

Analysis of the Effect of Spiritual Intelligence, Compensation, and the Role of Job Satisfaction Mediation on Elementary School Catholic Religious Education Teacher Performance in Sanggau District

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Abstract---Performance can be defined as a person's performance in carrying out duties and responsibilities in accordance with the expectations and goals that have been set.

The purpose of this study was to analyze the effect of spiritual intelligence, compensation, on the performance of Catholic Religious Education (in Indonesian Pendidikan Agama Katolik or PAK) teachers as well as the effect of job satisfaction in moderating spiritual intelligence and compensation on the performance of Catholic Religious Education teachers.

The population of this research was 225 elementary school teachers of Catholic Religious Education (PAK) in Sanggau Regency. The number of samples in this study was 135 people. A questionnaire was used as method in collecting data. Methods of data analysis were regression and Moderating Regression Analysis using SPSS 21.0.

Data analysis shows that the effect of spiritual intelligence on teacher performance shows a value of 0.00, the effect of compensation on performance was 0.001, and the effect of job satisfaction on teacher performance was 0.00. Job satisfaction moderates the effect of spiritual intelligence on teacher performance by 0.023, and job satisfaction moderates compensation on teacher performance by 0.037.

The conclusion of this research is spiritual intelligence, compensation, and job satisfaction has a positive and significant effect on teacher performance. Furthermore, job satisfaction significantly moderates the effect of spiritual intelligence and compensation on the performance of PAK teachers. Suggestions are for the Education Office and the Ministry of Religion in Sanggau Regency to improve spiritual intelligence, compensation, and job satisfaction so that the performance of PAK teachers will be better.

Keywords: Teacher performance, Catholic Religious Education

I. INTRODUCTION

Teachers are educators who have pedagogical, social, personal and professional competence. Teachers must be able to plan, to implement, and to evaluate the learning process. Teachers are also required to have the ability to guide and to train students (Noor, 2019).

Teacher performance includes performance, competence, skills, work performance, and output quality. The competencies that teachers must have are the basis and guidelines for teachers in carrying out their duties and responsibilities. These four competencies comprehensively become the basis for professional teacher performance assessment (Aziz, 2016).

Teachers are able to carry out their duties and responsibilities as a professional educator based on their competencies. Teacher performance is illustrated through the process of management and teaching and learning activities carried out by the teacher. The indicators of teacher performance assessment are based on the teaching and learning process, starting at the planning, implementation, and evaluation stages (Susanto, 2016).

The results of field observations show that elementary school teacher performance of Catholic Religious Education (PAK) in Sanggau Regency has not been optimal. This phenomenon is based on findings in the field, such as (1) some teachers have not been able to make learning tools; (2) teachers are still using textual patterns in learning; (3) teacher discussion forums have not run optimally; (4) the improvement and development programs both from the Education Office and the Ministry of Religion of Sanggau Regency are not yet optimal; (5) several PAK teachers have additional duties, either as general subject teachers or in the form of additional structural tasks; (6) some teachers do not focus on

their profession as teachers by taking up other jobs such as raising livestock and farming; (7) the place of assignment (school) which is relatively far from the residence, plus inadequate road access; (8) the teacher's ability to use learning media is still low.

The learning planning and preparation done by PAK teachers are less optimal because teacher's time and attention is divided for additional assignments and work. Examples of additional duties other than being a teacher are being administrative and structural personnel. Some teachers also work as farmers by gardening. Working outside the main task as a teacher takes up time, attention, and even energy. The impact of this phenomenon will directly and indirectly affect teacher performance.

Another problem is most PAK teachers have not mastered the instructional media use. One cause of this problem is the program for teacher professionalism improvement and development has not been optimal. The weakness of using learning media has an impact on the pattern of teaching and learning in the classroom. The impact is some teachers still apply textual learning patterns. Teachers make themselves as the only source of learning

Ideally, teachers as professionals and as educators must have the ability to carry out the learning process starting from the process of preparation, implementation and evaluation. However, the reality is that most PAK teachers from public elementary school in Sanggau Regency have not been able to prepare learning tools properly.

The research results from Habibi, et al (2017) on teacher performance show that compensation has a positive and significant effect on the teacher performance. Compensation received by teachers in the form of salary increases and teacher certification is one of the triggers for the increased performance of teachers in Business and Management Vocational High Schools in Tegal City.

The results show that reward or compensation affect the performance of Vocational High School teachers in the Mechanical Engineering Expertise. The analysis results show that reward is one of the dominant factors affecting teacher performance (Wagiran, et al, 2016)

Next is the research result which states that work compensation has a positive effect on performance (Imroatun&Sukirman, 2016; Minarsih, 2017; Masruroh, et al, 2012)

Putri's research, et al (2017) states that compensation affects work motivation; and work motivation affects employee performance at Suis Butcher Setiabudhi Bandung.

The results of another study show that job satisfaction has a positive and significant effect on performance which means the higher the teacher's job satisfaction, the higher the teacher's performance (Arifin, 2014).

The results of another research also show that teacher job satisfaction has a positive and significant effect on the performance of remote elementary school teachers in Merauke Regency (Werang& Agung, 2017).

Results from another research show that the principal's academic supervision, job satisfaction and teacher commitment has a significant positive effect on teachers. Based on the results of the output indirect effect, it can be stated that teacher commitment and teacher job satisfaction can be a mediating variable for the relationship between school principal academic supervision and teacher performance (Rozi, et al, 2016).

Other research has shown that job satisfaction as a mediator variable has a positive and significant effect on teacher motivation and school performance. This research was conducted at secondary schools in Mogadishu (Ali, et al, 2016)

Next, the results of the research on job satisfaction as a mediating variable state that job satisfaction has no effect on the basic goals of the organization. However, job satisfaction affects transformational leadership and employee performance (Paracha, et al, 2012).

The results of the effect of mediation show that work discipline affects employee performance through job satisfaction, but employee competence and physical environment have no effect on employee performance through job satisfaction (Saputri, 2019)

In contrast to Anjarini's research (2017), it is stated that spiritual intelligence has no effect on teacher performance at Special School in Batang. The dominant indicators for the spiritual intelligence variable are strong principles and vision. The indicator assesses the teacher's ability to see the diversity that exists.

However, other research states that emotional intelligence and spiritual intelligence either partially or simultaneously have a positive effect on teacher performance. Based on the analysis results, spiritual intelligence is more dominant in influencing the teacher performance at SMP An-Nur Bululawang (Sholiha, et al, 2017).

As the phenomenon described above, if it is ignored, it will have a negative impact on improving and developing teacher performance. The purpose of this study was to determine and to analyze factors that can improve the performance of elementary school Catholic Religious Education teachers in Sanggau Regency. By knowing the factors that influence teacher performance, the results of this study can provide information for the Education and Culture Office and the Ministry of Religion of Sanggau Regency in an effort to improve the performance of Catholic Religious Education teachers.

II. METHODS

The data from this study were tested by descriptive analysis and inferential analysis. Descriptive analysis includes the amount of data, minimum value, maximum value, average, and standard deviation. The inferential analysis is used to test the hypothesis using the regression test.

Before testing the hypothesis using a regression test, an assumption test was carried out. The assumption test in this study used the normality test, linearity test, and multicollinearity test. To find out the correlation of each independent variable with the dependent variable, partial correlation analysis was used in this study.

III. RESULT AND DISCUSSION

The data description in this study includes the amount of data, the minimum value, the maximum value, the average, and the standard deviation. The data description for each variable, namely spiritual intelligence (x_1), compensation (x_2), job satisfaction (x_3), and teacher performance (y), can be seen in Table 1.

Table 1. Data Description

Model	N	Min	Max.	Mean	Std. Dev.
x_1	135	18	39	26.87	5.45
x_2	135	14	30	19.81	3.37
x_3	135	6	15	9.96	2.06
y	135	10	25	16.41	2.99

First Hypothesis Test

The first hypothesis test tests whether spiritual intelligence has a positive effect on teacher performance. To test the hypothesis, a regression test was used. The test results can be seen in Table 2.

Table 2. Regression Test Results

Model	Regression Coef.	t Value	ρ
Constant	1.837	2.445	0.016
x_1	0.156	3.772	0.000
x_2	0.231	3.412	0.001
x_3	0.583	5.519	0.000

Table 2 shows that the ρ value on spiritual intelligence (x_1) is 0.000, less than 0.05. This means that spiritual intelligence has a significant effect on teacher performance. The regression coefficient value of spiritual intelligence is 0.156, which means that spiritual intelligence has a positive effect on teacher performance. Based on the analysis results, it can be concluded that spiritual intelligence

has a significant positive effect on teacher performance. Based on the partial correlation test, the effect of spiritual intelligence on teacher performance is 9.8%.

Second Hypothesis Test

The second hypothesis test tests whether compensation has a positive effect on teacher performance. To test the hypothesis, a regression test was used. The test results can be seen in Table 2.

Table 2 shows that the ρ value of compensation (x_2) is 0.001, less than 0.05. This means that compensation has a significant effect on teacher performance. The coefficient value of the compensation regression is 0.231. This means that job satisfaction has a positive effect on teacher performance. Based on the analysis results, it can be concluded that job satisfaction has a significant positive effect on teacher performance. Based on the partial correlation test, the effect of compensation on teacher performance is 8.2%.

Third Hypothesis Test

The third hypothesis test tests whether job satisfaction has a positive effect on teacher performance. To test the hypothesis, a regression test was used. The test results can be seen in Table 2.

Table 2 shows that ρ value of job satisfaction (x_3) is 0.000, less than 0.05. This means that job satisfaction has significant effect on teacher performance. Coefficient value of job satisfaction regression is 0.583 which means compensation has a positive effect on teacher performance. Based on the analysis result, it can be concluded that compensation has significant positive effect on teacher performance. Based on partial correlation test, the effect of job satisfaction on teacher performance is 18.8%.

Fourth Hypothesis Test

The fourth hypothesis test tests whether job satisfaction moderates the positive effect of spiritual intelligence on teacher performance. To test the hypothesis, a regression test was used. The test results can be seen in Table 3.

Table 3. Regression Test Result of Moderate 1

Model	Regression Coef.	t Value	ρ
Constant	10.010	2.791	0.006
x_1	-0.018	-0.144	0.886
x_3	0.048	0.131	0.896
Moderate 1	0.023	1.976	0.050

Table 3 shows that the ρ value of moderate 1 is 0.05 which is the same as α . This means that job satisfaction does not significantly moderate spiritual intelligence on teacher performance. The regression coefficient value is 0.023, which means that job satisfaction moderates the positive effect of spiritual intelligence on teacher performance. Based on the calculation, it can be concluded that job satisfaction moderates the positive effect of spiritual intelligence on teacher performance, but it is not significant. Based on the partial correlation test, the effect of moderate 1 on teacher performance is 2.9%.

Fifth Hypothesis Test

The fifth hypothesis test tests whether job satisfaction moderates the positive effect of compensation on teacher performance. To test the hypothesis, a regression test was used. The test results can be seen in Table 4.

Table 4. Regression Test Result Moderate 2

Model	Koef.	t Value	ρ
Regression			
Constant	10.448	2.553	0.012
x_2	-0.063	-0.305	0.761
x_3	-0.036	-0.095	0.924
Moderate 2	0.037	2.108	0.037

Based on Table 4, it is obtained that the ρ value of moderate 2 is 0.037, less than 0.05. This means that job satisfaction significantly moderates compensation on teacher performance. The regression coefficient value is 0.037, which means that job satisfaction moderates the positive effect of compensation on teacher performance. Based on the calculation, it can be concluded that job satisfaction significantly moderates the positive effect of compensation on teacher performance. Based on the partial correlation test, the effect of moderate 2 on teacher performance is 3.3%.

The novelty of this research lies in the dominant factors and indicators that affect teacher performance. This study used the job satisfaction variable as a mediation between the spiritual intelligence variable and compensation on the performance of Catholic Religious Education teacher in Sanggau Regency.

The benefits is this research gives contribution to the knowledge field of performance, particularly teacher performance. By knowing the factors that influence teacher performance, the results of this study can provide information and data for the Education and Culture Office and the Ministry of Religion in Sanggau Regency in an effort to improve the performance of Catholic Religious Education teachers.

IV. CONCLUSION

This study aims to identify and to analyze factors that affect performance of elementary school Catholic Religious Education teacher in Sanggau Regency. Factors that affect teacher performance are spiritual intelligence, compensation and job satisfaction. Based on the results and discussion, it can be concluded that spiritual intelligence has a significant positive effect on teacher performance; compensation has a significant positive effect on teacher performance; job satisfaction has a significant positive effect on teacher performance; job satisfaction moderates the positive effect of spiritual intelligence on teacher performance, but it is not significant; and job satisfaction significantly moderates the positive effect of compensation on teacher performance.

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