

Analysis of Teacher Job Satisfaction through Spiritual Intelligence and Emotional Intelligence in Palu, Central Sulawesi, Indonesia

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ABSTRACT

Job satisfaction refers to the feeling of fulfillment and pleasure when expectations align with reality. A person's job satisfaction can be influenced by their intelligence, particularly spiritual and emotional intelligence. This study aims to describe the results of analyzing teacher job satisfaction through both spiritual and emotional intelligence, both individually and collectively, in Palu City. The research employed a survey method with a quantitative approach and multiple regression analysis. The population consisted of 417 teachers from public and private Madrasah Aliyah schools in Palu City, with a sample of 167 teachers determined using the Slovin formula. A Likert-scale questionnaire was used as the research instrument. The results indicate that both spiritual and emotional intelligence, both individually and together, have a positive and significant impact on teacher job satisfaction. Specifically, spiritual intelligence has a stronger influence (0.586) compared to emotional intelligence (0.315) on teacher job satisfaction. These findings suggest that both spiritual and emotional intelligence play a key role in enhancing teacher job satisfaction in Palu City, Central Sulawesi, Indonesia.

1. INTRODUCTION

It should be noted that job satisfaction is an important factor in improving employee performance. Job satisfaction reflects how a person feels about their job and is very important for self-actualization. Employees who get job satisfaction will do their jobs well while employees who do not get job satisfaction will never reach psychological maturity and in turn become frustrated. Apart from the satisfaction factor, the intelligence factor of an employee also contributes to one's performance. There are several intelligences in humans, including: intellectual intelligence, emotional intelligence, creativity intelligence, and spiritual intelligence. According to [Carmichael and Maxim, \(2005\)](#) which states that emotional intelligence is a specific process of information intelligence which includes the ability to bring up and express one's own emotions to others, emotional regulation (controlling), and the use of emotions to achieve goals. In addition to emotional intelligence, spiritual intelligence also plays a major role in a person's success at work ([Zohar & Marshall, 2007](#)). An employee who gains happiness at work will work better.

Spiritual intelligence is intelligence that rests on the inside of the self that relates to wisdom beyond the ego or soul consciousness ([Zohar & Marshall, 2007](#)). This is in line with research conducted by [Ida Nur Hiayati et al. \(2013\)](#), said that basically spiritual intelligence is very influential on job satisfaction. This is in line with research conducted by [Milliman, et al. \(2003\)](#) proved that spiritual intelligence has a significant effect on performance ([Hidayati and Setiawan 2013](#)). [Moore, Tom, and Wendy, \(2006\)](#) stated that spiritual intelligence has a positive effect on job satisfaction and employee performance. And research by [Shah, Tazeem, and Ellahi, \(2012\)](#) which also states that there is an effect of spiritual intelligence on employee satisfaction and performance ([Hidayati & Setiawan 2013](#)). These results mean that the more the level of spiritual intelligence increases, the more satisfaction and performance will increase. Previous research results on the other hand show different results, where spiritual intelligence cannot increase job satisfaction ([Ginoga, 2017](#)).

In addition to spiritual intelligence, emotional intelligence can also affect teachers' job satisfaction. Emotional intelligence is the ability to bring up and express one's own emotions to others, control emotions, and use emotions to achieve goals ([Carmichael & Maxim, 2005](#)). A person's emotional intelligence makes a positive contribution to job satisfaction, such as the results of research conducted by [Thomas et al. \(2006\)](#),

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which states that a person's level of emotional intelligence is positively related to job satisfaction (Syarweny 2023). Someone who has better emotional intelligence will have high job satisfaction.

This is shown by the results of research by Prati, et al., 2003; Wong and Law in Sy, et al., 2006. There is an influence of emotional intelligence and spiritual intelligence together on job satisfaction and employee performance (Hidayati & Setiawan 2013). Likewise, Yahyazadeh and Lotfi (2012) concluded that emotional intelligence has a direct influence on job satisfaction. Supriyanto and Troena (2012) stated that emotional intelligence has a significant effect on job satisfaction (Assyfa et al. 2023a). Previous research results on the other hand show different results, where emotional intelligence cannot increase job satisfaction (Wahyuni & Frendika, 2020).

The world of work has various problems and challenges that must be faced by employees, as well as teachers in carrying out their duties, such as intense competition, task demands, an uncomfortable work atmosphere and relationship problems with others. These problems in the world of work are not something that only requires intellectual abilities, but in solving these problems spiritual and emotional abilities are more needed. If a person can solve problems in the world of work related to his spirituality and emotions, he will produce satisfaction and better work (Wiliandari 2019).

Based on the research findings above, teacher job satisfaction and educational leadership are two key variables in improving school quality. In various parts of the world, including in Indonesia, there have been many studies on these two variables including questioning whether there is an effect of educational leadership on teacher job satisfaction. Among these studies include: principal leadership has a significant effect on teacher job satisfaction (Selan et al., 2023).

The low job satisfaction experienced by teachers in Palu, or elsewhere, can be influenced by various factors. In Palu, as in many other areas, this issue often reflects broader challenges in the education sector. The economic situation in Palu which may be affected by natural disasters, such as the earthquake and tsunami that occurred in 2018, can affect teacher welfare. Economic issues can impact the education budget and resources available to schools. High workloads, including long hours and additional responsibilities outside of teaching hours, can cause stress and decrease job satisfaction. Poor work-life balance can be a source of stress. If teachers feel that the demands of their job interfere with their personal lives, this can decrease job satisfaction. High levels of stress from the job, including dealing with student discipline challenges or administrative issues, can decrease job satisfaction.

In connection with the description above and the lack of research on job satisfaction in relation to spiritual intelligence and emotional intelligence with teacher satisfaction within the scope of Madrasah Aliah both state and private in Palu City, the researcher is interested in conducting research entitled "Analysis of teacher job satisfaction through spiritual intelligence and emotional intelligence in Palu city, Central Sulawesi Province Indonesia."

The conceptual framework of this research can be seen in Figure 1 below.

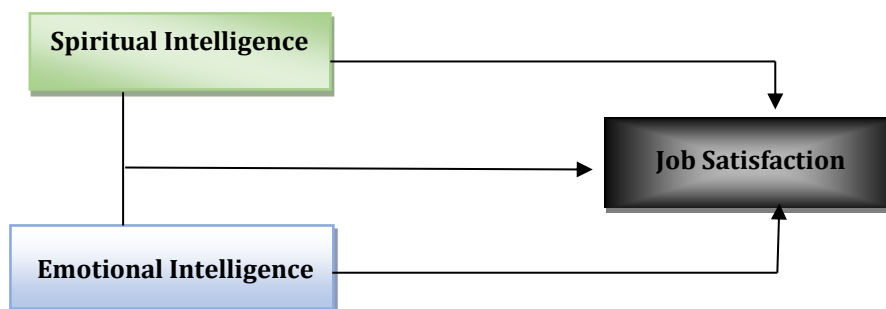


Figure 1. Conceptual framework and hypothesis

Description:

H1: There is a positive and significant influence of spiritual intelligence on job satisfaction.

H2: There is a positive and significant effect of emotional intelligence on job satisfaction.

H3: There is a positive and significant effect simultaneously emotional intelligence and spiritual intelligence on job satisfaction.

2. METHODS

The method used in this research is quantitative descriptive method. Quantitative descriptive method is a method that uses data analysis and numbers that aim to analyze and answer concisely, clearly, and fix an influence and the magnitude of an influence of an event, and the problems taken that can be drawn conclusions (Ferdinand, 2006). The population is all teachers of Public and Private Madrasah Aliyah Schools in Palu City as many as 417 people, using the Slovin formula obtained a sample of 167 people. Respondents were given a number of questions and chose how they fit what they were going through using a Likert scale approach. The sample was selected based on the reason that Madrasah Aliyah Schools are Islamic-based schools, so ideally spiritually and emotionally, the teachers who teach are teachers who are educated from a spiritual and emotional perspective from an Islamic perspective. In collecting data in this study, there were three data collection techniques carried out by researchers, namely as follows:

- 1) Observation This technique is a data collection instrument by means of direct observation of the object under study intended to obtain data relevant to research problems.
- 2) Questionnaire The questionnaire technique is a technique used to obtain data by providing a list of questions that have been determined in accordance with the indicators of the research object. The questionnaire was distributed to the Educators of Bajiminasa Makassar Junior High School.
- 3) Documentation In this study, researchers will also look for data by obtaining from several sources, such as books, the internet, websites, articles, journals, and other data sources. This is done in order to obtain data that can complement the research.

Data Analysis

Validity Test

Is a measuring tool in research to get data (measure) until the data is valid. Valid from the meaning here is that the instrument in the study can be used as a measuring instrument to measure what must be measured. In collecting data using the validity test, it is expected to obtain valid results in the study. In determining whether in the validity test the difference obtained is significant or not. To find out the significant difference and whether the instrument is declared valid, the calculated t value must be compared with the t table value, where if the calculated t value is greater than the t table, then the instrument is declared valid (Ferdinand, 2006).

Reliability Test

Reliability test is a test tool used to measure a questionnaire of the two variables. In the reliability test, a questionnaire is declared reliable or reliable if the answers to the questionnaire statements are stable over time. The reliability test can be declared reliable determined by the magnitude of the Cronbach alpha value with the provisions that if the Cronbach alpha value of 0.00-0.20 means less reliable, 0.21-0.40 is moderately reliable, 0.41-0.60 is quite reliable, 0.61-0.80 is declared reliable, and 0.81-1.00 means very reliable (Ferdinand, 2006).

3. RESULTS AND DISCUSSIONS

Results

Respondent Characteristics

The characteristics of respondents include four aspects, namely gender, age, latest education and length of work. Based on Table 4.1. Based on the gender aspect, female respondents dominate with a percentage reaching 67 percent, this is because women (teachers) tend to prefer to interact with other people and are more active in finding challenges in their work. Based on the age aspect, respondents with an age range of 41-50 years have a high percentage, which is 34.7 percent, this is because at that age it is a person's productive period. Based on the aspect of the last education, the level of education of undergraduate strata one (S1) has a high percentage, which is 70 percent, this is because those who graduated from S1 are generally more prepared to be eligible to work as teachers. In terms of length of service, respondents with a length of service of 11-20 years had a high percentage of 38.3 percent, indicating that teachers already have sufficient work experience and adequate abilities. The characteristics of respondents can be seen in Table 1.

Instrument Test Results

Validity Test

An instrument is said to be valid if the correlation between the factor score and the total score is positive and the value is more than 0.30 ($r > 0.3$). The validity test results in Table 2 shows that all variables have a pearson correlation value greater than 0.30 so that all research instrument variables are valid.

Table 1. Characteristics of Study Respondents according to Gender, Age, Education and Length of Service.

No	Variables	Classification	Amount	Percentage
1	Gender	Male	55	33%
		Female	112	67%
Amount			100	
2	Age	20-30 Years Old	41	24,5%
		31-40 Years Old	43	25,7%
		41-50 Years Old	58	34,7%
		51-60 Years Old	25	15%
Amount			100	
3	Education Level	High School	0	0,00%
		Diploma	2	0,11%
		S1	116	70%
		S2	49	29,9%
		S3	2	0,11%
Amount			100	
4	Length Of Employment	01-10 Years	85	51%
		11-20 Years	64	38,3%
		21-30 Years	17	10,2%
		31-40 Years	1	0,05%
Amount			100	

Source: Primary data of respondents

Table 2. Validity Test Results

No.	Variable	Statement Items	Corrected Item Total Corelation	Decision (r>0.3) = valid
1	Spiritual Intelligence (X1)	X1.1	0,500	Valid
		X1.2	0,495	Valid
		X1.3	0,412	Valid
		X1.4	0,535	Valid
		X1.5	0,416	Valid
		X1.6	0,513	Valid
		X1.7	0,430	Valid
		X1.8	0,447	Valid
		X1.9	0,569	Valid
		X1.10	0,641	Valid
		X1.11	0,715	Valid
		X1.12	0,687	Valid
		X1.13	0,532	Valid
2	Emotional Intelligence (X2)	X2.1	0,459	Valid
		X2.2	0,635	Valid
		X2.3	0,503	Valid
		X2.4	0,316	Valid
		X2.5	0,520	Valid
		X2.6	0,610	Valid
		X2.7	0,537	Valid
		X2.8	0,602	Valid
		X2.9	0,621	Valid
		X2.10	0,463	Valid
		X2.11	0,425	Valid
		X2.12	0,444	Valid
		X2.13	0,503	Valid
X2.14	0,423	Valid		
X2.15	0,434	Valid		
X2.16	0,662	Valid		

No.	Variable	Statement Items	Corrected Item Total Corelation	Decision (r>0.3) = valid
		X2.17	0,708	Valid
		X2.18	0,636	Valid
		X2.19	0,301	Valid
		X2.20	0,640	Valid
		X2.21	0,676	Valid
		X2.22	0,602	Valid
		X2.23	0,661	Valid
		X2.24	0,640	Valid
		X2.25	0,661	Valid
		X3.1	0,659	Valid
		X3.2	0,446	Valid
		X3.3	0,504	Valid
		X3.4	0,436	Valid
		X3.5	0,658	Valid
		X3.6	0,642	Valid
		X3.7	0,592	Valid
		X3.8	0,584	Valid
		X3.9	0,720	Valid
3	Job Satisfaction (Y1)	X3.10	0,619	Valid
		X3.11	0,641	Valid
		X3.12	0,602	Valid
		X3.13	0,660	Valid
		X3.14	0,634	Valid
		X3.15	0,752	Valid
		X3.16	0,674	Valid
		X3.17	0,634	Valid
		X3.18	0,550	Valid
		X3.19	0,625	Valid

Reliability Test

An instrument is said to be reliable, if the instrument has a Cronbach Alpha value of more than 0.60. **Table 3** shows that the three research instruments have a Cronbach's alpha coefficient of more than 0.60. This means that all instruments are reliable so they can be used to conduct research.

Table 3. Reliability Test Results

No	Variable	Cronbach Alfa	Decision r ≥ 0,6
1	Spiritual Intelligence	0,864	Reliable
2	Emotional Intelligence	0,922	Reliable
3	Job Satisfaction	0,926	Reliable

Table 4. Multiple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,386	5,361		3,430	0,001
	X1 (Spiritual Intelligence)	0,586	0,118	0,353	4,952	0,000
	X2 (Emotional Intelligence)	0,315	0,054	0,419	5,872	0,000
				R = 0,703 ^a	F-Statistik	84,383
				R-Square = 0,494		
				Adjusted R Square = 0,488	Sig. F	0,000 ^b

Source: Appendix of Multiple Linear Regression Results, 2024

Multiple Linear Regression Analysis

The results of Multiple Linear Regression Analysis were carried out to see how much influence spiritual intelligence and emotional intelligence have on job satisfaction of Madrasah Aliah / Senior High School teachers in Palu City, Central Sulawesi Province, Republik Indonesia as depicted in **Table 4**.

Table 4 shows the Adjusted R Square value of 0.494. This shows that the independent variables of spiritual intelligence and emotional intelligence contribute 49.4% to the dependent variable of teacher job satisfaction in Palu City, Central Sulawesi Province, Republic of Indonesia, while the remaining 50.6% are other variables not included in the calculation of this model. The correlation coefficient (R) value is 0.703. This value shows that the correlation between the independent variables (X1,X2) and the dependent variable (Y) is 70.3%. This value shows a strong and significant relationship between spiritual intelligence and emotional intelligence on teacher job satisfaction in Palu City, Central Sulawesi Province, Republic of Indonesia.

Based on the results of data processing in the table above, the regression equation is obtained as follows:

$$Y = 18,386 + 0,586X_1 + 0,315X_2 \quad (1)$$

The Multiple Linear Regression Equation above shows that both independent variables (spiritual intelligence and emotional intelligence) have a positive direction of influence on the dependent variable (Teacher job satisfaction). The calculation results can be explained as follows:

1. The constant coefficient value of 18.386 indicates that teacher job satisfaction in Palu City, Central Sulawesi Province, Republik Indonesia before the independent variable (spiritual intelligence and emotional intelligence).
2. The coefficient value of spiritual intelligence (X1) = 0.586 indicates that the effect of spiritual intelligence on teacher job satisfaction is positive and significant in the sense that if spiritual intelligence increases, teacher job satisfaction will also increase.
3. The coefficient value of emotional intelligence (X2) = 0.315 indicates that the effect of emotional intelligence on teacher job satisfaction is positive and significant in the sense that if emotional intelligence increases, teacher job satisfaction will also increase.

Hypothesis Testing Results

Simultaneous Test (F Test)

Based on the results of the F test, the significance value of 0.000 is smaller than the alpha value of 5% (0.000 < 0.05). This result means that simultaneously variable X (spiritual intelligence and emotional intelligence) has a significant effect on variable Y (teacher job satisfaction) in Palu City, Central Sulawesi Province, Republic of Indonesia. Hypothesis three which states that simultaneously variable X (spiritual intelligence and emotional intelligence) has a significant effect on variable Y (teacher job satisfaction) in Palu City, Central Sulawesi Province, Republic of Indonesia, is accepted.

Partial Test (t Test)

Based on the results of statistical calculations, the t-test results can be interpreted as follows:

- 1) For the spiritual intelligence variable (X1), the unstandardized coefficients beta value is 0,586 or 58.6%. This shows that partially spiritual intelligence has an influence of 58.6% on teacher job satisfaction in Palu City, Central Sulawesi Province, Republic of Indonesia. Based on this partial test, the first hypothesis in this study which states that spiritual intelligence has a partial and positive effect on teacher job satisfaction in Palu City, Central Sulawesi Province, Republic of Indonesia, can be accepted.
- 2) For the emotional intelligence variable (X2), the unstandardized coefficients beta value is 0.315 or 31.5%. This shows that partially emotional intelligence has a positive influence of 31.5% on teacher job satisfaction in Palu City, Central Sulawesi Province, Republic of Indonesia. Based on this partial test, the second hypothesis in this study which states that emotional intelligence has a partial and positive effect on teacher job satisfaction in Palu City, Central Sulawesi Province, Republic of Indonesia, can be accepted.

Discussion

Teacher Job Satisfaction through Spiritual Intelligence

The t test results obtained show that spiritual intelligence affects teacher job satisfaction. Thus, the higher a person's spiritual level will make them satisfied in working as a teacher. With their spiritual level, teachers can act wisely outside of their ego or soul consciousness, which can provide satisfaction for them.

This is in line with research conducted (Assyfa et al. 2023b), which says that basically spiritual intelligence is very influential on job satisfaction. From this research it can be revealed that the spiritual intelligence of teachers will affect their job satisfaction. The smarter the teacher, the higher the level of job satisfaction. With high spiritual intelligence, people will be able to give positive meaning to every event, problem and even suffering experienced, so they will be able to awaken their souls and do positive deeds and real actions. In addition, spiritual intelligence can also create courage in action, more calm and temperate in solving problems and more of a sense of humanity or justice. Spiritual intelligence will affect work attitude, this work attitude is shown by the indicator is job satisfaction.

Spiritual intelligence is often associated with increased empathy and concern for others. Teachers with spiritual intelligence tend to be more caring and able to build better relationships with students, colleagues, and parents. These good relationships can increase job satisfaction. Teachers who feel a connection between their work and their personal or spiritual values may feel more satisfied overall. The personal fulfillment that comes from feeling that their work is aligned with their beliefs and values can increase job satisfaction. Spiritual intelligence has the potential to positively influence teacher job satisfaction in Palu by improving their sense of meaning, ability to manage stress, interpersonal relationships, work ethic, work-life balance, and personal and professional satisfaction. By integrating spiritual intelligence into the context of their work, teachers can find deeper and more sustainable satisfaction in their roles, despite the challenges they face.

Teacher Job Satisfaction through Emotional Intelligence

Based on the results of hypothesis research, it is found that spiritual intelligence has a positive and significant effect on job satisfaction. This means that if the teacher has high spiritual intelligence, it can cause the teacher to not be able to work optimally, employees start to feel lazy at work, experience chronic worries so that they become irritable, these factors will affect the level of employee job satisfaction (Umar, 2012: 265). Leaders should provide motivation, direction in completing work and good communication with employees so that employees feel comfortable at work, which will cause employees to work optimally and increase their job satisfaction.

Thus, the higher a person's spiritual level will make them satisfied at work. With their spiritual level, employees can act wisely outside of their ego or soul consciousness, which can provide satisfaction for them. This is in line with research conducted by Moore et al (2006), which says that basically spiritual intelligence is very influential on job satisfaction. From this research, it can be revealed that employees' spiritual intelligence will affect their job satisfaction. The smarter the employee, the level of satisfaction with work will also increase. With high spiritual intelligence, people will be able to give positive meaning to every event, problem and even suffering experienced, so they will be able to awaken their souls and do positive deeds and real actions. In addition, spiritual intelligence can also create courage in action, be calmer and calmer in solving problems and more to a sense of humanity or justice to sort out types of reactions. Agreeing with Moore et al. (2006), Milliman, et al. (2003) say that spiritual intelligence will affect work attitude, this work attitude is shown by the indicator is job satisfaction.

Emotional Intelligence helps individuals better manage stress through techniques such as self-regulation and self-awareness. Teachers or employees who have high EI can deal with work pressure more effectively, thereby reducing stress and increasing job satisfaction. Emotional intelligence has a significant positive impact on job satisfaction by helping individuals manage stress and emotions, build better interpersonal relationships, resolve conflicts, maintain work-life balance, motivate themselves, and increase overall satisfaction. Increasing EI can improve the quality of the work experience and promote a more harmonious and productive work environment, which in turn increases employee job satisfaction.

In Palu, teachers with emotional intelligence can have a significant positive impact on job satisfaction by helping individuals manage stress and trauma, improve interpersonal relationships, resolve conflicts, maintain work-life balance, increase motivation, and support overall emotional well-being. By understanding and developing EI, individuals can increase their job satisfaction despite facing various challenges in the local environment.

4. CONCLUSION

Based on the results of the analysis and discussion that has been carried out, this chapter will conclude several things. Firstly, spiritual intelligence plays a role in increasing teacher job satisfaction. The more spiritually intelligent, the more satisfied teachers will feel in carrying out their duties and responsibilities. This means that teachers assume that spiritual intelligence makes their life principles more oriented towards worship where they feel the presence of Allah SWT more in every step they take, and

make all activities including teaching part of worship. Then the literature that the teachers read as material for teaching is sought for its meaning so that it is found to be the truth and greatness of Allah SWT.

Secondly, emotional intelligence plays a role in teacher job satisfaction. The more emotionally intelligent, the teacher will feel satisfaction in carrying out his duties and responsibilities. This means that teachers have an assumption that their emotional intelligence is at a good level and with the emotional intelligence they have makes teachers more eager to teach, try to be disciplined at work, be able to arouse students' motivation and understand their life goals. Lastly, spiritual intelligence and emotional intelligence simultaneously play a role in increasing teacher job satisfaction. The more spiritually and emotionally intelligent, the teacher will feel satisfaction in carrying out their duties and responsibilities. This means that teachers carry out their duties with the principle of their lives more oriented towards all activities including teaching as part of worship, more enthusiastic about teaching, trying to be disciplined at work, able to arouse the motivation of students and understand their life goals.

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