



The Influence of Emotional Intelligence and Spiritual Intelligence on the Performance of Lecturers at Nalanda Institute

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Abstract Efforts to improve educational quality include various policy measures and programs, such as increasing educational access, improving curricula, and enhancing the quality of teachers and lecturers. The aim of this study is to determine the extent of the influence of emotional intelligence and spiritual intelligence on the performance of lecturers at Nalanda Institute. The methodology used is quantitative with multiple regression analysis, involving a population of 34 respondents and a sample size of 34 lecturers from Nalanda Institute. The results of this study indicate that emotional intelligence has an impact of 61.6% on lecturer performance; spiritual intelligence is shown to contribute 64.9% to lecturer performance; and both emotional intelligence and spiritual intelligence together have an impact of 61.6% on lecturer performance.

Keywords : Emotional Intelligence, Spiritual Intelligence, Lecturer Performance Indonesian Education Has Undergone Various Transformations and Growth in Emotional Intelligence Amidst the Existing Social, Economic, and Political Dynamics.

1. INTRODUCTION

Indonesian education has faced various transformations and growth of emotional intelligence with the existing social, economic, and political dynamics. Efforts to improve the quality of education through various policy steps and programs, such as increasing access to education, improving the curriculum, and improving the quality of teachers and lecturers. However, challenges still remain, especially in terms of the gap in the quality of education between urban and rural areas, as well as between general and religious educational institutions (Turahmi et al., 2024:268). In this context, higher education, including the Nalanda Institute Jakarta, plays an important role in forming competent educators who have high emotional and spiritual intelligence (Pujita et al., 2021:58).

Although emotional intelligence is known as one of the skills important in world Work, Still Lots lecturer Which not enough realize the importance of develop intelligence emotional in profession they. The low awareness This often time cause lack of attention to management emotion in place Work, Which can hinder interaction positive with student, colleague Work, And management. As a result, quality teaching And connection interpersonal in environment academic can disturbed, Which on in turn has an impact on the overall performance of lecturers (Suherman et al., 2022:126). In context education, lecturer No only hold function as educator, However Also own role as mentor sensitive toneed emotional student. When intelligence emotional lecturer No optimal, they Possible difficulty For adapt method teaching with various background And character student Which diverse. Inability This can cause student feel not enough understood or supported, Which potential hinder

intelligence spiritual they and reduce effectiveness process learning (Surya et al, 2021:467). Intelligence spiritual is aspect important Which can give deeper meaning in the teaching process, especially in faith-based institutions like Institute Nalanda Jakarta. However, No all lecturer capable integrate this spiritual intelligence into their teaching activities. This lack of integration can reduce the ethical and moral dimensions of education, Which should become runaway in teaching in institution religious. As a result, teaching can lost meaning spiritual Which should enrich student learning experience.

Emotional conflicts in the workplace, both in work relationships with colleagues colleagues and interactions with students. with students, is something that general happen in environment academic. However, when lecturer No own sufficient emotional intelligence to manage this conflict, performance can disturbed in a way significant. Inability For overcome conflict effectively can lower productivity, create tension in work relations, and produces a work atmosphere that is not conducive, which in ultimately hinders the achievement of educational goals. "If you are able to restrain yourself from anger when others are angry with us, it is a great victory which is difficult to attain" (*Thag.12*). "Anger arises when the six senses experience something undesirable or unpleasant" (*SN.235*). One of The problem often faced by educational institutions is the limited in providing emotional and spiritual intelligence development programs for lecturer. Without support institution in form training or activity development self, lecturer Possible difficulty For increase intelligencetheir emotional and spiritual well-being. These limitations can hinder their ability lecturers to adapt to increasingly complex work demands and diverse, as well as reduce effectiveness they in operate tasks academic (Khiong. K, et al., 2022:101).

2. LITERATURE REVIEW

Performance Lecturer

According to The Mangkunegaran Which quoted in book Tannady (2017:153), performance originate from results Work And grouped become performance individual And performance organization. The goal is reach the success of the organization by achieving the targets that have been set. In individual performance, quality And quantity results work to be size main. Temporary performance organization involving cooperation And collaboration between individuals in inside. Prawirosentono to put forward opinion about the performance quoted in Sinambela (2016:481) is important for have a good understanding of responsibility and communication skills in reaching agreements and resolving conflicts. Performance must be managed well to achieve organizational goals. Management has a role important in create

environment Work Which support And give support for growth individual or group professionally. Success performance Which Good No only beneficial for individual or group, but Also for the entire organization.

Intelligence Spiritual

Spiritual intelligence is an extraordinary form of intelligence, which requires effort and dedication to develop it. Through various method And method, can extend range intelligence our spirituality so that it can have a greater influence on our daily lives. With understand life And integrate aspect born And inner, can creating deeper wisdom and loving action dear in the world we live in today. Increasing spiritual intelligence can achieved through various practices and processes. For example, meditation and reflection self is tool Which very effective For hone intelligence spiritual. With meditate, capable remove noise thought And moredeep in united with self Which true. Reflection selfallows us to look inside ourselves, recognize our strengths and weakness, as well as repair yourself from within. (Kukhareno, 2023:93)

3. METHODS

Objects study

Studies explore relatedness intelligence emotional as well as spiritualto performance lecturer in Institutions Nalanda Jakarta. Involving lecturers as sample study. Study This give understanding connection between emotional and spiritual intelligence and lecturer performance. Collection data using questionnaires and in statistical form. It is expected that this research contribute on development education And quality performance lecturer in Institutions Nalanda Jakarta.

Design Study

The research method used in this study is quantitative. with design study associative causal. Objective the main thing is For identify connection cause and effect between intelligence emotional And spirituality on the performance of lecturers at the Nalanda Institute, Jakarta. Regression approach Multiple linear regression is used to evaluate the influence of independent variables on dependent variable. It is hoped that the results of this study can provide an understanding better about the connection between emotional, spiritual, and social intelligence. lecturer performance. Overall, this research is expected to provide significant contribution in the field of education and also provide recommendations For performance improvement lecturer.

Population And Sample

Population in studies that is 34 lecturer Institute Nalanda, Because Institute Nalanda Jakarta the relevance of emotional and spiritual intelligence in shaping mark moral And awareness self in environment education religion Buddha. This research aims to provide insight for curriculum development, program training, as well as improvement quality teaching. Besides That, Institute Nalanda has unique characteristics that make an important contribution to literature academic related education religion And spirituality in Indonesia, fill in gap knowledge Which Still seldom researched, as well as support improvement quality of education and graduates of institutions This.

Table 1

Population Institute Lecturer Nalanda Jakarta

Program Studi	Jumlah Siswa
S1 Pendidikan Keagamaan Buddha	8
S1 Dharma Usada	9
S1 Pendidikan Anak Usia Dini	7
S1 Ilmu Komunikasi Buddha	4
S1 Bisnis dan Manajemen Buddha	6
Total	34

Method taking sample This is use all over member populationas a sample, used to understand the population and eliminate bias. In other words, every individual or unit in the population becomes part of the sample Which researched. So that sample Which used as much as 34 Respondentfrom lecturer Nalanda Institute Jakarta.

4. RESULTS AND DISCUSSION

Results Study

Method Analysis Statistics Descriptive

Results analysis descriptive variable lecturer performance, intelligence emotional, And spiritual intelligence:

Table 2

Descriptive Data

No.	Statistik	Kecerdasan Emosional	Kecerdasan Spiritual	Kinerja Dosen
1.	Jumlah Responden	34	34	34
2.	Mean	69.70	69.00	43.47
3.	Median	69.00	69.00	43.00
4.	Modus	69.00	67.00	43.00
5.	Deviasi Standar	3.62	5.26	2.65
6.	Variansi	13.12	27.69	7.04
7.	Minimum	61.00	60.00	37.00
8.	Maksimum	76.00	80.00	48.00
9.	Skor Ideal	80.00	80.00	48.00

Data analysis shows that emotional intelligence has a mean as big as 69.70; median as big as 69.00; mode as big as 69.00; deviation standard of 3.62; variance of 13.12; minimum of 61.00; maximum of 76.00; And score ideal as big as 80.00. Temporary That, data analysis

intelligence spiritual shows a mean of 69.00; median of 69.00; mode of 67.00; standard deviation of 5.26; variance of 27.69; minimum of 60.00; maximum as big as 80.00; And score ideal as big as 80.00. Results analysisThe lecturer's performance showed a mean of 43.47; median of 43.00; mode as big as 43.00; deviation standard as big as 2.65; Variance as big as 7.04; minimum as big as 37.00; maximum of 48.00; and ideal score of 48.00.

Table 3

Category Variables Intelligence Emotional

Kategori	Rentang	Frekuensi	Persen
Rendah	< 67	9	26.5%
Sedang	68 < X < 70	11	32.4%
Tinggi	71 < X	14	41.2%
		34	100%

Variables intelligence emotional including category tall Which significant. 14 Respondent (41.2%) own ability emotional Which outside normal. 11 respondents (32.4%) have good emotional abilities. 9 respondents (26.5%) own ability emotional low. There is diversity in level intelligence emotional, However most Respondent own level Which tall.

Table 4

Category Variables Intelligence Spiritual

Kategori	Rentang	Frekuensi	Persen
Rendah	< 67	14	41.2%
Sedang	67 < X <	15	44.1%
Tinggi	59 < X	5	14.7%
		34	100%

From the table, it can be seen that the level of spiritual intelligence is at a level that can be categorized as intermediate. A total of 5 respondents (14.7%) were included in the high category; 15 respondents (44.1%) were in the category moderate; and 14 respondents (41.2%) in low category.

Table 5

Category Variables Performance Lecturer

Kategori	Rentang	Frekuensi	Persen
Rendah	< 39	3	8.8%
Sedang	40 < X < 46	21	61.8%
Tinggi	46 < X	10	29.4%
		34	100%

Based on table Which given, can concluded that variablelecturer performance is in the moderate category. A total of 10 respondents (29.4%) included in the high category; 21 respondents (61.8%); and 3 respondents (8.8%) in low category.

Test Assumptions Classic

Test Normality

The results of the normality test for the variables of emotional intelligence, spiritual intelligence, And Lecturer performance:

Table 6
Test Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kecerdasan Emosional	0,107	34	0,200	0,978	34	0,715
Kecerdasan Spiritual	0,077	34	0,200	0,968	34	0,407
Kinerja Dosen	0,124	34	0,200	0,964	34	0,323

The results of the analysis show that the distribution of emotional intelligence and spiritual intelligence is normal because the significance probability value is > 0.05 . From test Kolmogorov-Smirnov, obtained mark probability intelligence emotional 0.200, and for the Shapiro-Wilk test is 0.715, both > 0.05 . So Also with intelligence spiritual, mark probability significance For Kolmogorov-Smirnov test is 0.200, and for the Shapiro-Wilk test is 0.407, both > 0.05 , so the spiritual intelligence data is also normally distributed. In addition, the results of the analysis show that the distribution of lecturer performance is also normal. because the significance probability value > 0.05 . Based on Kolmogorov-Smirnov, the probability value of lecturer performance is 0.200 and for Shapiro-Wilk it is 0.323, both > 0.05 .

Test Linearity

Results test linearity variable performance lecturer, intelligence emotional And intelligence spiritual, as follows:

Table 7

Results of the linearity test of lecturer performance with Emotional Intelligence

			Sum of Sures	df	Mean Square	F	Sig.
Kinerja Dosen * Kecerdasan Emosional	Between Groups	(Combined)	61,221	13	4,709	0,550	0,865
		Linearity	11,088	1	11,088	1,295	0,269
		Deviation from Linearity	50,133	12	4,178	0,488	0,898
	Within Groups	171,250	20	8,563			
Total			232,471	33			

F count value and probability of significance (Sig.) in the deviation row from linearity show mark Fcount as big as 0.488 with probability significance as big as 0.898. This means that probability significance as big as 0.898 is greater than the threshold of 0.050, so H_0 is accepted. Thus, it can be It is concluded that the regression equation of the lecturer performance variable on intelligence emotional is linear.

Table 8

Results of the linearity test of lecturer performance with Spiritual Intelligence

			Sum of Sures	df	Mean Square	F	Sig.
Kinerja Dosen * Kecerdasan Spiritual	Between Groups	(Combined)	146,471	17	8,616	1,603	0,176
		Linearity	2,846	1	2,846	0,529	0,477
		Deviation from Linearity	143,625	16	8,977	1,670	0,158
	Within Groups	86,000	16	5,375			
Total			232,471	33			

Based on analysis Which has done, obtained mark Fcount as big as 1,670 And probability significance (Sig.) as big as 0.158 on line deviation from linearity. With a greater significance probability value from 0.050 (0.158 > 0.050), so hypothesis zero (H0) accepted. Matter This show that connection regression between variable performance lecturer And intelligence emotional is linear.

Influence intelligence emotional to performance lecturer

Results Study

Table 9

SPSS Model Summary Output of Emotional Intelligence
Regression on Lecturer Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,785	0,616	0,604	2,19499

Based on mark test determination (R²), found that intelligence emotional has an influence of 78.5% on lecturer performance. On the other hand, emotional intelligence has an influence of 61.6% on lecturer performance. This shows that there is still There are 38.4% other factors that influence performance lecturers who do not studied in this study.

F analysis shows that the F value is 47.421 and the probability significance (Sig.) is 0.000, which is less than 0.005. This indicates that that the emotional intelligence variable has an influence on lecturer performance in a way simultaneously.

Table 10

SPSS Output Model Anova (F-Test) Regression of Emotional Intelligence on Lecturer

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	422,433	1	422,433	47,421	0,000
	Residual	293,967	33	8,908		
	Total	716,400	34			

Performance

Table 11

SPSS Output Model Coefficients (T-Test) of Emotional Intelligence on Lecturer Performance

Model		Unstandardized Coefficientas		Stadardized Coefficientas	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56,930	21,174		2,689	0,011
	Kecerdasan Emosional	1,011	0,308	0,496	3,280	0,002

Based on results test T in on can known that intelligence emotional influential to performance lecturer. Equality regression intelligenceemotional on lecturer performance can be formulated as following:

$$Y = 56,930 + 1,011 X$$

Information:

Y = performance lecturer

X = intelligence emotional

Based on the regression equation, we can see that the constant value of 56,930 shows that if a person's emotional intelligence is not There is The same very, so performance lecturer will reach 56,930. Temporary That, coefficient regression as big as 1,011 show that every improvement One intelligence unit emotional will improve lecturer performance of 1,011, assuming constant conditions at a value of 56.930. The results of the analysis show that variable intelligence emotional get mark t count as big as 15,103 with a significance probability value (Sig.) of 0.002. By using significance level $\alpha = 0.05$, it can be concluded that the null hypothesis (H₀) is rejected. This indicates a significant positive influence of intelligence. emotional on performance lecturer Nalanda Institute Jakarta.

Discussion

The results of the hypothesis test show a positive and negative influence. significant from intelligence emotional to performance lecturer. Findings This consistent with the study conducted by Masud, Mohammad, & Khawaja, Sarwar (2023:1-34) studies This found that intelligence emotional in a way significantly influences student engagement, motivation, and teamwork, which in turn its turn increase academic performance in higher education institutions private in London, England. The components of self-awareness, social skills and teamwork in class in a way special related with achievement academic. Performance lecturer emphasize that lecturer Which intelligent in a way emotional more capable inspire students and influence behavior. Therefore, it is recommended that lecturer own level empathy Which tall For in a way effective support students' emotional health and academic success. Future research recommended For explore How intelligence emotional influence instructional practices, classroom management, and the learning environment. in a way overall, Which potential increase involvement And satisfaction student.

Studies Which done by Thank you et al, (2024:1-15) study show that intelligence emotional own influence Which Good And important to the performance of lecturers. Lecturers who have a high level of intelligence higher emotional often indicates better performance in get the job done. Emotional intelligence, along with skills collaboration, play a role important in increase satisfaction Work, Which on its turn influential positive to performance lecturer. Matter This show that lecturers who have strong emotional intelligence are more likely to feel satisfied with their work, thereby improving their performance. This study also highlights that collaboration capability is a dominant factor. Which affect job satisfaction and performance

lecturer.

Studies done by Qudah (2024:287–296) find that intelligence emotional own influence significant to performance lecturers, with the optimism aspect of emotional intelligence showing the highest impact. Other components of emotional intelligence, such as the use of emotions, regulation, and self-emotional appraisals, were found to have a lower effect on performance. Gender and field of study are also important factors in the relationship between emotional intelligence and performance, where female professors were recorded as having higher excel in expressing their emotions, which positively influences performance. Besides That, professor from field humanities show level higher emotional intelligence compared to professors from the field scientific, Which show that field studies play role in How intelligence emotional affect performance.

A study conducted by Oktafiyen et al (2024:646-655) showed that Intelligence Emotional own influence significant to performance employees among permanent lecturers at Accredited Private Universities "B" in the City Bandung. Influence This seen Good in a way individual and also in its relationship with career development. By using regression analysis multiple, this study revealed that the level of Emotional Intelligence that more tall correlated with improvement results performance, especially in matter research and publication efforts. These findings indicate that lecturers with Better Emotional Intelligence tends to perform better, especially in fulfil obligation publish work scientific in journal national or international.

A study conducted by Mekar et al (2024:1181-1184) stated that intelligence emotional own influence significant to performance lecturer.

Lecturers with high emotional intelligence tend to communicate better, manage stress And conflict, as well as build connection Which strong with students. This creates a supportive learning environment, enhancing student engagement and success, and enable lecturers to address conflict more effectively. High emotional intelligence in lecturers can repair connection with student And increase results academic they. By Because That, development skills intelligence emotional very important in educational environment to improve lecturer performance And student satisfaction.

Influence intelligence spiritual to performance lecturer

Results Study

Table 12

SPSS Model Summary Output of Spiritual Intelligence Regression on Lecturer Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,806	0,649	0,639	2,09821

Based on the results of the determination coefficient (R²) research, it was found that The R value is 0.806. The data illustrates the relationship between intelligencespiritual And performance lecturer as big as 0.806. Intelligence spiritual proven contributed 64.9% to lecturer performance, while 35.1% Variations in lecturer performance are influenced by other factors that have not been studied in this study.study This.

Table 13

SPSS Anova (F-Test) Output Regression of Spiritual Intelligence on Lecturer Performance

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	347,915	1	347,915	31,158	0,000
	Residual	368,485	33	11,166		
	Total	716,400	34			

Based on test F, obtained F-value as big as 114,204 with probability of significance (Sig.) of 0.000, which is less than 0.005. This is show that variable intelligence spiritual own influence in a way simultaneously on performance lecturer.

Based on results test T in on can known that intelligence spiritual influential to performance lecturer. Equality regression intelligence spiritual on lecturer performance can be formulated as following:

$$Y = 57,596 + 1,001 X$$

Table 13

SPSS Output Coefficients (T-Test) of Spiritual Intelligence on Lecturer Performance

Model		Unstandardized Coefficientas		Stadardized Coefficientas	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57,596	21,314		2,702	0,011
	Motivasi	1,001	0,310	0,490	3,227	0,003

Information:

Y = performance lecturer

X = intelligence spiritual

From the regression equation, we can see that the constant 57.596 show that if someone own intelligence spiritual zero, performance lecturers will have a value of 57.596. The regression coefficient of 1.001 indicates that every one unit increase in the amount of spiritual intelligence will result in increase in lecturer performance by 1.001 with initial conditions at constant values57,596. Analysis show that results test t For variable intelligence

spiritual is 3,227 with mark significance (Sig.) as big as 0.003. With using a significance level of $\alpha = 0.05$, it can be concluded that H_0 is rejected. This shows that there is a significant influence of spiritual intelligence. to performance lecturer.

Discussion

Results test hypothesis in on say that there is influence This study has a positive and significant effect on spiritual intelligence on lecturer performance. in line with research conducted by Nurhasan (2023:1-17) which highlights that spiritual values in the workplace significantly affect performance lecturer in publication scientific. Aspect main Which found covers calm thought, Which increase focus And productivity, so that contribute to better publication results. In addition, when lecturers feel that job they are in harmony with objective institutions, motivation And performance they increase. The perception that their work benefits others Also add flavor objective, Which support improvement performance. Satisfaction work plays a mediating role in this relationship, where satisfaction A pleasant career and work environment encourages lecturers to be more involved in research productive and collaboration Which support.

Studies Which done by Ramilan et al. (2024:48-60) focus on workplace spirituality rather than spiritual intelligence directly, but spirituality in place Work can considered as part from intelligence spiritual which influences the performance of lecturers through various mechanisms direct. Study show that spirituality place Work own positive impact on Organizational Citizenship Behavior (OCB), namely actions that goes beyond job requirements and is critical to improving overall performance of the lecturer. A work environment that supports spirituality can increase OCB, Which on its turn repair performance lecturer. This finding implies that when lecturers feel a sense of spirituality in the workplace, they more tend show behavior Which contribute positiveto performance them and the institution education in a way overall.

Studies Which done by Authority et al. (2024:68-80) investigate impact spirituality place Work to performance lecturer And employee in Pelita Bangsa University, Cikarang, Indonesia, emphasizes that the environment spiritual work can enhance professional excellence and strengthen relationship between colleagues work. This finding shows that spirituality in workplace has a significant positive influence on performance. This study contribute to the academic human resource management literature by show that environment Which support spirituality can increasing productivity in higher education, potentially increasing performance lecturers and student results.

The Influence of Emotional Intelligence and Spiritual Intelligence on Performance

Lecturer

Results Study

Tabel 4.15
Output SPSS Model Summary Regresi Kecerdasan Emosional Dan Kecerdasan Spiritual Terhadap Kinerja Dosen

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,785	0,616	0,607	3,61623

Based on the determination coefficient test (R²), it was found that the R value is 0.785. From this value, it can be concluded that there is a strong influence from intelligence emotional And intelligence spiritual to performance lecturer reach 0.785. As for, mark R For intelligence spiritual is 0.616, show that intelligence emotional And intelligence spiritual have an influence of 61.6% and 38.4% on lecturer performance, respectively, which is variation from performance lecturer Which influenced by other factors Which not in focus this research.

Tabel 4.16
Output SPSS Anova (F-Test) Regresi Kecerdasan Emosional Dan Kecerdasan Spiritual Terhadap Kinerja Dosen

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	392,863	2	196,432	11,051	0,000
	Residual	551,019	31	17,775		
	Total	943,882	33			

According to the results of the F test, the F number obtained was 11.051 and the value probability of significance (Sig.) of 0.000. From these results it can be concluded that simultaneously, emotional intelligence and spiritual intelligence have influence which is significant to performance lecturer.

Table 17

Output SPSS Coefficients (T-Test) Intelligence Emotional And Intelligence Spiritual To Performance Lecturer

Model		Unstandardized Coefficientas		Stadardized Coefficientas	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48,044	5,272		9,113	0,000
	Meditasi	0,467	0,128	0,318	3,661	0,000
	Motivasi	0,696	0,113	0,534	6,145	0,000

Based on the results of the T-test that has been carried out, it can be concluded that intelligence emotional And intelligence spiritual own influence to lecturer performance. Multiple regression equation of emotional intelligence and intellectual intelligence spiritual on lecturer performance can be formulated as following:

$$Y = 48,044 + 0,467X_1 + 0,696X_2$$

Keterangan:

Y = kinerja dosen

X₁ = kecerdasan emosional

X₂ = kecerdasan spiritual

Explanation equality regression multiple the is that in a situation where emotional intelligence and spiritual intelligence are both not owned, performance lecturer will reach mark constant as big as 48,044. The regression coefficient for lecturer performance on emotional intelligence is 0.467, which means every improvement One unit intelligence emotional will increaselecturer performance of 0.467, assuming spiritual intelligence is controlled. Meanwhile, the regression coefficient for lecturer performance on spiritual intelligence is 0.696, which indicates that every one unit increase in intelligence spiritual will increase performance lecturer as much as 0.696, with assumption emotional intelligence is controlled. The results of the analysis show that the variables emotional intelligence has a t-value of 3.661 with a probability of significance (Sig.) of 0.000, indicating a significant influence from emotional intelligence on lecturer performance. Similarly, the variable of emotional intelligence spiritual has a calculated t value of 6.145 with a probability of significance (Sig.) as big as 0,000, Also show existence influence significant fromintelligence spirituality towards lecturer performance.

Discussion

Results test hypothesis in on say that there is influenceThis study has a positive and significant effect on spiritual intelligence on lecturer performance. in line with research conducted by Saad et al. (2022:85-92) investigatingthe influence of Emotional Intelligence and Spiritual Intelligence on lecturer performance,especially in terms of Service Quality in higher education institutions. Findings research shows that both emotional intelligence and cognitive intelligence spiritual own influence positive And significant to development lecturer teaching, with higher levels of intelligence correlated withperformance teach Which more Good. Lecturer with intelligence emotional and good spiritual intelligence tends to provide service and commitment quality tall to student, Which important For increase experience learning as a whole. This study emphasizes the importance of integrating emotional and spiritual aspects into professional developmentlecturer, Because matter This can increase results education. In conclusion, foster emotional intelligence and spiritual intelligence among lecturers can significantly improve lecturer performance and the quality of education. they give to student.

A study conducted by Nurzaman (2022:50-71) shows that emotional intelligence has a positive and significant influence on performance lecturers' work, indicates that lecturers with emotional intelligence more tall tend performing more Good in role lecturer. On the contrary, spiritual intelligence does not show a significant impact on lecturer performance when moderated by certification lecturer, show that although spiritual intelligence may be relevant, it does not improve performance in any way Which same as emotional intelligence.

5. CONCLUSION AND SUGGESTIONS

Conclusion

Based on results study Which has exposed on part previously, a number of matter Which can made into conclusion from study This, between other:

1. There is a significant positive influence of emotional intelligence has a positive and significant influence on lecturer performance. Intelligence emotional impact on students' levels of engagement, motivation, and performance team. Performance lecturer very depends on level intelligence emotional. Lecturer Which own level empathy Which tall capablesupport health emotional And success academic student. Besides That, intelligence emotional Also play role important in satisfaction Work And performance lecturer. Intelligence emotional Which strong tend to be more satisfied with their jobs and perform better. The ability to collaborate also plays a crucial role in job satisfaction. Work And performance lecturer. Intelligence emotional help lecturer in communicate, manage stress And conflict, as well as build connection good with students. Therefore, the development of skills emotional intelligence is very important in improving the performance of lecturers and satisfaction student.
2. There is a significant and positive influence between spiritual intelligence and performance lecturer. Intelligence spiritual play a role important in improve lecturer performance, with impacts involving various aspects such as spiritual values in the workplace, peace of mind, job satisfaction, and behavior citizenship in organization. Environment Work Which support spirituality and spiritual values that are in line with the goals institutions are proven to increase lecturer motivation and strengthen engagement them with their work. In addition, harmonious interactions between co-workers in an environment conducive to spiritual growth creates atmosphere Work Which more comfortable And collaborative, Which on its turn support teaching and learning process.
3. The existence of influence significant positive between intelligence emotional And intelligence spiritual to performance lecturer. Intelligence emotional And spiritual has significant positive impact on development teaching And improvement quality service. Intelligence emotional And spiritual intelligence plays an important role in increasing effectiveness and success tasks Which done by for lecturer. In contextmore broadly, attention to the development of spiritual intelligence is also should not be ignored. Because, spiritual intelligence is able to help enrich dimensions life And give runway in face challenge as well as conflict Which appear in environment academic.

Implications

Based on conclusion Which has put forward in on, implications fromstudy This can be explained as follows:

1. Intelligence emotional own influence significant to performance lecturer.

Implications from findings This is institution education tall must prioritize development intelligence emotional in program training And development lecturer. Training Which focus on skills like management stress, communication effective, And resolution conflict can increase performance lecturer in a way overall, as well as improve the quality of teaching and interaction with students. In addition,improvement intelligence emotional can strengthen motivation And involvement of lecturers, which in turn will contribute to the learning environment. Study which is more productive and supportive.

2. Spiritual intelligence does not have a significant impact on lecturer performance,especially when moderated by the certification of lecturers. This indicates that although intelligence spiritual own mark in context certain, its influence to performance lecturer No as big as intelligence emotional. Therefore, educational institutions may need to re-evaluate emphasis they on development intelligence spiritual And consider whether programs This need customized For reach results Which more effective. Focus main must still on development of emotional aspects that directly affect performance lecturer.
3. In general overall, combination from intelligence emotional And intelligencespiritual show that development intelligence emotional more influential to performance lecturer compared to with spiritual intelligence. Study This recommend institution education tall For emphasize emotional intelligence training in development strategies professional they, while consider role intelligence spiritualin context Which more wide. Integration both of them in developmentlecturer can create environment Work Which more balanced And support, which in turn improves lecturer performance and quality education in a way overall.

Suggestion

Based on the conclusions from the research results, the author conveyssuggestion as follows:

1. For the campus, it is important to develop and implement programstraining Which focus on improvement intelligence emotional lecturer. These programs may include aspects such as stress management, communication skills, and conflict resolution that have been shown to improve lecturer performance significantly. Campuses are also advised to periodically

evaluate and adjust training programs based on feedback from lecturer And results performance they, as well as provide support sustainable like counseling or mentoring For strengthen skills which has studied.

2. For lecturer, recommended For active in develop intelligence emotional through training and self-reflection practices. Attending workshops Which relevant And apply skills management stress as well as communication can help improve their performance in teaching And interaction with student. Lecturer Also can considering integration values spiritual in context professional they For create environment Work Which more harmonious, although influence directly on performance may not be significant.
3. For readers, especially researchers and policy makers, it is important to understand and appreciate the role of emotional intelligence in improving performance lecturer. Study This show that intelligence emotional own impact Which more big compared intelligence spiritual towards lecturer performance, thus focusing development efforts on intelligence emotional Can more effective. Reader Also expected For further explore the relationship between spiritual intelligence and performance in context Which different, as well as consider findings This in formulate policies and strategies to improve the quality of education in the institution each.

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