
Multidimensional intelligence on teacher performance in elementary schools

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Abstract

This research explored the influence of multidimensional intelligence, including emotional, social, spiritual, and academic intelligence, on the performance of elementary school teachers in Indonesia. Five hundred teachers from various regions were selected as samples using stratified random sampling techniques. The survey method was used to collect data, and multiple linear regression analysis was applied to determine the influence of each intelligence dimension on teacher performance. The results indicated that all dimensions of intelligence positively impacted teacher performance, with academic intelligence having the most dominant effect (coefficient 0.295), followed by social intelligence (0.182), emotional intelligence (0.170), and spiritual intelligence (0.086). These findings indicate the importance of a holistic approach to improving teacher performance, focusing on strengthening academic and social intelligence. The research also recommends that teacher development policies pay more attention to multidimensional intelligence in training programs. Future research should expand the scope by considering factors such as work environment and intrinsic motivation that may affect teacher performance.

Keywords

Academic intelligence, multidimensional intelligence, social intelligence, teacher development, teacher performance

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Introduction

Education in the 21st century faces increasingly complex challenges, especially in globalization and digitalization. Teachers are not only required to master the subject matter but must also be able to adapt to technological developments and changing social dynamics. According to recent research, multidimensional intelligence—including emotional, social, academic, and spiritual intelligence—is essential in supporting teachers' professionalism and their performance in the classroom (Giawa & Telaumbanua, 2023). This intelligence allows teachers to adapt to various situations they face, as well as create a more inclusive and effective learning environment. However, there are still many challenges in its implementation, mainly due to limitations in teacher training and development programs that have not fully integrated these aspects of intelligence.

Teachers in Indonesia often face difficulties balancing the demands of a rigid curriculum with the need to increase creativity and innovation in teaching. This is exacerbated by the increasingly high demands of professionalism, where teachers are expected to have pedagogic competence and strong interpersonal skills to interact with students with diverse backgrounds. Previous studies indicate that teacher professionalism can be measured by student learning outcomes and how teachers manifest their multidimensional intelligence in daily practice (Arlini et al., 2023; Lisnawati et al., 2022). Multidimensional intelligence, especially emotional and social intelligence, has proven to be an important factor in improving teacher performance. Research shows that emotional intelligence helps teachers understand and manage their own and students' emotions, thus creating a conducive learning climate. Further, social intelligence enables teachers to build strong relationships with students, parents, and colleagues, ultimately improving teaching and learning quality. Thus, this multidimensional intelligence is relevant in the increasingly complex modern education context.

In the context of education policy, the government has paid attention to the importance of improving the quality of teachers through continuous professional development programs. However, there is still a gap between theory and practice, where many teachers feel they cannot fully apply the concept of multidimensional intelligence in their daily lives. According to research, efforts to improve teacher professionalism through competency tests and performance assessments have been unsuccessful, especially since social and emotional intelligence are still poorly integrated in these programs. In this regard, it is important to explore further how multidimensional intelligence affects teacher performance. This research will focus on how emotional, social, academic, and spiritual intelligence contribute to teacher effectiveness and professionalism. This research is relevant in education policy and provides practical guidance for educators to holistically develop their potential (Firnando, 2024; Mawati et al., 2021).

The main problem many teachers face today is balancing cognitive and emotional demands in the teaching process. Academic intelligence is often the primary focus in teacher performance assessments, while emotional and social intelligence tend to be overlooked. This intelligence is very influential in creating a learning environment that supports students' emotional and social development. This research aims to answer an important question: to what extent does multidimensional intelligence affect teacher performance, and how does each aspect of intelligence interact with the others in the context of teaching? The significance of this research lies in its contribution to the literature on teacher professionalism and the development of multidimensional intelligence. This research provides new insights into how

emotional, social, academic, and spiritual intelligence can be more effectively integrated into teacher professional development programs. As revealed in the research, the current professional allowances and government policies are still insufficient to encourage the overall improvement of teacher performance (Arlini et al., 2023; Sumianto et al., 2024). This research will guide policymakers in designing a more comprehensive development program.

In addition, this research is also relevant in implementing education policies in Indonesia, especially those related to efforts to improve the quality of education through teacher competency development. By understanding how multidimensional intelligence affects teacher performance, education policy can focus more on developing holistic intelligence, not just academic aspects. This project will test findings showing that teachers' professionalism is measured by academic achievement and ability to manage emotions and build favorable social relationships (Ranggayoni, 2021).

This research investigates the impact of multidimensional intelligence, encompassing emotional, social, academic, and spiritual aspects, on teacher performance within the educational environment. This research will focus on how each dimension of intelligence contributes to teaching effectiveness, interaction with students, and teachers' ability to face challenges in the learning process. Multidimensional intelligence influences various aspects of teacher professionalism, such as work motivation and pedagogic competence. The primary hypothesis to be tested in this research is that emotional and social intelligence significantly impact teacher performance, particularly regarding classroom management and student interaction. This research will also test the hypothesis that academic and spiritual intelligence shape teachers' professional development in teaching. Previous research has shown that teachers with high levels of emotional intelligence tend to be better able to handle stressful situations in the classroom.

In contrast, social intelligence helps them build harmonious relationships with students and colleagues. Most research has focused on academics, while other aspects, such as spiritual and emotional intelligence, are often overlooked. This research seeks to fill this gap by integrating all dimensions of intelligence into the analysis of teacher performance. Thus, this research will make an important contribution to understanding how multidimensional intelligence can be integrated into teacher professional development programs (Saifullah et al., 2024; Sunartini, 2013).

In addition, this research also expands the existing literature by exploring the relationship between spiritual intelligence and teacher performance, a topic that has not been widely researched. Research demonstrates that spiritual intelligence significantly contributes to making wise and meaningful decisions in the teaching profession. However, research on how this intelligence affects teacher performance is still limited. This research offers fresh perspectives on leveraging spiritual intelligence to enhance the professionalism and efficacy of teaching.

Criticism of previous research also indicates that many studies have focused on only one dimension of intelligence, without considering the interactions between those dimensions. This research will address this problem by analyzing how emotional, social, academic, and spiritual intelligence influence each other and significantly contribute to teacher performance. This multidimensional approach will provide a more comprehensive understanding of the factors that affect teacher performance (Li et al., 2023).

Thus, this research will expand the literature on multidimensional intelligence and make a practical contribution to developing more comprehensive teacher training programs. The results of this research are expected to be used as a basis for designing professional

development strategies that emphasize academic intelligence and strengthen emotional, social, and spiritual intelligence, which are important in supporting teacher performance in the modern educational era.

Literature Review

Multidimensional intelligence theory

Multidimensional intelligence is a concept that encompasses different types of intelligence, such as spiritual, academic, social, and emotional intelligence, that are integrated to support individual performance, particularly in the context of education. Spiritual intelligence, for example, focuses on religious values and the individual's ability to identify meaning in life, which is relevant in leadership and teacher performance. A study shows that spiritual intelligence strongly correlates with mental health and emotional balance, especially in school leadership practices. The research also supports the theory that spiritual intelligence can assist teachers in coping with work stress and burnout, which are common problems faced in school settings (Charkhabi et al., 2014; Ramachandaran et al., 2017; Yaghoubi & Mousavi, 2022).

Academic intelligence is the type most often measured in the formal education system. This intelligence includes logical skills, problem-solving, and understanding and applying theoretical concepts. Although important, academic intelligence alone is insufficient to support the optimal performance of a teacher. According to Estaji and Pourmostafa (2020), effective teacher leadership requires integrating academic and spiritual intelligence, which form the foundation for wise and meaningful decision-making in the classroom. Thus, this combination of spiritual and academic intelligence will strengthen the role of teachers as influential leaders in the learning environment.

On the other hand, social intelligence is concerned with the ability to interact effectively with others and understand and respond to social needs in an interpersonal context. Social intelligence is critical in education, as effective social interaction can build healthy relationships between teachers and students, as well as teachers and colleagues. Social intelligence affects leadership effectiveness in school settings because leaders with high social intelligence are better able to build interpersonal communication and create a collaborative work environment. This evidence shows that social intelligence is essential in building constructive educational relationships (bin Abdullah et al., 2013).

In addition to social and spiritual intelligence, emotional intelligence is important in supporting teacher performance. Emotional intelligence refers to the ability to recognize, understand, and manage one's and others' emotions, which is particularly relevant in classroom management. It shows that emotional intelligence improves teachers' mental health and how they handle emotional issues in the classroom, such as conflicts between students or work pressure. In other words, emotional intelligence allows teachers to remain calm and focused despite being faced with stressful situations so that their performance is not disrupted by external factors that cannot be avoided (Lapian et al., 2022).

Integrating spiritual, academic, social, and emotional intelligence improves teachers' performance and strengthens their professionalism. Teachers who can understand their profession's spiritual, social, and emotional aspects are better equipped to meet the diverse needs of their students. Research shows that spiritual leadership supported by emotional intelligence can reduce burnout rates among teachers, ultimately improving the effectiveness

of their teaching. The evidence shows that multidimensional intelligence directly impacts teachers' well-being and the learning environment they create (Li et al., 2023).

Spiritual, social, and emotional intelligence also has implications for increasing teachers' motivation and commitment to their profession. Teachers with high spiritual intelligence tend to be more passionate about carrying out their duties because they feel their work has a profound meaning. This helps teachers maintain their performance and inspires students to view the teaching profession as a meaningful calling. This intelligence can also be an effective tool in teachers' self-development, allowing them to continue to innovate and adapt to the demands of the times (Fashi et al., 2016).

The relationship of multidimensional intelligence with teacher performance

Various studies have recognized the link between multidimensional intelligence and teacher performance. For example, teachers with spiritual intelligence tend to be better equipped to cope with work stress and balance their personal and professional lives. Research indicates that spiritual intelligence contributes to enhanced teachers' mental health, ultimately leading to improved performance in the classroom. This intelligence helps teachers to uncover meaning in every challenge they face, so they are more resilient to the pressures of work that are often the primary source of stress in this profession (Charkhabi et al., 2014).

Emotional intelligence also has a significant impact on teacher performance. According to research, teachers with high emotional intelligence tend to be more effective in classroom management, as they can manage their emotions effectively and understand and respond to students' emotions more effectively. This capability is crucial in creating a conducive learning environment where students feel valued and listened to. The research also found that teachers with adequate emotional intelligence are better able to build positive relationships with students, which has a direct impact on improving student learning outcomes (Estaji & Pourmostafa, 2020).

Social intelligence also plays a role in strengthening interpersonal relationships in the school environment, which contributes to improving teacher performance. Social intelligence plays a crucial role in fostering effective collaboration both among teachers and their colleagues and between teachers and students. Teachers with high social intelligence are better able to build interpersonal communication and create an inclusive work environment, where all members of the school community feel valued. This improves the working atmosphere and teaching quality, as teachers can work together more effectively in designing and implementing innovative teaching strategies (bin Abdullah et al., 2013).

While spiritual, social, and emotional intelligence play an important role in supporting teacher performance, academic intelligence remains the foundation of this profession. Academic intelligence enables teachers to explain and convey theoretical concepts in a way that students understand. However, research indicates that academic intelligence cannot achieve optimal performance. Teachers who rely solely on academic intelligence often struggle to build emotional and social relationships with their students, which can hinder the teaching and learning process.

Methodology

This research used a quantitative approach with a correlational survey research design. This design was chosen because the research aimed to investigate the relationship between

multidimensional intelligence, encompassing emotional, social, spiritual, and academic aspects, and teacher performance. Correlation surveys allow researchers to collect data on a large scale and statistically analyze the relationships between variables. The survey method was chosen because the research objectives require data from a large population, namely, elementary school teachers in Indonesia. This design also allowed researchers to conduct regression analyses that can explain the extent to which multidimensional intelligence affects teacher performance. As revealed by correlational analysis, it can provide a more profound understanding of the relationships between variables and allow researchers to identify common patterns that prevail in large populations. Thus, this research design provided a comprehensive picture of the impact of multidimensional intelligence on teacher performance (Erlina & Mardiana, 2025; Leppink, 2015).

This research focused on primary school teachers in Indonesia, an estimated population of 1.5 million. Elementary school teachers were chosen because they were at the forefront of providing a basic education that forms the foundation for students' further education. Given the vast population, this research employed stratified random sampling to ensure that the sample taken was representative of the entire population. The sample was collected from several districts in Indonesia, encompassing urban and rural areas, with 500 teachers serving as respondents. This number of samples was sufficient to ensure the validity and reliability of the research results and allow researchers to conduct in-depth statistical analysis (Al-Mashanji et al., 2023).

Additionally, this questionnaire in this research was initially tested through a trial involving 50 respondents to ensure validity and reliability. The validity test used factor analysis techniques to ensure that each questionnaire item accurately measures the constructs. Reliability was assessed by calculating Cronbach's alpha coefficient, with an expected value above 0.7 indicating consistency in the instrument's measurements. The results of the validity and reliability tests demonstrated that the instrument was suitable for use in the research, with Cronbach's Alpha values exceeding 0.8 for all scales (Leppink, 2015).

Data collection was conducted through an online survey using a digital questionnaire platform designed to facilitate participation from respondents across various regions. Each teacher selected as a sample will receive an invitation to complete the provided questionnaire and clear instructions on filling it out. Online surveys were chosen for their time and cost efficiency and to ensure respondents from different regions could access the questionnaire. The data collected were kept anonymous to maintain the confidentiality of respondents, based on research ethics (Al-Mashanji et al., 2023).

Once the data were collected, the first stage in data analysis was to clean the data to ensure that no data were lost or invalid. Missing data were handled using the statistical imputation method, while invalid data were removed from the analysis. Data analysis used multiple regression techniques to test the relationship between multidimensional intelligence and teacher performance. This analysis allowed researchers to evaluate the influence of each dimension of intelligence on teacher performance and the interaction between independent variables (Zhu et al., 2020).

Findings

The descriptive statistical analysis results in the table below are presented with the minimum, maximum, mean, and standard deviation values of five research variables: emotional intelligence, social intelligence, spiritual intelligence, academic intelligence, and

teacher performance. Each variable was measured based on responses from 500 respondents. This table provides an overview of the distribution of data and averages obtained from the measurements of each variable, as well as the distribution of results through standard deviation. The following are the full details in the descriptive table.

Table 1. *Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional intelligence	500	11	35	24.30	4.431
Social intelligence	500	9	35	22.92	4.215
Spiritual intelligence	500	11	35	23.42	4.374
Academic intelligence	500	7	35	23.92	4.541
Teacher performance	500	15	35	24.83	3.814
Valid N (listwise)	500				

Based on the results of the descriptive analysis, there are several intriguing findings related to the variables measured. The emotional intelligence of the respondents ranged from 11 to 35, with a mean score of 24.30 and a standard deviation of 4.431. This suggests that respondents' general emotional intelligence levels are intermediate, with relatively consistent data spread. For social intelligence, the minimum score obtained was nine and the maximum 35, with an average of 22.92 and a standard deviation of 4.215. This finding suggests that social intelligence levels are also in the middle category, slightly different from emotional intelligence.

Furthermore, the spiritual intelligence of the respondents was in the range of 11 to 35, with an average of 23.42 and a standard deviation of 4.374. These results indicate that the level of spiritual intelligence is relatively stable, and the data distribution is even. Academic intelligence showed an average of 23.92, a score range between 7 and 35, and a standard deviation of 4.541. Although the average academic intelligence is intermediate, the variation is slightly higher than social and spiritual intelligence.

Finally, teacher performance has a minimum score of 15 and a maximum of 35, with an average of 24.83 and a standard deviation of 3.814. This relatively high average score indicates that teacher performance is fairly good, with fewer minor variations than the intelligence variable. This result indicates that most teachers consistently performance at an adequate level.

Validity test results

The validity test is carried out by comparing the calculated r-value of each item with the r-value of the table. The item is declared valid if the calculated r-value exceeds the table r (0.088). This table provides information regarding the suitability of each item against the predetermined validity criteria. As illustrated in the table below:

Table 2. *Validity test results*

Items	R-count	R-table	Conclusion	Items	R-count	R-table	Conclusion
X1.1	0.583	0.088	Valid	X3.5	0.557	0.088	Valid
X1.2	0.567	0.088	Valid	X3.6	0.642	0.088	Valid
X1.3	0.652	0.088	Valid	X3.7	0.618	0.088	Valid
X1.4	0.578	0.088	Valid	X4.1	0.627	0.088	Valid
X1.5	0.528	0.088	Valid	X4.2	0.565	0.088	Valid
X1.6	0.592	0.088	Valid	X4.3	0.686	0.088	Valid
X1.7	0.611	0.088	Valid	X4.4	0.701	0.088	Valid
X2.1	0.617	0.088	Valid	X4.5	0.659	0.088	Valid
X2.2	0.540	0.088	Valid	X4.6	0.650	0.088	Valid
X2.3	0.589	0.088	Valid	X4.7	0.670	0.088	Valid
X2.4	0.598	0.088	Valid	Y.1	0.730	0.088	Valid
X2.5	0.561	0.088	Valid	Y.2	0.774	0.088	Valid
X2.6	0.556	0.088	Valid	Y.3	0.819	0.088	Valid
X2.7	0.594	0.088	Valid	Y.4	0.763	0.088	Valid
X3.1	0.637	0.088	Valid	Y.5	0.772	0.088	Valid
X3.2	0.575	0.088	Valid	Y.6	0.728	0.088	Valid
X3.3	0.601	0.088	Valid	Y.7	0.778	0.088	Valid
X3.4	0.667	0.088	Valid				

Based on the results of the validity test above, it is known that each item in each variable has a calculated r-value greater than the r-table (0.088). Therefore, it can be concluded that the research instrument has been declared valid and can be used in research.

Reliability test results

The reliability test in this research aimed to determine whether the data obtained through the questionnaire is trustworthy and capable of revealing the actual information. The reliability test was carried out by looking at Cronbach's Alpha value for each variable. A variable is reliable if it achieves a Cronbach's Alpha value of more than 0.60. The reliability test results for each variable in this research are presented below:

Table 3. *Reliability test results*

Variable	Alpha	Information
Emotional intelligence	0.684	Reliable
Social intelligence	0.670	Reliable
Spiritual intelligence	0.724	Reliable
Academic intelligence	0.774	Reliable
Teacher performance	0.880	Reliable

Based on the results of the above reliability test, it can be seen that each variable of the research instrument achieved a Cronbach's Alpha value above 0.6. Therefore, the questionnaire used in the research is reliable.

Multiple linear regression

Based on the results of the above reliability test, each variable of the research instrument achieved a Cronbach's Alpha value above 0.6. Therefore, the research relies on a reliable questionnaire.

Table 4. Coefficient from multiple linear regression analysis

		Coefficient				Collinearity statistics		
		Unstandardized coefficients		Standardized coefficients				
	Type	B	Std. Error	Beta	T	Sig.	Tolerance	Vivid
1	(constant)	7.461	1.407		5.301	0.000		
	Emotional intelligence	0.170	0.037	0.198	4.645	0.000	0.815	1.227
	Social intelligence	0.182	0.039	0.201	4.722	0.000	0.814	1.229
	Spiritual intelligence	0.086	0.038	0.098	2.268	0.024	0.788	1.268
	Academic intelligence	0.295	0.036	0.351	8.281	0.000	0.823	1.215

A. Dependent variable: teacher performance

From the table above, the regression equation is obtained as follows:

$$Y = 7.461 + 0.170 X1 + 0.182 X2 + 0.086 X3 + 0.295 X4$$

The formula above can be explained as follows:

- The constant value of 7.461 indicates that if emotional intelligence, social intelligence, and academic intelligence are 0, then the level of teacher performance is 7.461.
- The value of the emotional intelligence coefficient is 0.170, a positive value. This can be interpreted to mean that every time there is an increase in emotional intelligence by 1 unit, the teacher's performance level increases by 0.170 units.
- The social intelligence coefficient is 0.182, a positive value. This can be interpreted as the fact that every time there is an increase in social intelligence by 1 unit, the teacher's performance level increases by 0.182.
- The value of the emotional intelligence coefficient is 0.086, a positive value. This can be interpreted as the fact that every time there is an increase in emotional intelligence by 1 unit, the teacher's performance level increases by 0.086.
- The value of the social intelligence coefficient is 0.295, a positive value. This can be interpreted as the fact that every time there is an increase in social intelligence by one unit, the teacher's performance level increases by 0.295.

Discussion

The results of the statistical tests identify several important findings. First, according to the descriptive analysis, the respondents' emotional, social, spiritual, and academic intelligence is at a medium level with consistent variation. The average emotional intelligence of the respondents was 24.30, with a standard deviation of 4.431, which indicates that they have adequate emotional abilities in dealing with various situations. Likewise, social intelligence, with an average of 22.92 and a standard deviation of 4.215, showed respondents could interact and collaborate well in social environments. Spiritual intelligence averages 23.42, while academic intelligence has a slightly higher average of 23.92, with slightly greater variation. The average teacher performance was 24.83, with a standard deviation of 3.814, and most respondents showed satisfactory and consistent performance.

Furthermore, in the validity test, each item tested shows a calculated *r*-value greater than the *r*-table (0.088). This indicates that each item in the research instrument is valid and can measure the expected variables. This validity is important for ensuring that the instrument used can reveal relevant information for the research. The entire instrument has undergone rigorous testing, and these validity results indicate that all items are worth using in subsequent analysis.

In addition, the reliability test results indicated that all variables in this research had a Cronbach's Alpha value above 0.60, which means that the research instrument has satisfactory internal consistency. The variable with the highest reliability score was teacher performance, with a score of 0.880, indicating an excellent level of consistency in measuring teacher performance. Academic intelligence had a reliability of 0.774, followed by spiritual intelligence (0.724), emotional intelligence (0.684), and social intelligence (0.670). Based on these results, the instruments used in this research are reliable and can produce reliable data.

In multiple linear regression analysis, the regression equation $Y = 7.461 + 0.170 X_1 + 0.182 X_2 + 0.086 X_3 + 0.295 X_4$ was obtained, which indicates the relationship between emotional, social, spiritual, and academic intelligence and teacher performance. A constant value of 7.461 indicates that when the independent variable is zero, the teacher's performance level remains at 7.461. In addition, each improvement in the independent variable resulted in a significant improvement in teacher performance. For example, increasing emotional intelligence by 1 unit will increase teacher performance by 0.170. Similarly, an increase in social intelligence by 1 unit increased teacher performance by 0.182. Spiritual intelligence has a coefficient of 0.086, indicating that although it has a positive effect, it has a more negligible effect than other variables. On the other hand, academic intelligence has the most significant influence, with a coefficient of 0.295, indicating that a 1-unit increase in academic intelligence results in a 0.295-unit increase in teacher performance.

The above research findings provide a comprehensive picture of the respondents' emotional, social, spiritual, and academic intelligence profiles and their relationship to the teacher's performance in general. Based on the results of the descriptive analysis, the four dimensions of intelligence measured fall into the medium category, with a relatively stable distribution rate, as indicated by the standard deviation that is not extreme. This suggests that most respondents can manage emotions, establish social relationships, express spiritual values, and maintain a balanced academic performance (Tsaoussi, 2020). More specifically, emotional intelligence obtained the second-highest average score after teacher performance, 24.30. The result indicates that respondents have a good enough capacity to recognize, manage, and direct

emotions personally and professionally (Ash, 1992). Social intelligence, with an average of 22.92, shows interpersonal abilities that are also quite strong, supporting the existence of productive social relationships. Relatively stable spiritual intelligence (average of 23.42) reflects the dimensions of value and meaning of life that underlie respondents' behavior. It could be potentially a source of intrinsic motivation in educational tasks. Academic intelligence (average 23.92) indicated that respondents demonstrated intellectual performance relevant to professional demands as educators. Interestingly, the findings regarding the performance of teachers with the highest average (24.83) and the lowest standard deviation (3.814) reveal a general tendency among respondents to maintain a fairly good and relatively uniform quality of work. This suggests that the dimensions of intelligence previously measured contribute positively to teachers' professional performance. These findings highlight the value of holistically developing emotional, social, spiritual, and academic capacity to improve the quality of education (Taylor et al., 2013) and serve as a starting point for further exploration of causal or correlational relationships in follow-up research.

These results conclude that all independent variables positively influence teacher performance. However, academic intelligence dominates, with social, emotional, and spiritual intelligence closely behind. These results show that to improve teacher performance, it is important to pay more attention to developing academic and social intelligence, and emotional and spiritual aspects. This research emphasizes the importance of a multidimensional approach in measuring and improving teacher performance and how intelligence in various aspects contributes significantly to teacher success in the educational environment.

Conclusion and Recommendations

The research results show that emotional, social, spiritual, and academic intelligence positively influence teacher performance. Emotional intelligence contributes to the teacher's ability to manage emotions during learning. Social intelligence shows the importance of teachers' ability to interact and collaborate with students and colleagues as a determining factor in improving performance. Spiritual intelligence also contributed, albeit to a minor degree. The research shows that spirituality still plays a role in helping teachers face challenges in the workplace. Academic intelligence was the dominant factor, indicating that teachers' academic abilities greatly influenced their success in teaching tasks.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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