



### THE INFLUENCE OF INTELLECTUAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE ON THE PERFORMANCE OF STUDENTS AT THE METRO STATE ISLAMIC RELIGIOUS INSTITUTE


Muhamad Irpan Nurhab<sup>1</sup>, Badaruddin Nurhab<sup>2</sup>, Syaefudin Aziz<sup>3</sup>

<sup>1</sup> IAIN Metro Lampung (Lampung, 34111)

<sup>2</sup> UIN Fatmawati Sukarno Bengkulu (Bengkulu, 38211)

<sup>3</sup> Universitas Timor (Kefamenanu, 85613)

irpanmatstat@gmail.com

ARTICLE INFO	ABSTRACT
<b>Articles History:</b> Accepted <b>tgl. 09/12/2024</b> Repaired <b>tgl. 09/12/2024</b> Approved <b>tgl. 09/12/2024</b> Available online <b>tgl. 09/12/2024</b>	To improve the quality of education at the Metro State Islamic Institute, the main focus should be directed toward improving human resource performance, particularly in terms of intellectual intelligence and emotional intelligence. The aim of this research is to examine the partial effect of intellectual intelligence on performance, the effect of emotional intelligence on performance, and the combined effect of intellectual intelligence and emotional intelligence on performance. The population of this study consisted of 43 students at the Metro State Islamic Institute. This research employed multiple linear regression analysis methods. Data were collected using a questionnaire. The results of hypothesis testing indicate that intellectual intelligence has a positive and significant effect on performance, emotional intelligence also has a positive and significant effect on performance, and both intellectual intelligence and emotional intelligence jointly have a positive and significant effect on performance.
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 ©2024. Diterbitkan oleh Jurnal Manajemen Bisnis dan Organisasi (JMBO). Artikel ini memiliki akses terbuka di bawah lisensi CC BY ( <a href="https://creativecommons.org/licenses/by/4.0/">https://creativecommons.org/licenses/by/4.0/</a> )	<b>Kata Kunci:</b> Performance, Emotional Intelligence, and Intellectual Intelligence

#### INTRODUCTION

The current developments in education require universities to continuously evolve and make appropriate strategic decisions. One of the most crucial strategic decisions is related to human resource development. Higher education management must consistently focus on

student performance and the factors that influence it. By understanding these factors, management can enhance student performance to align with expectations. Performance, at its core, refers to the quality and quantity of work outcomes achieved by an individual while performing their duties in accordance

with the responsibilities assigned to them. According to Sedarmayanti (2001), performance is derived from the term "performance," which refers to the results of work by an individual, a management process, or an organization as a whole. These results must be demonstrated through concrete and measurable evidence when compared against predetermined standards. A person's performance is influenced by both internal and external factors. Internal factors, particularly those related to psychology and behavior, include intellectual intelligence and emotional intelligence.

Intellectual intelligence has a significant influence on employee performance. It encompasses intellectual abilities, analytical skills, logic, and reasoning. Individuals with high intellectual intelligence tend to demonstrate better performance. Research by Adjma and Nasikin (2014), Putra and Yeni (2016), as well as Indriyani and Utami (2018), has shown that intellectual intelligence positively affects employee performance. In addition to intellectual intelligence, emotional intelligence also plays a role in influencing employee performance.

### **Performance**

Etymologically, the term "performance" is derived from the phrase "work performance" (Aries & Baskoro, 2012). Performance is defined as the result of a process (Suryadi, 2010) or the level of success achieved by an individual or group over a specific period in fulfilling their duties (Veitzal & Basri, 2005),

measured both in terms of quality and quantity (Mangkunegara, 2001). From the definitions above, it can be concluded that employee performance refers to the overall work outcomes of an employee during a certain period, evaluated in both quality and quantity based on predetermined and mutually agreed criteria. In pursuing its objectives, organizations must pay attention to the level of employee performance.

According to Zwell (2000), several factors influence a person's competence, including knowledge, skills, abilities, beliefs, experience, personal characteristics, motivation, intelligence, and organizational culture. Similarly, Arifin (2004) argued that performance is the product of the interaction between ability and motivation. From the perspective of performance determinants, Mathis (2006) describes performance as essentially the activities performed—or not performed—by an individual staff member or employee. Generally, performance consists of the following elements:

1. Quantity of results,
2. Quality of results,
3. Timeliness of results,
4. Attendance, and
5. Ability to collaborate.

### **Intellectual Intelligence**

Lynn and Vanhanen (2002) emphasized that testing and measuring intellectual intelligence involves assessing various abilities, including verbal reasoning, non-verbal reasoning, mental arithmetic, verbal comprehension, vocabulary,

spatial skills, and memory capacity. Rivai (2003) further elaborates on the dimensions of intellectual abilities, which include numerical intelligence, verbal comprehension, conceptual speed, inductive reasoning, deductive reasoning, spatial visualization, and strong memory.

According to Misbach (2008), in addition to maintaining an adequate and balanced nutritional intake, intellectual intelligence can be optimized by training the seven core abilities of general intelligence, namely:

1. Verbal comprehension,
2. Fluency in word usage,
3. Numerical ability,
4. Spatial ability,
5. Memory retention,
6. Speed of observation,
7. Reasoning ability.

### **Emotional Intelligence**

According to Yeung (2009), there are three dimensions of emotional intelligence: self-awareness, self-direction, and interpersonal intelligence. Self-awareness refers to the ability to recognize one's own moods and feelings and understand how they influence others. Analytically, Goleman (1999) identifies the following aspects of emotional intelligence:

1. Self-awareness

Understanding what we feel at any given moment and using this awareness to guide our decision-making. It involves having a realistic

understanding of our abilities and cultivating strong self-confidence.

2. Self-regulation

Managing our emotions in ways that positively influence task execution. This includes being attuned to our conscience, delaying gratification to achieve goals, and recovering effectively from stress.

3. Motivation

Harnessing our deepest desires to drive and guide us toward achieving goals. This helps us take initiative, act efficiently, and persist in the face of challenges, failure, and frustration.

4. Empathy

Understanding and sharing the feelings of others, enabling us to connect with them, build mutual trust, and foster harmonious relationships.

5. Social skills

Effectively managing emotions when interacting with others, carefully interpreting social situations and networks, communicating fluently, and utilizing these skills to influence and lead. It also involves resolving conflicts thoughtfully, collaborating effectively, and working well in teams.

### **EMPIRICAL REVIEW**

Irma Ervita Sella (2016) conducted a study on the influence of intellectual intelligence and emotional intelligence on employee performance at PT Lautan Teduh, Pahoman Bandar Lampung branch. The qualitative test results revealed that among all the variables

tested – intellectual intelligence and emotional intelligence – the most dominant factor influencing employee performance was emotional intelligence. Anis Choiriah (2013) conducted research on the influence of emotional intelligence, intellectual intelligence, spiritual intelligence, and professional ethics on the performance of auditors in public accounting firms. The study findings demonstrated that emotional intelligence has a significant positive effect on auditor performance, while intellectual intelligence also has a significant positive effect on auditor performance.

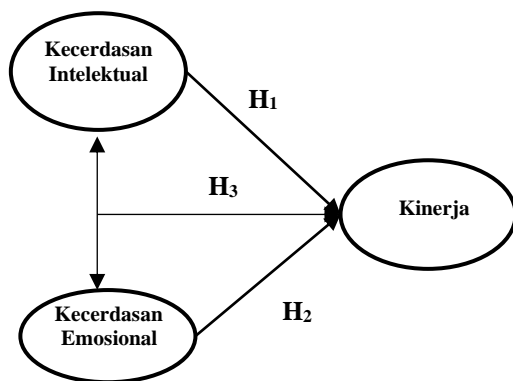


Figure 1. Research Conceptual Framework

### Hypothesis

H<sub>1</sub>: Intellectual Intelligence has a significant and positive influence on Performance

H<sub>2</sub>: Emotional Intelligence has a significant and positive influence on Performance

H<sub>3</sub>: Intellectual Intelligence and Emotional Intelligence have a significant influence significant and positive for performance terbatas.

## RESEARCH METHODS

### Population and Sample

The population in this study consisted of 43 students. The sampling technique used was saturated sampling, where the entire population is selected as the sample.

### Data collection

The questionnaire used in this research is a closed-ended questionnaire, meaning that it is administered directly to the respondent, who is required to select their preferred answer from the available options in secrecy (Sugiyono, 2010).

### Data Analysis Techniques

The data analysis method used in this research is Multiple Linear Regression Analysis. Multiple linear regression aims to develop a model that predicts the value of the dependent variable (Berenson, Levine, & Krehbiel, 2012). The multiple linear regression model is as follows (Berenson, Levine, & Krehbiel, 2012):

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon_i$$

$Y_i$  = Performance

$X_1$  = Intellectual Intelligence

$X_2$  = Emotional Intelligence

Regression analysis requires several important tests to assess the goodness of fit of the model (F-test), the significance of the variables (t-test), and its predictive ability (classical assumption tests). The calculation tool used is SPSS version 22.

## RESULTS AND DISCUSSION

### RESULTS

#### Coefficient of Determination

In Table 1, the Model Summary explains the coefficient of determination, which represents the contribution or influence of

the Intellectual Intelligence and Emotional Intelligence variables on performance.

**Table 1. Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 <sup>a</sup>	.683	.666	21.03979
a. Predictors: (Constant), KECERDASAN.EMOSIONAL, KECERDASAN.INTELEKTUAL				

Source: SPSS data processing

Based on Table 1 (Model Summary) above, it can be observed that the R value is 0.826, indicating a strong relationship as it is close to 1. To determine the extent of the relationship between the independent variables jointly influencing the dependent variable, the R Square coefficient is examined, which in this case is 0.683. This indicates that all independent variables, namely intellectual intelligence and emotional intelligence, collectively contribute 0.683 or 68.3% to the dependent variable, which is performance. The remaining 31.7% is influenced by other variables not analyzed in this research.

### F test

This test aims to determine the significant influence of the independent variables, namely intellectual intelligence and emotional intelligence, on the dependent variable, namely performance, collectively. The effect is considered significant if the significance value (sig.) is less than 0.05.

**Table 2. ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36174.330	2	18087.165	40.859	.000 <sup>b</sup>
	Residual	16821.572	38	442.673		
	Total	52995.902	40			

a. Dependent Variable: KINERJA

b. Predictors: (Constant), KECERDASAN.EMOSIONAL, KECERDASAN.INTELEKTUAL

Source: SPSS data processing

Based on the results of the simultaneous test in Table 2 (ANOVA) above, the significance value (sig.) is 0.000, which is less than 0.05. Therefore, it can be concluded that the combined influence of intellectual intelligence and emotional intelligence has a positive and significant effect on student performance.

### t-Test

This analysis is used to quantitatively measure the influence of intellectual intelligence and emotional intelligence variables on student performance..

**Table 3. Coefficients<sup>a</sup>**

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	288.180	69.618		4.139	.000
	KECERDASAN, INTELEKTUAL	.896	.116	.705	7.712	.000
	KECERDASAN, EMOSIONAL	.527	.110	.438	4.793	.000

a. Dependent Variable: KINERJA

Source: SPSS data processing

Based on the results of multiple linear regression data processing using SPSS software, the regression equation is as follows:

$$\text{Performance} = 288.180 + 0.896 (\text{Intellectual Intelligence}) + 0.527$$



### (Emotional Intelligence)

From the multiple linear regression equation above, the following interpretations can be made:

1. The regression coefficient of intellectual intelligence is 0.896, indicating that an increase in intellectual intelligence will result in an increase in student performance.
2. The regression coefficient of emotional intelligence is 0.527, indicating that an increase in emotional intelligence will also lead to an improvement in student performance.

This test is also intended to determine whether each independent variable, namely intellectual intelligence and emotional intelligence, has a significant effect on the dependent variable, namely performance. An effect is considered significant if the significance value (sig.) is less than 0.05.

Based on Table 3 (**Coefficients**), the partial test results for each variable are as follows:

1. **Intellectual Intelligence Variable:** The results of testing using SPSS for the intellectual intelligence variable on performance show a significance value (sig.) of 0.000, which is less than 0.05. Thus, it can be concluded that the intellectual intelligence variable has a positive and significant effect on performance.
2. **Emotional Intelligence Variable:** The results of testing using SPSS for the

emotional intelligence variable on performance show a significance value (sig.) of 0.000, which is less than 0.05. Therefore, it can be concluded that the emotional intelligence variable also has a positive and significant effect on performance.

### DISCUSSION

#### **Intellectual Intelligence has a significant and positive influence on performance**

The first hypothesis is proven, indicating that intellectual intelligence has a positive and significant effect on performance. This finding is supported by research conducted by Silen (2014), which shows a positive and significant relationship between intellectual intelligence and an individual's learning achievement. Similarly, research by Pande (2012) revealed that the higher a person's intellectual intelligence, the better their performance will be. Individuals with higher intellectual intelligence can more easily absorb the knowledge provided, making it easier for them to complete tasks effectively.

#### **Emotional Intelligence has a significant and positive influence on performance**

The second hypothesis is proven, indicating that emotional intelligence has a positive and significant effect on performance. Research conducted by Martin (2000) demonstrates that emotional intelligence positively influences an individual's work outcomes and performance, as illustrated in the figure below.

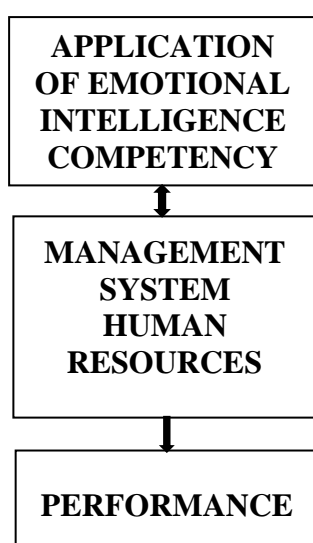


Figure 2. Effect of Implementing Emotional Intelligence in Organizations

### **Intellectual Intelligence and Emotional Intelligence have a significant and positive influence on performance**

The third hypothesis is proven, indicating that intellectual intelligence and emotional intelligence have a positive and significant effect on performance. Research conducted by Hanah (2019) concluded that emotional intelligence has a significant and positive impact on performance. Additionally, individuals who work with both strong intellectual intelligence and emotional intelligence not only adhere well to standard operating procedures (SOPs) but also produce work characterized by care and thoroughness, leading to improved outcomes.

### **CONCLUSION**

Based on the discussion and research results regarding the influence of Intellectual Intelligence (IQ) and

Emotional Intelligence on performance, the following conclusions can be drawn:

1. Partially, Intellectual Intelligence has a positive and significant effect on performance.
2. Partially, Emotional Intelligence has a positive and significant effect on performance.
3. Simultaneously, Intellectual Intelligence and Emotional Intelligence have a positive and significant effect on performance.

### **Suggestion**

The suggestion from this research is that students should be able to balance both intellectual intelligence and emotional intelligence in order to understand their emotions, principles, vision, and the meaning of work and life. They should also learn to manage pain and difficulties, as well as endure challenges and hardships. By applying these values of intelligence in both the professional and personal realms, students can become better individuals.

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