstrate because of the numerous vacant hours, according to media reports (Yusuf, March 23, 2019). Furthermore, the quality of teacher professional competence remains inadequate. The lack of utilization of learning material and understanding of information technology exemplifies this.

Spiritual intelligence and teacher performance are linked. Teachers with spiritual intelligence will act honestly, be more transparent, and do their jobs to the best of their abilities, making them happier and more productive. The development of excellent spiritual intelligence will help to balance body and soul, making studying more enjoyable. Humans' evolution into perfect physical and spiritual beings is aided by spiritual intelligence (Srivastava, 2016).

It is vital to have high levels of work motivation in order to attain effective teacher performance. Teachers with a high work ethic can create passion in the classroom, which can lead to improved performance. This is in accordance with the results of Fauzyah's research (2020: 51) concluding that there is a positive and significant relationship between teacher work motivation and teacher performance. Work motivation and work discipline are two different things but have a relationship in the activities of an organization. Work motivation is a very important element in an effort to improve the work discipline of employees in order to achieve maximum work results.

METHOD

The purpose of this study is to describe and analyze the following direct and indirect relationships: spiritual intelligence with teacher performance, work motivation with teacher performance, work discipline with teacher performance, spiritual intelligence with work discipline, work motivation with work discipline, spiritual intelligence with teacher performance through work discipline, work motivation with teacher performance through work discipline, spiritual intelligence with teacher performance through work discipline, work motivation with teacher performance through work discipline.

This research had a total of 199 participants, all of whom were instructors. The research sample consisted of 113 persons who were picked using Cronbach's Alpha to determine proportionate random sampling. Data collection was carried out using instruments consisting of spiritual intelligence (intentions, high level of awareness, ability to overcome difficulties, independence and optimism in life), work motivation (pushing factors and health factors), work discipline (official assignments, time, work atmosphere, community service, and behavior) and teacher performance (quality, accuracy, initiative, ability and communication). Pearson's Product Moment Correlation was used to assess the instrument's validity and reliability. The data for this study were gathered and analyzed using path analysis to discover the link between variables after performing preparatory tests such as normality, linearity, and homogeneity in agreement with the conceptual connection factors listed in Figure 1.

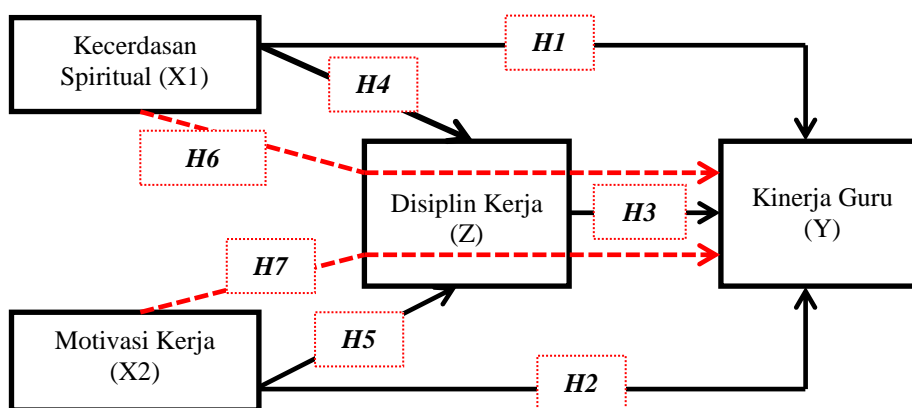


Figure 1. Conceptual Relationship Model between variables

According to the conceptual model, path analysis is used to answer seven research hypotheses: H1: there is a direct relationship between spiritual intelligence and teacher performance; H2: there is a direct relationship between work motivation and teacher performance; H3: there is a direct relationship between work discipline and teacher performance; H4: there is a direct relationship between spiritual intelligence and work discipline; H5: there is a direct relationship between spiritual intelligence and work discipline; H6: there is a direct relationship between spiritual intelligence and work discipline

RESULTS

Based on the findings, the data calculation using the Statistical Program for Social Science gives the following meanings:

Relationship between Spiritual Intelligence and Work Motivation with Performance through Work Discipline of State Vocational High School Teachers in Hulu Sungai Utara Regency

Table 1. Summary of Pathway Analysis Results

Substructure 1

Spiritual Intelligence, Work Motivation on Work Discipline

| Variable | Path Coefficient | T | P | R2 - |
|------------------------|------------------|--------|-------|-------|
| Spiritual Intelligence | 0.741 | 19,621 | 0.000 | 0.964 |
| Work motivation | 0.255 | 6.756 | 0.000 | |

Substructure 2

Spiritual Intelligence, Work Motivation on Teacher Performance

| Variable | Path Coefficient | T | P | R2 - |
|------------------------|------------------|-------|-------|-------|
| Spiritual Intelligence | 0.592 | 7,823 | 0.000 | 0.955 |
| Work motivation | 0.147 | 3.100 | 0.002 | |
| Work Discipline | 0.250 | 2,955 | 0.004 | |

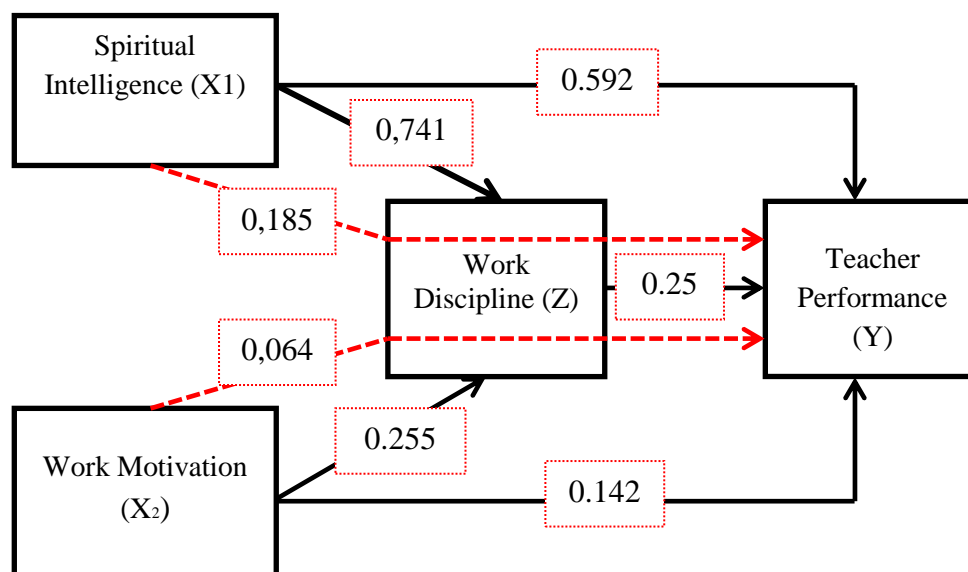


Figure 2. Results of the Analysis of the Relationship among Variables

Table 2. Summary of Hypothesis Testing Decisions H1 H2 H3 H4 and H5

| Hypothesis | P | Decision |
|--|-------|----------|
| H ₁ : There is a direct relationship between spiritual intelligence and the performance of State Vocational High School teachers in Hulu Sungai Utara Regency | 0.000 | Received |
| H ₂ : There is a direct relationship between work motivation and the performance of State Vocational High School teachers in Hulu Sungai Utara Regency | 0.002 | Received |
| H ₃ : There is a direct relationship between work discipline and the performance of State Vocational High School teachers in Hulu Sungai Utara Regency | 0.004 | Received |
| H ₄ : There is a direct relationship between spiritual intelligence and the work discipline of State Vocational High School teachers throughout Hulu Sungai Utara Regency | 0.000 | Received |
| H ₅ : There is a direct relationship between work motivation and work discipline of State Vocational High School teachers in Hulu Sungai Utara Regency | 0.000 | Received |

Relationship between Spiritual Intelligence and Work Motivation with Performance through Work Discipline of State Vocational High School Teachers in Hulu Sungai Utara Regency

Table 3. Summary of Hypothesis Testing Decisions H6 and H7

| Hypothesis | Relationship Coefficient | | Decision |
|---|--------------------------|----------|----------|
| | Direct | Indirect | |
| H ₆ : There is an indirect relationship between spiritual intelligence through work discipline on the performance of State Vocational High School teachers throughout Hulu Sungi Utara Regency | 0.592 | 0.185 | Received |
| H ₇ : There is an indirect relationship between work motivation through work discipline on the performance of State Vocational High School teachers throughout Hulu Sungi Utara Regency | 0.142 | 0.064 | Received |

The path analysis results in Table 1 are used to answer the seven research hypotheses that have been formulated and the decisions are given in Table 2 and Table 3. Furthermore, Table 2 is a summary of the decisions H1, H2, H3, H4, and H5 with a significance value criterion of less than 0.05, then hypothesis is accepted. Table 3 is a summary of the decisions for testing the H6 and H7 hypotheses provided that if the indirect correlation coefficient is less than the direct correlation coefficient, then the hypothesis is accepted. Based on the results of the analysis in Tables 1, 2, and 3, this study found a relationship between variables that can be explained as follows:

A. The direct relationship between Spiritual Intelligence and Teacher Performance

Based on the results of the data analysis of this study, the correlation coefficient between spiritual intelligence and performance is 0.592. This means that there is a direct relationship with the moderate category between spiritual intelligence and performance. Thus spiritual intelligence is directly proportional to the teacher's performance.

Teachers who have spiritual intelligence will behave honestly, be more transparent and can carry out their duties as well as possible. This is in line with Tischler's statement (Wibowo, CT: 2015) which states that people with higher spiritual intelligence have healthier, happier and happier lives. productive at work.

Teachers with high levels of spiritual intelligence have self-awareness in carrying out their duties. This self-awareness will be able to communicate with himself before with others. Communication as a form of self-introspection in overcoming difficulties and problems encountered. Teachers with high spiritual intelligence will always pray, and try to be independent in their work, so they can manage time well.

The results of this study support the research of Baharuddin & Zakaria (2018), Annisa and Mayliza (2019), Angelica, Graha & Wilujeng (2020), Ratnasari, Supardi & Nasrul (2020)., Wibowo, A., & Febrianto, RA (2021) .

B. The direct relationship between work motivation and teacher performance

The results of the data analysis of this study found that there was a direct relationship between work motivation and performance with a very low category of 0.142. Thus motivation will move and improve performance and be responsible for work. This is in accordance with the motivation theory by Herzberg (Hasibuan: 2014) teacher work motivation can be measured through (1) driving factors which include achievement, recognition, improvement, responsibility and the work itself. and (2) health factors which include interpersonal relationships with colleagues, interpersonal relationships with subordinates, interpersonal relationships with superiors, job security, personal life, policies and administration, opportunities for growth, status and working conditions.

Work motivation is a driving force and is able to create work enthusiasm, so that it can generate, direct, and behave in work. Teachers who have high work motivation will try to carry out their duties and obligations well. This means that work motivation can contribute to its performance. The role of motivation in work is very important, especially in the world of education. If you have high work motivation, the teacher is more active and diligent in working.

The results of this study strengthen the research of Riyadi & Mulyapradana (2017)., Ardiana (2017), Ristianey, Kartini, & Kristiawan (2019), Ristianey, Harapan, & Destiniar (2020) and Alhusaini, Kristiawan, & Eddy (2020).

C. Direct Relationship between Work Discipline and Teacher Performance

The results of this study found evidence of a positive and significant relationship between work discipline and performance of 0.250. This means that there is a direct relationship with the low category between work discipline and teacher performance. Discipline is an attitude of respect, respect, obedience and obedience to applicable regulations. Work discipline reflects the magnitude of one's responsibility for the tasks given which can encourage work enthusiasm in realizing organizational goals, (Iswan & Hadidah, 2019).

Relationship between Spiritual Intelligence and Work Motivation with Performance through Work Discipline of State Vocational High School Teachers in Hulu Sungai Utara Regency

Teachers with high work discipline will work and be responsible for their duties, so they can organize and discipline themselves. The higher the level of work discipline, the better time management can be, so that the planned targets can be completed as expected. The fulfillment of targets has an impact on good performance, so that organizational goals are achieved.

This study ascertains the previous research study conducted by Shelviana (2015), Hadiati (2018), Ginting, & Wau (2019), Oktaviani, & Putra (2021) and Roswirman, & Elazhari (2021).

D. The direct relationship between Spiritual Intelligence and Teacher Work Discipline

The coefficient of spiritual intelligence on job discipline is 0.741, according to the research. This demonstrates that spiritual intelligence and job discipline have a direct link with a strong category.

The teaching profession necessitates that all efforts be made to carry out their duties with honesty and accountability. The way he takes responsibility for completing the assignment reflects his spiritual wisdom. This is in keeping with Goleman's (2015) assertion that spiritual intelligence is founded on 5 (five) elements: self-awareness, self-regulation, self-motivation, empathy, and social skills, and that spiritual intelligence defines a person's place in learning practical skills.

Spiritual intelligence can determine a person's position in learning practical skills including elements of self-awareness, self-regulation, self-motivation, empathy, and social skills. Teachers with good spiritual intelligence have an attitude of self-awareness, empathy and have effective relationships. This can encourage himself in carrying out his duties and have a perception in terms of order, self-regulation at work without any violations that harm himself, others, or the environment.

This research supports previous research study including: Sarom (2014), Ismatullah (2015), Budiantoro, Sunaryo, & Abs, (2019) and Fathurrohman, & Ibrahim (2021).

E. Connection Work Motivation on Teacher Work Discipline

Work motivation and teacher work discipline have a 0.255 association relationship. This shows that there is a clear link between low-level instructors' enthusiasm to work and their discipline. Motivation influences a person's work discipline, implying that growing a person's discipline is impacted by his work motivation.

Motivation is the driving force that inspires people to be enthusiastic about their job, causing them to want to collaborate, work efficiently, and combine all of their efforts in order to attain fulfillment (Hasibuan, 2014). Internal/Intrinsic Motivation is a source of motivation for work that comes from within an individual's knowledge of the value, advantages, and purpose of the work he conducts. External or extrinsic motivation is the driving force for work that comes from outside the individual, in the form of a condition that requires him to carry out work optimally (Prihartanta, 2015). Motivation is useful for organizations, because it functions as a driver, influence, and driver of actions (Sjukur, 2012).

This research reinforces previous research, including: Yoesana (2013), Saputra, T. (2016), Fredianto, D. (2016), Ihsan, Z., & Ardiansyah, A. (2019) and Iqbal, SM, & Bakar, AA (2020).

F. Indirect relationship between Spiritual Intelligence on performance through work discipline

The correlation coefficient of the indirect association between work spiritual intelligence and performance through teacher work discipline is 0.185 based on the findings of this study. As a result, there is an indirect association between spiritual intelligence and performance through teacher work discipline with a very low category.

Teachers who are intelligent, moral, creative, and solution-oriented are capable of achieving educational and organizational objectives. This attitude becomes ingrained in one's mind, resulting in heightened awareness when performing things to the utmost extent possible. This will have an impact on the teacher's ability to instruct. Work discipline that stems from spiritual knowledge and drive fosters excellent discipline and is acceptable to everybody. Teachers who have empathy are able to meet social needs, are more disciplined in carrying out their work. This means that empathy as an indicator of spiritual intelligence and social needs as well as a dimension of teacher work motivation can jointly improve teacher work discipline.

The results of this study are in line with the research of Choiriah (2013), Sari (2019), Annisa and Mayliza (2019), Ratnasari (2020), Wibowo, & Febrianto (2021).

G. Indirect relationship between work motivation and performance through work discipline

The correlation coefficient of the indirect association between work motivation and performance through work discipline is 0.064, according to the results of study data analysis using route analysis. This demonstrates that there is a positive indirect association with a very low category, particularly between work motivation and teacher performance, through work discipline.

Discipline is a system of respect, compliance, and obedience to appropriate norms that maintains order among all individuals. Good work discipline indicates the size of a person's responsibility for the duties allocated to him, which fosters excitement for achieving organizational objectives (Iswan & Hadidah, 2019). According to Maslow's theory (Sunyoto, Danang, 2013), the hierarchy of human needs is as follows: Physiological Needs (a), Security Needs (b), and Social Needs (c) are the three types of needs. Appreciation Needs and Self-Actualization Needs are two types of needs. This will motivate instructors to work

Relationship between Spiritual Intelligence and Work Motivation with Performance through Work Discipline of State Vocational High School Teachers in Hulu Sungai Utara Regency

harder, more consistently, and more systematically. Teacher work motivation will support the development of improved work discipline in the classroom.

In general, a person's values and values in connection to his work or career include discipline, responsibility, motivation, hard effort, curiosity, and innovation. The stronger a teacher's spiritual intelligence and job drive, the more discipline and performance he or she will have. The results of this study support research Rozalia (2015), Hasibuan & Silvy (2019), Pramita, Djawoto, & Soekotjo, (2020), Siswadi, & Lestari (2021), Jufrizen, & Sitorus (2021).

CONCLUSIONS

Based on the findings of this study's analysis and discussion, it can be inferred that spiritual intelligence, work motivation, work discipline, and teacher performance are all linked or have a direct correlation. Furthermore, there is an indirect correlation between spiritual intelligence and work discipline performance, as well as an indirect relationship between work motivation and work discipline performance.

REFERENCES

- 1) Alhusaini, A., Kristiawan, M., & Eddy, S. (2020). The Influence of Work Motivation and Work Discipline on Teacher Performance. *Tambusai Journal of Education*, 4(3), 2166-2172.
- 2) Annisa, N., & Mayliza, R. (2019). The Influence of Spiritual Intelligence on Employee Performance at the Quality Assurance Bureau of PT. Padang Cement.
- 3) Ardiana, TE (2017). The effect of teacher work motivation on the performance of vocational accounting teachers in Madiun City. *Journal of Accounting and Taxes*, 17(02).
- 4) Angelica, TL, Graha, AN, & Wilujeng, S. (2020). The influence of intellectual intelligence, emotional intelligence, and spiritual intelligence on employee performance at the Batu City Transformer Center. *Management Student Research Journal*, 6(1).
- 5) Ardiana, TE (2017). The effect of teacher work motivation on the performance of vocational accounting teachers in Madiun City. *Journal of Accounting and Taxes*, 17(02).
- 6) Baharuddin, B., & Zakaria, R. (2018). The influence of spiritual intelligence on improving teacher performance at SMA Negeri 3 Takalar, Takalar Regency. *Idarah: Journal of Educational Management*, 2(1), 1-10.
- 7) Choiriah, A. (2013). The Influence of Emotional Intelligence, Intellectual Intelligence, Spiritual Intelligence and Professional Ethics on Auditor Performance in Public Accounting Firms. *Journal of Accounting*, 1(1).
- 8) Budiantoro, TA, Sunaryo, H., & Abs, MK (2019). The Effect of Emotional Intelligence and Spiritual Intelligence on Teacher Performance in Man 1 Malang City, East Java. *Scientific Journal of Management Research*, 8(17).
- 9) Diah Indriani Suwondo, EM (2015). *Journal of Management and Entrepreneurship*, Vol.17, No. 2, 139.
- 10) Fathurrohman, R., & Ibrahim, I. (2021). The Effect of Spiritual Intelligence on the Discipline of Santri Learning in Madrasah Diniyyah. *Dirasat: Journal of Islamic Management and Education*, 7(2), 107-119.
- 11) Fauziyah, NS, & Thomas, P. (2015). The Influence of Work Discipline and Work Climate on the Performance of Economics/Accounting Teachers at State Senior High Schools in Wonosobo Regency. *Economic Education Analysis Journal*, 172-177.
- 12) Fauzyah, N. (2020). The relationship between work motivation and the performance of madrasa teachers. *Muntazam: Journal of Islamic Education Management* 44-51.
- 13) Fredianto, D. (2016). Relationship between Work Motivation and Discipline with Teacher Performance in Elementary School. *Education Manager*, 10(4).
- 14) Ginting, IE, & Wau, H. (2019). Relationship between Work Discipline and Health Service Performance at Berastagi Public Health Center, Karo Regency. *Journal of Global Health*, 2(3), 142-149.
- 15) Hadiati, E. (2018). The Influence of Work Discipline on the Performance of Middle School Teachers in Bandar Lampung City. *Al-Idara: Journal of Islamic Education*, 8(1), 50-65.
- 16) Hamza B. Uno. (2014). *The theory of motivation and its measurement: Analysis in the field of education*. Jakarta, Earth Literacy.
- 17) Hasibuan, M. (2011). *Human Resource Management*. Jakarta: Earth Literacy.
- 18) Hasibuan, M, H. (2014). *Management: Basics, Understanding and Problems*. Jakarta: Earth Literacy.
- 19) Hasibuan, JS, & Silvy, B. (2019, December). The Influence of Work Discipline and Motivation on Employee Performance. In *Proceedings of the USM National Seminar* (Vol. 2, No. 1, pp. 134-147).
- 20) Ihsan, Z., & Ardiansyah, A. (2019). The Influence of Leadership and Work Motivation on Teacher Work Discipline at SMP Negeri 2 Sintang. *Productivity Journal: Journal of the Faculty of Economics, University of Muhammadiyah Pontianak*, 7(1).

Relationship between Spiritual Intelligence and Work Motivation with Performance through Work Discipline of State Vocational High School Teachers in Hulu Sungai Utara Regency

- 21) Iqbal, SM, & Bakar, AA (2020). The Relationship between Motivation and Leadership on Teacher Work Discipline (Study at the Office of Sdn Ngronggo 2, Kediri City District). *Mediasosian Journal: Journal of Social Sciences and Public Administration*, 4(1).
- 22) Iswan & Hadidah I. (2019). The Influence of Teacher Work Discipline on Learning Discipline of Elementary School Students. *Scientific Journal of Education* Vol. 10 No. 1, 121-127.
- 23) Ismatullah, NH (2015). The Influence of Principal Spiritual Leadership and Work Motivation on Teacher Work Discipline at Madrasah Tsanawiyah. *Journal of Educational Administration*, 21(2), 136-140.
- 24) Kartini, D., & Kristiawan, M. (2019). The effect of professional allowances and work motivation on teacher performance. *Manage: Journal of Educational Management*, 6(1), 25-33.
- 25) Jufrizen, J., & Sitorus, TS (2021, July). The Effect of Work Motivation and Job Satisfaction on Performance with Work Discipline as an Intervening Variable. In *National Seminar on Social Education Technology and Humanities* (Vol. 1, No. 1, pp. 844-859).
- 26) Kusumaningtyas, DI (2017). The relationship between work motivation and work discipline with performance in junior high schools in Beji District (Doctoral dissertation, State University of Malang).
- 27) Mekar Hasianna Pangabea (2014). The relationship of spirituality with the quality of life of the elderly in the IX neighborhood of Petisah Hulu Medan. S.Kep. Thesis. University of Northern Sumatra.
- 28) Oktaviani, NKW, & Putra, M. (2021). Motivation and Work Discipline on Teacher Performance in Elementary Schools. *Scientific Journal of Education and Learning*, 5(2), 294-302
- 29) Pramita, DRA, Djawoto, D., & Soekotjo, H. (2020). The Influence of Work Environment and Compensation Through Motivation on Administrative Employee Performance. *Media Mahardhika*, 18(3), 352-363.
- 30) Prihartanta, W. (2015). Motivation Theories. *Adabiya Journal*, 4-5.
- 31) Priadi, A. (2018). The Influence of Intellectual Intelligence, Emotional Intelligence and Spiritual Intelligence on Teacher Performance. *Lively Journal*, 1(3), 62-77.
- 32) Ratnasari, SL, Supardi, S., & Nasrul, HW (2020). Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence, and Linguistic Intelligence on Employee Performance. *Journal of Applied Business Administration*, 4(2), 98-107.
- 33) Rivai, Zainal, Veithzal. (2015). *Human Resource Management for Companies from Theory to Practice*, Jakarta:PT Raja Grafindo Persada
- 34) Ristianey, F., Harapan, E., & Destiniar, D. (2020). The Effect of Teacher Certification and Work Motivation on Teacher Performance. *JMKSP (Journal of Management, Leadership, and Education Supervision)*, 6(1), 34-43.
- 35) Riyadi, S., & Mulyapradana, A. (2017). The Effect of Work Motivation on Teacher Performance Radhatul Atfal in Pekalongan City. *Pekalongan City Research and Development Journal*, 13.
- 36) Robbins, Stephen, P., Judge Tymotheny A. (2015). *Organizational Behavior*, New Jersey, Pearson Education, Inc
- 37) Roswirman, R., & Elazhari, E. (2021). The Influence of Implementation of Integrated Quality Management and Work Discipline on Teacher Performance in the New Normal Era at PAB 2 Helvetia Private Vocational School. *AFoSJ-LAS (All Fields of Science Journal Liaison Academia and Society)*, 1(4), 316-333.
- 38) Rozalia, NA (2015). The effect of work motivation and work discipline on employee performance (case study on employees of PT. Pattindo Malang) (Doctoral dissertation, Brawijaya University).
- 39) Samsudin, S. (2010). *Human Resource Management*. Bandung: CV. Faithful Library.
- 40) Saputra, T. (2016). The Influence of Work Motivation on Employee Work Discipline at the Youth and Sports Office of Riau Province. *Niara Journal*, 8(2), 50-60.
- 41) Sarom, MA (2016). The Influence of Intellectual Intelligence and Spiritual Intelligence on Teacher Discipline at SMA Negeri 6 Bekasi City (Doctoral dissertation, Institut PTIQ Jakarta).
- 42) Sari, PI (2018). The Effect of Work Environment and Work Motivation on Teacher Performance in State Vocational High School 10 Sungai Gelam District, Muaro Jambi Regency. *Eclectic: Journal of Economics and Entrepreneurship Education*, 1(1), 1-10.
- 43) Sari, IR (2019). The Effect of Emotional Intelligence and Spiritual Intelligence on Nurse Performance with Work Discipline as an Intervening Variable (Empirical Study at Sultan Agung Hospital Semarang) (Doctoral Dissertation, Sultan Agung Islamic University).
- 44) Shelviana, S. (2015). The relationship between work discipline and the performance of Civil Servants (PNS) in Samarinda Ulu District, Samarinda City. *E-Journal of State Administration*, 3(1).
- 45) Sidanti, H. (2015). The Influence of Work Environment, Work Discipline and Work Motivation on the Performance of Civil Servants at the Secretariat of the Dprd Madiun Regency. *Journal of Jibeka* Volume 9 Number 1, 48.
- 46) Siswadi, Y., & Lestari, D. (2021). Effect Of Work Motivation, Emotional Intelligence And Work Discipline On Employee Performance. *International Journal of Economics, Technology and Social Sciences (Injects)*, 2(1), 227-237.

Relationship between Spiritual Intelligence and Work Motivation with Performance through Work Discipline of State Vocational High School Teachers in Hulu Sungai Utara Regency

- 47) Sjukur, SB (2012). The Effect of Blended Learning on Learning Motivation and Student Learning Outcomes at the Vocational High School Level. *Journal of Vocational Education*, 371.
- 48) Srivastava, P. (2016). Spiritual Intelligence. *International Journal of Multidisciplinary Research and Development*, 224-227.
- 49) Shelviana, S. (2015). The relationship between work discipline and the performance of Civil Servants (PNS) in Samarinda Ulu District, Samarinda City. *E-Journal of State Administration*, 3(1).
- 50) Suprihatin, S. (2015). Teachers' Efforts in Improving Student Learning Motivation. *Journal of Economic Education UM Metro*, 74-75.
- 51) Supardi. (2014). *Teacher Performance*. Jakarta: PT Raja Grafindo Persada
- 52) Sunyoto, Danang. (2013). *Theory, questionnaire and analysis of human resource data (research practice)*, Center for Academic Publishing Service, Yogyakarta.
- 53) Trianda, ST, & Thomas, Y. (2014). The Effect of Teacher Performance on Learning Outcomes of Class X Students in Economics Subjects in High School. *Journal of Equatorial Education and Learning*, 3(10).
- 54) Tumilaar, BR (2015). The effect of discipline, leadership, and motivation on employee performance at the North Sulawesi employment bpjs. *EMBA Journal. Journal of Research in Economics, Management, Business and Accounting*, 3(2), 787-797.
- 55) Uno, HB (2013). *Theory of Motivation and Its Measurement: Analysis in the Field of Education*. Jakarta: PT Bumi Aksara.
- 56) Wardoyo, DTW (2015). The Influence of the Discipline and Compensation against Work Productivity (Study on the Security Services Company, PT. Garuda MilkyArtha Surabaya. *International Journal of Business and Management*, 11(1), 64
- 57) Wibowo, A., & Febrianto, RA (2021). The Influence of Spiritual Intelligence and Discipline on Teacher Performance at Al Firdaus Elementary School Surakarta. *Edunomics*, 10.
- 58) Wibowo, CT (2015). Analysis of the influence of emotional intelligence (EQ) and spiritual intelligence (SQ) on employee performance. *Journal of Business and Management (Journal of Business and Management)*, 15(1), 1-16.
- 59) Yoesana, U. (2013). The Relationship Between Work Motivation and Work Discipline of Employees at the Muara Jawa District Office, Kutai Kartanegara Regency. *Journal of integrative governance*, 1(1), 13-27.
- 60) Yusuf, T., & Suci, G. (2018). The Influence of Teacher Professional Competence, Work Motivation, and Work Discipline on Teacher Performance at Smk Negeri 2 Penajam Paser Utara. *Journal of GeoEconomics*, 9(2), 117-132.
- 61) Zohar, D. Marsal, Ian. (2007). *Spiritual Intelligence (SQ) Utilizes Spiritual Intelligence in Integralistic and Holistic Thinking to Make Meaning of Life*. Bandung: Mizan.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.