

The Synergistic Role of Intelligence Quotient, Emotional Quotient, and Spiritual Quotient in Improving Employee Performance

Muhammad Wildi Firahmi*, Teguh Wicaksono, Hairul

Management Study Program, Faculty of Economics, Islamic University of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, Indonesia

*Corresponding author. Email: muhammadwildifirahmi06@gmail.com

ABSTRACT

The purpose of this study is to analyze both the simultaneous and partial effects of Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ) on employee performance within the Hasnur Center Foundation Global Islamic Boarding School Unit. This research adopts a quantitative approach. The study population includes all employees of the institution, with a total sample of 42 participants. The sampling method used was non-probability sampling, specifically saturated sampling, wherein the entire population was included as the sample. Data were collected using a Likert-scale questionnaire that had previously undergone validity and reliability testing. Data analysis was performed through multiple linear regression. The findings indicate that IQ, EQ, and SQ, when tested simultaneously, have a positive and significant influence on employee performance. Nevertheless, partial testing (t-test) reveals that not all independent variables significantly affect performance. IQ was found to have a positive and significant impact on employee performance, whereas EQ and SQ did not demonstrate a statistically significant influence.

Keywords: *Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ) and Performance.*

1. INTRODUCTION

Employee performance plays a crucial role in determining the effectiveness and overall success of an organization (Osabiya, 2015). Therefore, organizations expect employees to perform optimally, as the quality of their performance whether favorable or unfavorable directly influences the organization's overall effectiveness and success (Gunawan & Resmawan, 2017; Hajiali et al., 2022). Performance has an important position in management and organizations because success in doing work is largely determined by performance. If someone works in an organization, his performance is a series of behaviors and activities according to the expectations or goals of the organization (Bandura, 2023). Several factors that affect employee performance, including IQ, EQ, and SQ (Krisnanda & Surya, 2019).

The notion that human intelligence is solely based on the intellectual dimension is no longer considered relevant in the contemporary era (Bahari, 2018). In addition to IQ, humans also have other dimensions of intelligence, two of which are EQ and SQ. Entering the 21st century, IQ as the only measure of intelligence, which is also often used as a parameter for human success, was aborted by the emergence of the concepts of EQ and SQ (Herawati et al., 2020). Employee performance is assessed not solely based on technical competence, but also on one's capacity for self-regulation and interpersonal effectiveness, commonly referred to as EQ (Joseph et al., 2015). Key determinants of an individual's success in the workplace include empathy, self-discipline, and initiative—core components of what is known as EQ (Esen & Bulut, 2022).

EQ denotes an individual's ability to identify and regulate both personal emotions and those of others, distinguish between various emotional states, and apply this emotional awareness to support cognitive processes and direct appropriate behavior (Kanesan & Fauzan, 2019). So EQ is needed to be successful at work and produce outstanding performance at work (Efendi, 2019). This is consistent with Patton's view that individuals possessing a high level of emotional intelligence are more capable of facing challenges and exhibiting traits such as responsibility, productivity, and optimism in problem-solving—attributes that are vital in a professional setting (Rauf et al., 2019).

One other form of intelligence is SQ. SQ can enable a person to think creatively, be far-sighted, and create or even change rules, which makes the person work better (Aprimulki et al., 2017). SQ can integrate two other abilities, namely IQ and EQ (Dwiastanti & Wahyudi, 2022; Wiguna & Yadnyana, 2019). SQ also plays a big role in a person's performance (Malik & Tariq, 2016). While a high IQ is often associated with being intellectually capable, true wisdom

or comprehensive intelligence also necessitates the presence of SQ (Kurniawan & Syakur, 2017; Sonitra & Ekowati, 2020).

A superior human resource is not only someone who knows (IQ) but also someone who can respond to every condition faced wisely and wisely (EQ) (Manihuruk & Panjaitan, 2020). Excellent human resources also have closeness to the God of the universe, in every work and activity they do wherever and whenever (Widyantoro, 2015). Based on this, the IQ, EQ, and SQ possessed by employees must be explored and developed, thus, they are able to contribute positively to employee performance and support the attainment of organizational or corporate objectives.

Based on this description, this study seeks to investigate the impact of IQ, EQ, and SQ on employee performance.

2. RESEARCH METHODS

This research adopts a descriptive quantitative methodology, aiming to elucidate the relationships among variables by utilizing numerical data analysis through statistical techniques and hypothesis testing (Mohajan, 2020). This is in accordance with the research objectives, which aim to clarify the causal relationship between the independent and dependent variables through hypothesis testing. The unit of analysis in this study comprises employees of the Hasnur Center Foundation Global Islamic Boarding School Unit, with a focus on their self-perceived performance and the extent to which they apply IQ, EQ, and SQ. The population of this study included all employees totaling 168 people. A saturated sampling technique was utilized, wherein the entire population was taken as the sample.

The variables in this study consist of four components, with three independent variables and one dependent variable. The independent variables are IQ (X_1), EQ (X_2), and SQ (X_3), while the dependent variable is employee performance (Y). IQ indicators, namely: the dimensions of IQ consist of problem-solving ability, verbal intelligence, and practical or numerical intelligence (Sapariyah et al., 2016). Meanwhile, according to Sella (2016) to measure IQ using verbal intelligence, numerical intelligence, and figural intelligence. Therefore, the indicators of IQ in this study are problem-solving, verbal ability, social ability, numerical ability, and figural ability.

Indicators of EQ can be seen in recognizing self-emotions, managing emotions, motivating oneself, recognizing the feelings of others (empathy), and fostering relationships (cooperation) with others (Hamdan, 2017). There are several values of SQ based on the components of SQ that are much needed in the world of work, including absolute honesty, openness, self-knowledge, focus on contribution, and non-dogmatic spirituality (Suhartini & Anisa, 2017). According to Ghozali (2017) performance can be measured by the following indicators: quality, quantity, timeliness, effectiveness, independence, and work commitment.

The questionnaire employed in this study is direct and closed-ended, indicating that it was distributed directly to respondents, who were instructed to choose from a set of predetermined answer options (Indrajaya et al., 2016). Multiple linear regression is employed to construct a model that predicts the value of the dependent variable

3. RESULTS AND DISCUSSIONS

3.1 Results

Based on the results of filling out the questionnaire, 42 respondents were obtained.

Table 1. Hypothesis Testing

Variable	Coefficient	t	Sig
(Constant)	6.010	1.418	.164
Intelligence Quotient (X_1)	.361	2.500	.017
Emotional Quotient (X_2)	.427	1.934	.061
Spiritual Quotient (X_3)	.302	1.382	.175
R Square	.739		
Adjusted R Square	.718		
F	35.815		
Sig	.000		

Based on the results of data analysis in table 1, the first hypothesis can be proven. The resulting sig value of X_1 is 0.017. The regression coefficient shows a value of 0.361. This means that IQ has a positive and significant effect on employee performance. The second and third hypotheses are rejected. The resulting sig value of X_2 is 0.061. The regression coefficient shows a value of 0.427. This means that EQ has no effect on employee performance. The resulting sig value of X_3 is 0.175. The regression coefficient shows a value of 0.302, meaning that SQ has no effect on employee

performance. The fourth hypothesis can be proven, the results of the F test know the value is 35,815 with a significance of 0.000. This indicates that IQ, EQ, and SQ, when considered together, exert a positive and significant impact on employee performance. Seeing the ability to explain the model is from R Square, which is 0.739. This indicates that the model accounts for 73.9% of the variation in performance. The remaining 26.1% is explained by other variables.

$$Y = 6,010 + 0,361 X_1 + 0,427 X_2 + 0,302 X_3 \quad (1)$$

Equation 1 presents an overview of the constant and the value of Y after changes in the independent variables X (IQ, EQ, and SQ). The coefficient for IQ (X_1) is 0.361, suggesting that a one-unit increase in IQ will result in a 0.361 increase in employee performance. Similarly, the EQ coefficient (X_2) is 0.427, indicating that a one-unit increase in EQ will lead to a 0.427 increase in employee performance. The SQ coefficient (X_3) of 0.302 implies that a one-unit increase in SQ will cause a 0.302 increase in employee performance.

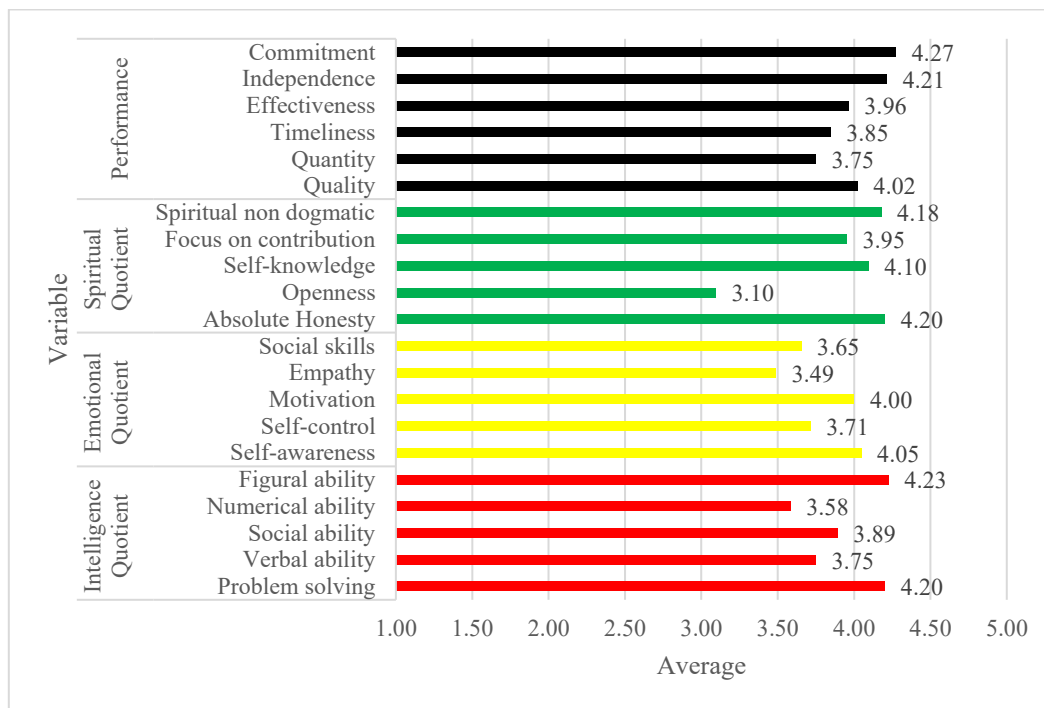


Figure 1. Respondents' answer scores based on indicators

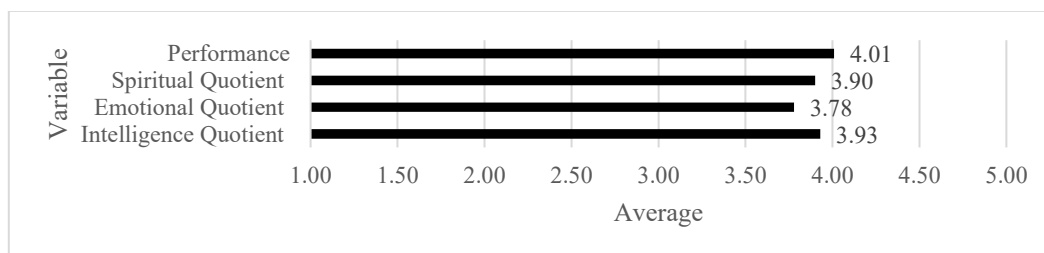


Figure 2. Respondents' answer scores based on variables

3.2 Discussions

The results of this study were derived through hypothesis testing using multiple linear regression models, as outlined below:

The first hypothesis in this study can be proven, specifically, IQ has a positive and statistically significant impact on employee performance. This finding suggests that an increase in an employee's IQ level is associated with improved outcomes, the better the quality of their performance. Based on Figure 1, this positive effect is supported by two main factors. First, during problem-solving and decision-making processes, employees tend to use an analytical and logical mindset. Employees are able to identify the core of the problem, evaluate alternative solutions, and choose the most effective and efficient steps based on rational considerations. This critical thinking skill is one of the indicators of problem solving in IQ which has a direct impact on work quality and productivity.

Second, employees show a high level of confidence in their intellectual abilities. Employees feel that their thinking skills, speed in understanding new information, and ability to strategize are helpful in completing assigned tasks. This sense of confidence also strengthens responsibility for the work achieved. Thus, IQ is not only a basic capital in the implementation of technical tasks, but also plays a role in shaping a positive and results-oriented work attitude. The results of this study support research Sella (2016), research Ratnasari et al (2020) research Mamangkey et al (2018).

The second hypothesis of this study suggests that EQ does not impact employee performance. Based on the data analysis shown in Table 1, this hypothesis is rejected, indicating that statistically, No statistically significant relationship exists between EQ and employee performance. However, this does not imply that EQ plays no role in performance. The regression model results in Table 1 reveal a positive coefficient value of 0.361 for the EQ variable (X_2), Indicating a positive correlation. This indicates that as an individual's EQ level increases, overall performance tends to improve.

Based on Figure 1, this condition can be explained through several possibilities. One of them is that some employees have not been able to manage and express their emotions effectively in the work environment, especially in the context of interpersonal communication. For example, in a group meeting or discussion situation, not all employees are able to convey their opinions or ideas in a way that is interesting and can build attention from other coworkers. This could be due to a lack of self-confidence, lack of empathy, or suboptimal social adaptability, which is part of the EQ component.

In addition, the work performed is more demanding of technical and rational abilities (IQ) than the management of emotions or social relationships. This means that emotional aspects have not been the dominant factor determining task success. Nevertheless, EQ is still important to develop because in the long run, the ability to manage emotions and establish harmonious social relationships will support the creation of a healthy and productive work environment, and increase collaboration between individuals in the organization. In other words, although the effect of EQ is not statistically significant, this result still opens room for foundations to consider developing EQ through soft skills training, effective communication, and increasing empathy and social intelligence in a long-term effort to improve overall employee performance. The findings of this study align with the research conducted by (Sella, 2016).

The third hypothesis of this study asserts that SQ has a significant impact on employee performance. According to the data analysis results presented in Table 1, this hypothesis was rejected, suggesting that no statistically significant correlation exists between SQ and employee performance within the work environment. However, This does not imply that SQ has no effect on employee performance. The regression model in Table 1 reveals a positive coefficient of 0.302 for the SQ variable (X_3), suggesting a positive correlation. This implies that, in general, higher levels of SQ are associated with an increase in employee performance.

Based on Figure 1, this phenomenon can be explained through several possibilities. One of the reasons is that although most employees have a good spiritual foundation, it is not yet fully reflected in work behavior that affects productivity in a tangible way. For example, when facing a problem or work pressure, some employees tend to solve the problem internally without involving open communication with coworkers or superiors. Employees may prefer to bottle up the problem, pray, or seek solutions privately, without collaborating or sharing the burden socially. While this reflects a strong form of spiritual stewardship, it does not directly impact teamwork dynamics or objectively measurable work efficiency.

In addition, in work contexts that emphasize targets, productivity and tangible results, the contribution of SQ is often indirect and more difficult to measure in a short period of time. Therefore, while SQ theoretically has great potential in shaping employees with meaning and integrity, its influence on performance may only be felt in the long term and in more emotionally and socially complex working conditions. As such, these results provide important input for foundations to continue considering SQ development as part of employee development, but with a more integrated approach with emotional and social aspects. Training that combines spiritual values with interpersonal communication and teamwork could be a relevant strategy, so that employees' inner values are not only an internal strength, but also have a tangible impact in collaborative work and achieving optimal performance.

The fourth hypothesis of this study posits that IQ, EQ, and SQ, when considered together, exert a positive and significant impact on employee performance. According to the data analysis presented in Table 1, this hypothesis can be proven, which means that the three forms of intelligence, if developed and owned in an integrated manner by an employee, will make a significant positive contribution to improving their performance.

This finding shows that employee performance is not only determined by one particular type of intelligence, but is the result of the interaction of the three complementary types of intelligence. IQ provides the basis of cognitive abilities such as problem solving, verbal abilities, social abilities, numerical abilities, and figural abilities that are needed in completing work tasks effectively and efficiently. Meanwhile, EQ plays an important role in building Self-awareness, emotional regulation, motivation, and interpersonal skills, which contribute to the creation of a conducive and collaborative work atmosphere.

On the other hand, SQ provides depth of value and meaning in work. Employees who have good SQ tend to work with integrity, openness, responsibility, and high commitment because employees view work not only as a professional obligation, but also as a form of meaningful contribution to the environment and life. Employees are also better able to maintain work ethics, be honest, and show resilience in the face of challenges, all of which strengthen the overall quality of performance.

In essence, the findings of this study validate the significance of adopting a comprehensive approach to human resource development. It is not enough for foundations to assess and improve IQ alone, but it is also necessary to give balanced attention to EQ and spirituality. These three intelligences form a strong foundation for employees to adapt to various work demands, deal with pressure, interact healthily with the work environment, and maintain long-term work motivation.

The implication of these findings is that foundations need to design employee development strategies that include technical skills training as well as strengthening emotional and spiritual aspects. Programs such as soft skills training, character building, stress management training, and activities that foster spiritual awareness can be an integral part of efforts to improve employee performance on an ongoing basis. By developing these three forms of intelligence simultaneously, companies will have human resources that are not only competent, but also resilient, ethical, and significant in performing their responsibilities. The findings of this study corroborate the research conducted by Sella (2016), Mahmood et al (2015), and Helmiatin (2017).

4. CONCLUSION

Based on the results of the discussion and research on the influence of IQ, EQ, and SQ on the performance of employees of the Hasnur Center Foundation Global Islamic Boarding School unit, the following conclusions can be drawn: IQ (X_1) exerts a positive and statistically significant influence on the employee performance variable (Y), because the ability to think analytically and belief in one's potential encourages an increase in the quality of work and employee productivity. EQ (X_2) does not exert any influence on the employee performance variable (Y). Nevertheless, EQ development remains important to support collaboration, interpersonal communication, and the creation of a more productive work environment in the long run. SQ (X_3) does not exert any influence on the employee performance variable (Y). Nevertheless, the development of spiritual values remains important as a foundation of character and integrity, which in the long run has the potential to support performance through a more meaningful and value-oriented work attitude. IQ (X_1), EQ (X_2) and SQ (X_3) collectively exert a positive and statistically significant influence on the employee performance variable (Y). The development of these three forms of intelligence in an integrated manner is essential to cultivate competent human resources, be resilient, and have integrity in facing the challenges of the world of work.

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