

## The Relationship between Emotional Intelligence and Interpersonal Intelligence with the Work Ethic of PAI Teachers in Banggai Regency

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### ABSTRACT

The objectives of this study are: (1) to determine whether there is a relationship between emotional intelligence and work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency, (2) to determine whether there is a relationship between interpersonal intelligence and work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency (3) to determine whether there is a relationship between emotional intelligence and interpersonal intelligence together with the work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency. The population in this study was 120 PAI teachers of SMA/MA and SMP/MTs in Banggai Regency. The sampling technique used random sampling technique of 89 people. The research method used a quantitative approach with a correlational design. The variables studied were emotional intelligence (X1) and interpersonal intelligence (X2) as independent variables, and the work ethic of PAI Teachers (Y) as the dependent variable. Data analysis techniques used regression analysis, product moment, and multiple regression. The results showed that (1) there is a positive and significant relationship between emotional intelligence and work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency, (2) there is a positive and significant relationship between interpersonal intelligence and work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency, and (3) there is a positive and significant relationship between emotional intelligence and interpersonal intelligence together with work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency.

### 1. Introduction

To improve the role of Islamic Religious Education Teachers in the learning process in the classroom, a high work ethic is needed. Work ethic is a prerequisite for the creation of professional and competent teachers in their fields. Teachers with a high work ethic, work with high dedication, have the required competencies, and are able to produce students who are virtuous, have knowledge of science and technology, and have a strong character. Work ethic describes normative things as an attitude of will that can be developed. The follow-up to the work ethic is the increased quality of the teachers' work in accordance with the plan that has been set in each semester or annual period.

The low work ethic of Islamic Religious Education Teachers hereinafter referred to as PAI can be seen from several indicators, including: a) the low absorption of students marked by low scores on learning outcomes, b) complaints from people who are

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dissatisfied with the performance of PAI Teachers, c) the behavior of students who are not in accordance with religious norms is also allegedly related to the work ethic of PAI teachers, and so on.

Many things affect the work ethic of PAI teachers, both internal factors such as motivation and work experience, education level, intelligence both emotional, spiritual, intellectual, and personal: as well as external factors such as school climate, external motivation such as awards and so on.

Two things that attract the attention of researchers who are strongly suspected of influencing the work ethic of Islamic Education Teachers are emotional intelligence and interpersonal intelligence. Therefore, it is interesting to study the relationship between Emotional Intelligence and Interpersonal Intelligence with the Work Ethic of Islamic Education teachers in Banggai Regency.

## 2. Literature Review

### 2.1 Teacher Work Ethic

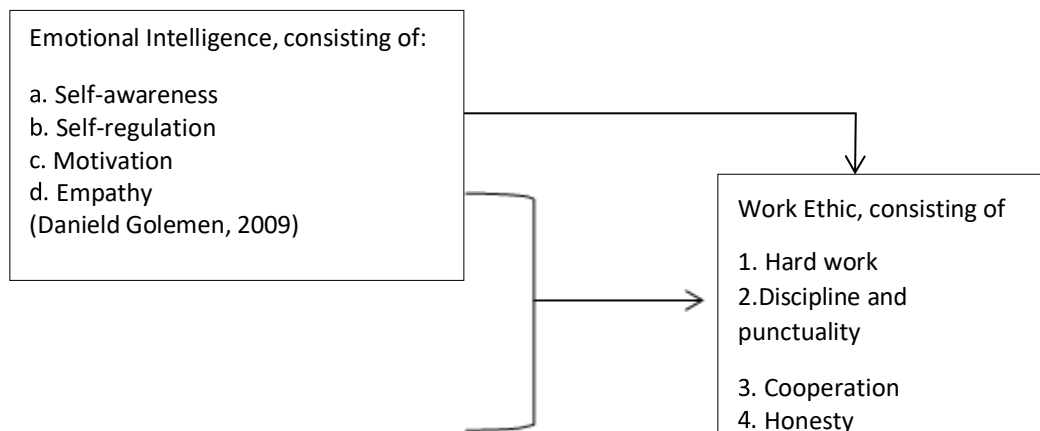
Ethos comes from the Greek (ethos) which means attitude, personality, character, and belief in something. This attitude is not only owned by individuals, but by groups and even communities. Ethos is shaped by various habits, cultural influences, and the value system they believe in. Ethos is a set of understandings and beliefs about values that fundamentally affect life, become principles of movement and ways of expression that are unique to a group of people with the same culture and beliefs (Lubis, 2011: 19). From the above understanding, it can be synthesized that ethos is a set of values that influence life and become principles owned by individuals from various habits, cultural influences, and the value system they believe in.

### 2.2 Emotional Intelligence

Emotional intelligence is the ability to feel, understand, and effectively apply day and emotional sensitivity as a source of energy, information, connection, and human influence (Masaong, 2011: 77). According to Goleman (2009:42) emotional skills include personal skills (self-awareness, self-regulation, motivation) and social skills (empathy, social skills).

### 2.3 Interpersonal Intelligence

Interpersonal intelligence is a person's ability to create relationships, build relationships, and maintain social relationships so that both parties are in a win-win or mutually beneficial situation (Safaria, 2005: 5). According to Gardner (2013: 48) interpersonal intelligence is built, among other things, on the core ability to recognize differences; in particular, major differences in mood, temperament, motivation and will. The framework can be described as follows:



of: a. Social sensitivity

b. Social understanding

c. Social communication

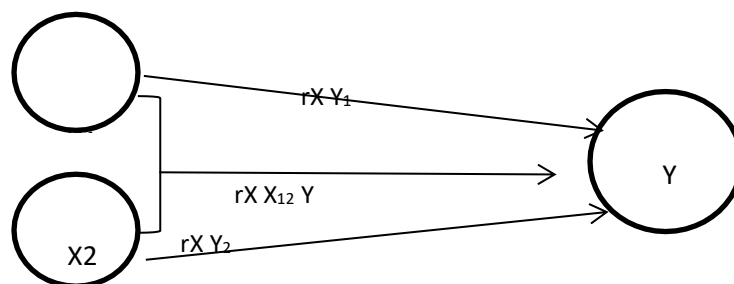
(Safaria, T., 2005)

*The Relationship between Emotional Intelligence and Interpersonal Intelligence with the Work Ethic of PAI Teachers in Banggai Regency*



### 3. Methodology

This research was conducted at high schools and junior high schools in Banggai Regency, with the research subjects being Islamic Religious Education (PAI) Teachers. This research used a quantitative approach with a descriptive correlational method. The research problem is a causal relationship between the research variables, namely the relationship between the dependent variable and the independent variable. The dependent variable (Y) is the work ethic of PAI teachers and the independent variable (X1) is emotional intelligence and (X2) is interpersonal intelligence. The pattern of the relationship between the variables to be studied can be seen in the following research design:



### 4. Results and Discussion

Based on the research data from 89 respondents who became the research sample, the PAI teachers' work ethic data were obtained as follows: a) lowest score 72 and highest score 111, b) score range 39, and c) interval class 7. From the data above, the following analysis results can be obtained: a) average score (mean) of 87.11, b) standard deviation of 7.799, c) median (me) of 86.00, d) mode of 85, and e) variance of 60.828.

The results of statistical analysis obtained data on emotional intelligence as follows: a) lowest score of 67 and highest score of 111, b) score range of 44, and c) interval class of 9. From the data above, the following analysis results can be obtained: a) average score (mean) of 86.60, b) standard deviation (standard deviation) of 7.561, c) median (me) of 85.00, d) mode of 84, and e) variance of 57,175.

Data analysis of interpersonal intelligence scores as follows: a) lowest score 68 and highest 105, b) score range 37, and c) interval class 7. From the data above, the following prices can be obtained: a) mean score of 85.75, b) standard deviation of 7.860, c) median (me) of 85.00, d) mode of 77, and e) variance of 61.779.

The relationship between emotional intelligence and the work ethic of PAI Teachers was analyzed using simple regression and correlation analysis. From the regression analysis, the price  $a = 1.952$  and  $b = 0.983$  were obtained. By entering the price of  $a$  and  $b$  into the regression equation, a simple equation is obtained  $\hat{Y} = 1.952 + 0.983 X_1$ . Based on the analysis obtained data  $F$  count of 869.573 at a significance level of 0.000. This means that the relationship between emotional intelligence ( $X_1$ ) and the work ethic of PAI Teachers is a linear correlation. The relationship between emotional intelligence and work ethic of PAI Teachers can be known by using Pearson correlation, which is analyzed using SPSS. Based on the analysis obtained data that the magnitude of the correlation coefficient of emotional intelligence variables with the work ethic of PAI Teachers is 0.593. Thus the hypothesis  $H_1 : \rho_{Y_1} > 0$  There is a positive relationship between emotional intelligence and the work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency is accepted.

The relationship between interpersonal intelligence and the work ethic of PAI Teachers was analyzed using simple regression and correlation analysis. From the results of calculations using SPSS version 20 obtained data on the relationship between interpersonal intelligence and work ethic of PAI Teachers. namely regression analysis obtained the price of  $a = 53.176$  and  $b =$

0.396. By entering the price of a and b into the regression equation, a simple equation is obtained  $\bar{Y} = 53.176 + 0.396 X_2$ . Based on SPSS analysis, the data obtained F count is 16,456 at a significance level of 0.000. This means that the relationship between interpersonal intelligence ( $X_2$ ) with the work ethic of PAI Teachers is a linear correlation. The relationship between interpersonal intelligence variables and the work ethic of PAI Teachers can be known by using Pearson correlation, which is analyzed using SPSS. The results of the analysis using SPSS obtained data that the magnitude of the correlation coefficient of the interpersonal intelligence variable with the work ethic of PAI Teachers is 0.399. Thus the hypothesis  $H_{p1} : \rho_{1.2} > 0$ : There is a positive relationship between interpersonal intelligence and work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency is accepted.

The relationship between emotional intelligence and interpersonal intelligence together with the work ethic of PAI Teachers was analyzed using multiple regression analysis. Based on the results of the analysis using SPSS, the price  $a = 1.072$ ,  $X_1 = 0.958$ , and  $X_2 = 0.013$  was obtained. Thus the regression equation is  $\bar{Y} = 1.072 + 0.958 X_1 + 0.013 X_2$ . obtained F count data of 421.103 at a significance level of 0.000. This means that the relationship between emotional intelligence ( $X_1$ ) and interpersonal intelligence ( $X_2$ ) together with the work ethic of PAI Teachers is a linear correlation. The variable relationship between interpersonal intelligence and work ethic of PAI teachers can be known by using Pearson correlation, which is analyzed using SPSS. Based on the results of data analysis, the correlation coefficient of emotional intelligence variables with interpersonal intelligence (R) is 0.790 and  $R^2 = 0.624$ . Thus the hypothesis  $H_{p1} : \rho_{1.2} > 0$ : There is a positive relationship between emotional intelligence and interpersonal intelligence together with the work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency is accepted.

The level of relationship between emotional intelligence and interpersonal intelligence together with the work ethic of PAI Teachers is indicated by the magnitude of the correlation (R) = 0.790 at a significance level of 0.00 and a confidence level of 0.05. This means that the relationship between emotional intelligence and interpersonal intelligence together with the work ethic of PAI Teachers is positive and significant.

## 5. Conclusion

Based on the formulation of the problem and hypothesis testing, it can be concluded: 1) There is a relationship between emotional intelligence and work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency. This means that the higher the level of emotional intelligence, the higher the work ethic of PAI Teachers. 2) There is a relationship between interpersonal intelligence and the work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency. This means that the higher the level of interpersonal intelligence, the higher the work ethic of PAI Teachers. 3) There is a relationship between emotional intelligence and interpersonal intelligence together with the work ethic of PAI Teachers in SMA/MA and SMP/MTs in Banggai Regency. This means that there is synergy between emotional intelligence and interpersonal intelligence in improving the work ethic of PAI Teachers.

Based on the results of the study, it is suggested to: 1) The Head of the Office of the Ministry of Religious Affairs and the Head of the Education Office or relevant agencies are advised to design a model of education and training for PAI Teachers that includes the development of emotional intelligence and interpersonal intelligence as an integral part of a training to improve the work ethic of PAI Teachers. 2) PAI teachers in schools/madrasas are advised to develop emotional intelligence and interpersonal intelligence, as part of efforts to improve their quality and work ethic. 3) Prospective researchers are advised to conduct further research relevant to the scope of the study and a wider population.

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*The Relationship between Emotional Intelligence and Interpersonal Intelligence with the Work Ethic of PAI Teachers in Banggai Regency*

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