

Influence Spiritual Intelligence and Emotional Intelligence on Lecturer Performance Through Organizational Citizenship Behavior (OCB) On STIE Tri Dharma Nusantara Makassar.

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Abstract

This study aims to analyze emotional intelligence has an indirect influence on lecturer performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar and to analyze spiritual intelligence has an indirect influence on lecturer performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar. This study uses a quantitative approach. The data used is primary data. The sample is 72 respondents. Data was collected through a survey using a questionnaire distributed to respondents. Data were analyzed using multiple regression analysis and path analysis. The results showed that emotional intelligence and spiritual intelligence had an indirect influence on lecturer performance. through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar, and there is an indirect influence on lecturer performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar. This shows that when high emotional intelligence and spiritual intelligence are followed by high organizational citizenship behavior, the lecturer's performance will increase and vice versa. The results showed that emotional intelligence and spiritual intelligence had an indirect influence on lecturer performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar, and there was an indirect influence on lecturer performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar. This shows that when high emotional intelligence and spiritual intelligence are followed by high organizational citizenship behavior, the lecturer's performance will increase and vice versa.

Keywords: Emotional Intelligence, Spiritual Intelligence, Organizational Citizenship Behavior, Lecturer Performance

INTRODUCTION

Tri Dharma Makassar College of Economics is one of the high schools in the city of Makassar, South Sulawesi province which was established in 1998 based on a decree. Minister of Education and Culture No. 169/D/O/1998 which having its address at Jalan Kumala II No. 51. STIE Tri Dharma Nusantara Makassar is one of the Colleges of Economics in Eastern Indonesia that participates in realizing the ideals of educating the nation's life with the vision of becoming a high school that excels in implementing the tri dharma of higher education in the fields of management and accounting science and its mission is to educate and develop a new generation of leaders who are innovative and entrepreneurial, discover, develop, and disseminate knowledge in the field of accounting and management, be actively involved and become a cause in improving people's lives.

Lecturers are professional educators in a higher education environment who are required to have adequate performance. In Law No. 14 of 2005 concerning Teachers and Lecturers Article 72 it is stated that the workload of lecturers includes main activities, namely planning lessons, implementing the learning process, evaluating learning, guiding and training, conducting research, performing additional tasks, and doing community service. . The workload of lecturers is at least commensurate with 12 (twelve) semester credit units and a maximum of 16 (sixteen) semester credit units. Lecturers are also educational staff with the task of teaching, guiding and or training students as well as conducting research and community service.

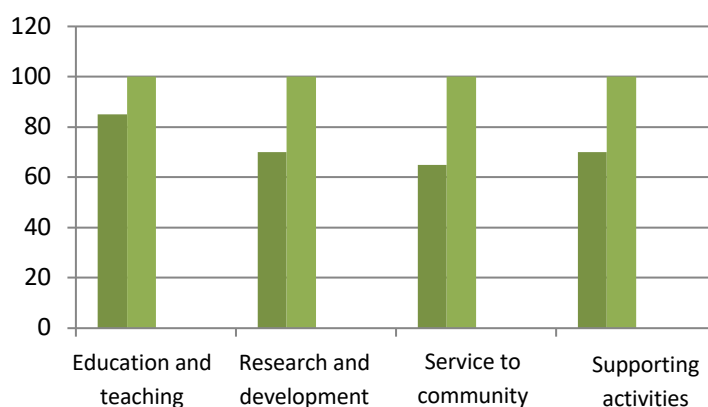


Figure 1.1 Performance Value of STIE Tri Dharma Nusantara Makassar Lecturers for the period August 2021 – 2022

Source: primary data (2022)

Based on Figure 1 in the period August 2021 – 2022, the performance value of Lecturers of STIE Tri Dharma Nusantara Makassar in the field of education and teaching reaches a percentage of 85% where there are still some lecturers who do not follow the RPS, and there are still those who have not prepared Text Books/Libraries used in tutors. subjects, research and development sector reached 65%, meaning that there are still many lecturers who do not publish new scientific articles, as well as works produced by lecturers in the form of books with ISBN, the performance value of lecturers at STIE Tri Dharma Nusantara Makassar in the field of community service is at a lower level with achievements 65% where there are still very many lecturers who do not participate in community service activities intended to provide solutions to real problems that occur in the community and social programs, and the performance value of lecturers of STIE Tri Dharma Nusantara Makassar in the field of supporting activities reached a percentage of 70% where there were still some lecturers who had not become administrators/members of professional organizations according to their expertise, and the achievements of lecturers in getting awards were not many.

Based on the above phenomenon, I see that there are several reasons why performance has decreased, especially at STIE Tri Dharma Nusantara Makassar. To carry out duties as a lecturer, it takes Emotional intelligence (EQ) and Spiritual intelligence (SQ) so that lecturer performance is more optimal, there are several factors. According to Mangkunegara (2017) : Without good concentration of individuals in working productively in achieving organizational goals, individual concentration in work is strongly influenced by potential abilities (mind intelligence-Intelligence Quotient-IQ, emotional intelligence-Emotional Quotient-EQ, spiritual intelligence-SQ, and Adversity Quotient).

In addition to the factors of emotional intelligence and spiritual intelligence, according to Basu, and Tewari (2017), Organizational Citizenship Behavior (OCB) is also able to play a role in shaping one's performance. According to Yadav (2011) states that someone with high emotional intelligence will get better work results than someone who has low emotional intelligence. Shahhosseini et al (2012) that emotional intelligence is the key to improving employee performance. This is supported by research conducted by Arifin (2019) Emotional intelligence has a positive and significant effect on the performance of education personnel.

Alavi et al. (2013), suggests emotional intelligence (emotional intelligence) is one of the factors that influence organizational citizenship behavior. Emotional intelligence as a series of personal, emotional, and social abilities that affect a person's ability to succeed in overcoming organizational citizenship behavior (Ariati, et al. 2012). Meanwhile, according to Goleman (2018), many people who are intelligent, in the sense of being educated, but do not have emotional intelligence, actually work as subordinates to people with lower IQs but excel in emotional skills. Kaori (2014) which explains that emotional intelligence has a positive and significant effect on organizational citizenship behavior (OCB) for employees of PT PLN (Persero) Jember Area.

Rastgar et al. (2012) explained that the importance of spiritual intelligence of employees in organizations so that organizational managers must create the right environment and increase spirituality in the workplace if they want to involve employees who behave OCB. Several empirical studies show that performance/productivity increases due to spirituality in the workplace (Javanmard 2012). Arifin (2019) Spiritual intelligence has a positive and significant effect on the performance of education personnel.

According to Muhdar et al (2015) spiritual intelligence has positive and significant implications for organizational citizenship behavior (OCB). In the research of Rahgozar et al. (2014) also concluded that spiritual intelligence has a positive and significant influence on organizational citizenship behavior, so that a person's spiritual intelligence is able to make employees have extra role behavior. According to Kaori (2014) which explains that spiritual intelligence has a positive and significant effect on organizational citizenship behavior (OCB) for employees of PT PLN (Persero) Jember Area.

The results of previous studies provide evidence that emotional intelligence and spiritual intelligence have a positive and significant effect on employee performance through OCB, as shown in research conducted by Kaori (2014). According to Arifin (2019) in his research said that the Mediation Effect of Organizational Citizenship Behavior between Emotional Intelligence and Spiritual Intelligence on the Performance of Education Personnel at State University of Malang There is a partial mediating effect of Organizational Citizenship Behavior (OCB) between emotional intelligence and spiritual intelligence on the performance of State University education staff Poor.

According to Nina Octavia (2020) in her research, spiritual intelligence and emotional intelligence together have a positive and significant influence on employee performance. Emotional intelligence is the ability to learn based on emotional intelligence that results in performance in the workplace.

LITERATURE REVIEW

A. Intelligence Emotional

Salovey and Mayer in Goleman (2018) defines emotional intelligence as the ability to monitor and control one's own feelings and those of others, and use those feelings to guide thought and action .

According to Agustian (2018), emotional intelligence is "the ability to feel. The key to emotional intelligence is in being honest with your inner voice. The next three questions that

need to be asked are are you honest with yourself? How carefully do you feel your innermost feelings? How often do you ignore it?"

According to Salovey in Goleman (2018:) placing Gardner's personal intelligence in the basic definition of emotional that he coined, while expanding abilities based on five indicators:

- a. Recognizing your own emotions
Self-awareness- recognizing feelings as they occur is the basis of emotional intelligence, the ability to monitor feelings over time is important for psychological insight and self-understanding.
- b. Managing emotions
Handling feelings so that feelings can be properly expressed is a skill that relies on self-awareness. The ability to comfort oneself, to let go of anxiety, moodiness, or irritation and the consequences that come with failing this basic emotional skill.
- c. Self motivation
Managing emotions as a means to an end is very important in terms of paying attention to self-motivation and self-control, and to creativity.
- d. Recognizing other people's emotions
Empathy, an ability that also depends on emotional self-awareness, is a "social skill."
- e. Building relationships
The art of relationship building is, in large part, the skill of managing other people's emotions. These are skills that support popularity, leadership, and interpersonal success.

B. IntelligenceSpiritual

According to Agustian (2018) "spiritual intelligence is our highest intelligence". Spiritual intelligence is the ability to give spiritual meaning to thoughts, behaviors and activities and is able to synergize intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ). Likewise, according to Danah Zohar and Ian Marshall in Agustian (2018) "Defining"spiritual intelligence as intelligence to deal with problems of meaning or value, namely intelligence to determine our behavior and life in the context of a wider and richer meaning, intelligence to judge that one's actions or way of life are more meaningful than others.

From the above theory, it can be seen that spiritual intelligence is the intelligence of the soul in interpreting life which can help a person to build himself to grow, develop and be balanced.

According to Zohar and Ian Marshall in Agustian (2018), the indicators that can be used to measure spiritual intelligence are as follows:

- a. Have Self Awareness
- b. Have a Vision
- c. Flexible
- d. Holistic View
- e. Make a change
- f. Source of Inspiration
- g. Self reflection

C. Organizational Citizenship Behavior (OCB)

According to internal organs (Putri & Utami, 2017) Organizational Citizenship Behavior (OCB) is individual behavior that is free, not directly or explicitly recognized in the reward system and in promoting the company's effectiveness function. Kashif et al (2011) is a concept that is more recently considered in the discipline of Organizational Behavior, but has a major part of organizational behavior research.

Organizational Citizenship Behavior (OCB) or behavior characterized by voluntary initiatives that prosocial contributions to the organization and coworkers, working above formal jobs and outside formal job roles, are increasingly important in the organizational context, (Muhdar HM, 2018). Organizational Citizenship Behavior (OCB) is a term for employees who give more value to the work that is their duty as well as added value to the company.

According to Organs in Titisari (2014) there are five dimensions, including:

- a. *Altruism*: employee behavior in helping co-workers who have difficulty in the situation at hand, both regarding tasks in the organization and personal problems with other people.
- b. *Conscientiousness*: behavior shown by trying to exceed the company's expectations. Voluntary behavior that is not an employee's obligation or duty.
- c. *civic virtue*: behavior that indicates responsibility in the life of the organization (following changes in the organization, taking the initiative to recommend how the operations or procedures of the organization can be improved and protecting the resources of the organization), leading to the responsibility the organization gives to someone to improve quality the field of work occupied.
- d. *Courtesy*: behavior that maintains good relations with co-workers in order to avoid interpersonal problems. Someone who has this dimension is a person who respects and cares for others.
- e. *Sportsmanship*: behavior that tolerates less than ideal conditions in the organization without raising objections. Someone who has high sportsmanship will increase a positive climate among employees, employees will be polite and cooperate with others so that it will create a more pleasant work environment.

D. Lecturer Performance

Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 37 of 2009 concerning Lecturers, states that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and art through education, research and community service (Tri Dharma College).

According to Nadeak (2020) Lecturer performance is a real behavior displayed by a lecturer as a work performance that is produced according to his role as an academic functional staff. According to Bintoro and Daryanto (2017): "Performance is the result of work in quality and quantity achieved by an employee in carrying out his functions in accordance with the responsibilities given to him". Based on this definition, lecturer performance is the work achieved by a lecturer, in accordance with their respective authorities and responsibilities in order to achieve educational goals legally, not violating the law and in accordance with norms or ethics.

In Law number 14 of 2005 concerning Teachers and Lecturers Article 72 was put forward that The lecturer's workload includes the main activities, namely:

- a. Education and teaching,
- b. Research and development,
- c. Community service,
- d. Support activities

E. Relationship between Emotional Intelligence and Spiritual Intelligence on Performance Through Organizational Citizenship Behavior

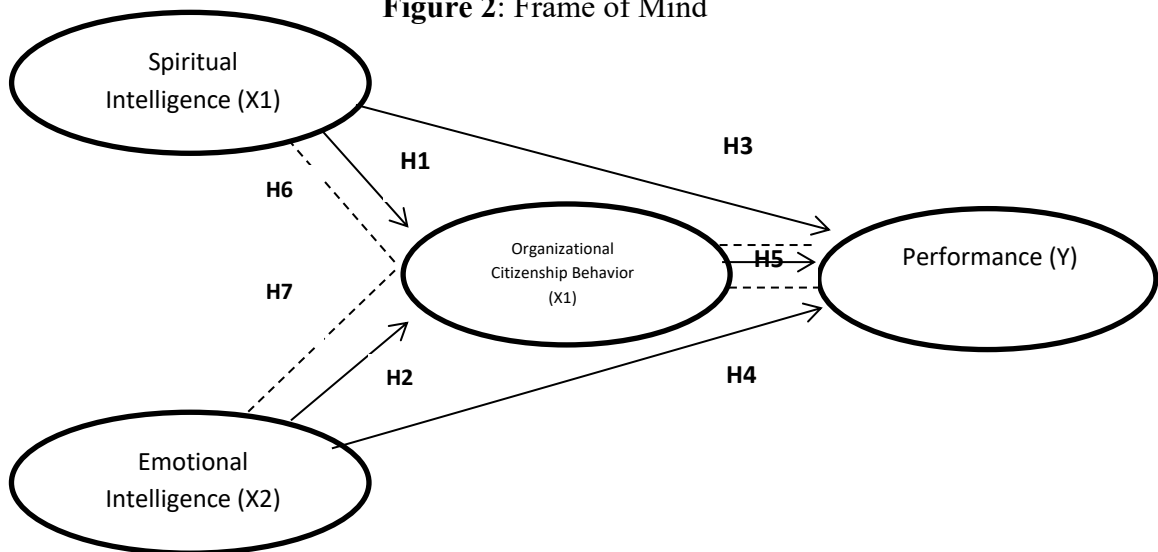
Ariesta, (2016) Performance does not only form high or good OCB to be able to improve performance, but there needs to be emotional intelligence, one of the factors that shows that emotional intelligence can improve performance. According to Agustian (2018), although emotional intelligence and spiritual intelligence are different, EQ and SQ have an

equally important content to be able to synergize with each other in their influence on one's performance, their function is to provide good synergy for behavior and activities carried out so that they are good and good. directed. In addition to the factors of emotional intelligence and spiritual intelligence, according to Basu and Tewari (2017), Organizational Citizenship Behavior (OCB) is also able to play a role in shaping one's performance. According to Mangkunegara (2017): Without good concentration of individuals in working productively in achieving organizational goals, individual concentration in work is strongly influenced by potential abilities (mind intelligence-Intelligence Quotient- IQ, emotional intelligence-Emotional Quotient-EQ, spiritual intelligence- SQ,

The opinion above can be said that superior human resources must also be someone who also has closeness to God of the universe in every work and activity he does wherever and whenever (SQ) with emotional and spiritual intelligence can shape organizational citizenship behavior. employees who provide more value to the work that is their duty as well as added value to the company.

Modelconceptual

Figure 2: Frame of Mind



The hypotheses tested in this study are as follows

- H1 = Emotional intelligence (EQ) has a positive and significant effect on Organizational Citizenship Behavior at STIE Tri Dharma Nusantara Makassar.
- H2 = Spiritual intelligence (SQ) has a positive and significant effect on Organizational Citizenship Behavior (OCB) at STIE Tri Dharma Nusantara Makassar.
- H3 = Emotional intelligence (EQ) has a positive and significant effect on the performance of lecturers at STIE Tri Dharma Nusantara Makassar.
- H4 = Spiritual intelligence (SQ) has a positive and significant effect on the performance of lecturers at STIE Tri Dharma Nusantara Makassar.
- H5 = Organizational Citizenship Behavior (OCB) has a positive and significant effect on the performance of lecturers at STIE Tri Dharma Nusantara Makassar.
- H6 = Indirect effect of emotional intelligence on performance through organizational citizenship behavior (OCB) at STIE Tri Dharma Nusantara Makassar.
- H7 = Indirect influence of spiritual intelligence on performance through organizational citizenship behavior (OCB) at STIE Tri Dharma Nusantara Makassar.

RESEARCH METHOD

Research Location and Design

The research location is at STIE Tri Dharma Nusantara Makassar, which is located at Jalan Kumala II No 51. which aims to describe and analyze the mediating effect of organizational citizenship behavior (OCB) between emotional intelligence and spiritual intelligence on employee performance.educationSTIE Tri Dharma Nusantara Makassar. This research design uses a quantitative approach and is an explanatory research.

Population or Sample

The population in this study were all education staff of STIE Tri Dharma Nusantara Makassar consisting of 72 permanent lecturers. The method used to determine the sample in this study isusesaturated sample. Saturated sampling is a sampling technique when all members of the population are used as samples, this is often done when the population is relatively small or research that wants to make regeneration with very small errors. Where all the population of permanent lecturers at STIE Tri Dharma Nusantara Makassar were sampled as many as 72 people.

Method of collecting data

Data was collected through a survey using a questionnaire distributed to respondents. Data were analyzed using multiple regression analysis (multiple regression) and path analysis (Path Analysis) with the statistical package for the social sciences (SPSS) version 26.

Data analysis method

The data analysis method used in this study is path analysis or path analysis is used to analyze the pattern of relationships between variables (Supriyanto & Maharani, 2013:74). This model aims to determine the direct or indirect effect of a set of independent variables (exogenous) on the dependent variable (endogenous).

$$Z =_1+_2+ 1$$

$$Y =_1+_2++ 2$$

EMPIRICAL RESULTS

Descriptive Statistical Evaluation

Table 5.1 Respondents Profil

No.	Characteristics	Criteria	Frequency (person)	Percentage (%)
1	Gender	Man	31	43.06
		Woman	41	56.94
		Amount	72	100
2	Age	28 – 35 years	25	34.72
		36 – 39 years old	13	18.06
		>40 years old	34	47.22
		Amount	72	100
3	Education	Master (S2)	39	54.17
		Doctorate (S3)	33	45.83
		Amount	72	100

4	Academic Position	Head Lecturer	7	9.72
		Lecturer	27	37.5
		Expert Assistant	38	52.78

Source: processed primary data (2022)

Prerequisite Evaluation

Validity test

Validity test is used to measure whether the questionnaire or items in this study are valid or not. The validity test was carried out with a significance level of 0.05 and the r-count results were compared with the rtable value. In this validity test, it uses a significant level of 5% and produces an r-table value of 0.1954 where if r count > rtable, the research instrument used is said to be valid. The results of the validity test in this study as a whole from 40 statement items of respondents who returned the questionnaire or questionnaire, all items were declared valid to be used in making measurements in this study.

Reliability Test

The results of the reliability test show that the value of Cronbach's alpha (rcount) Emotional Intelligence is 0.780, the Spiritual Intelligence variable is 0.883, the Organizational Citizenship Behavior variable is 0.834 and the Lecturer Performance variable is 0.831, compared to the r value of the Cronbach Alpha coefficient above 0.6. Based on the results of the analysis, it can be concluded that all the instruments in this study, although repeated testing can produce the same results so that the questionnaire can be used for further testing.

Path Analysis Test I

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.616	4.809		.960	.341
	Emotional Intelligence	.564	.109	.463	5.161	.000
	Spiritual Intelligence	.355	.078	.408	4.550	.000
a. Dependent Variable: Organizational Citizenship Behavior						

The results of the path analysis test I (Path Analysis) obtained the regression equation: $Y = 4.616 + 0.463x_1 + 0.408x_2$. The constant value is 4.616 and the standard coefficient of emotional intelligence is 0.463 and spiritual intelligence is 0.408.

Path Analysis Test II

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,577	3.050		1.501	.138
	Emotional Intelligence	.166	.081	.146	2.054	.044
	Spiritual Intelligence	.127	.056	.157	2.272	.026
	organizational citizenship behavior	.644	.076	.690	8,495	.000
a. Dependent Variable: Lecturer Performance						

Pathway II analysis test results (Jal Analisisur) obtained the regression equation: $Y = 4,577 + 0.146x_1 + 0.157x_2 + 0.690$. The constant value is 4.577 and the standard coefficient of emotional intelligence is 0.146, spiritual intelligence is 0.157 and organizational citizenship behavior is 0.690.

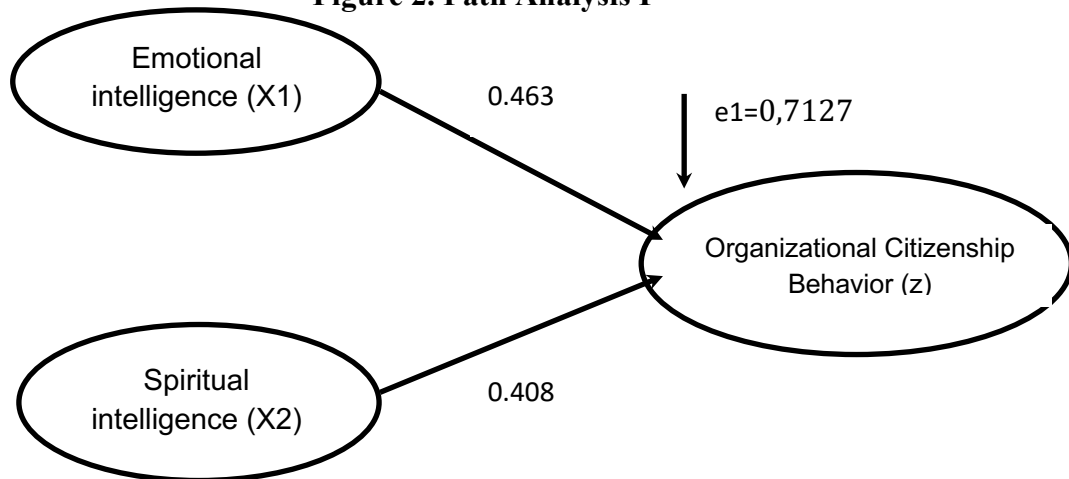
Coefficient of Path Determination I
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701a	.492	.477	1.15482

a. Predictors: (Constant), Spiritual Intelligence, Emotional Intelligence

The value of R square contained in the "Model Summary" table is 0.492, this shows that the contribution of the influence of emotional intelligence and spiritual intelligence on lecturer performance is 49.2% while the remaining 50.8% is the contribution of other variables that not included in this study. Meanwhile, for the value of e1 can be searched with the formula $e1 = \sqrt{1 - 0,492} = 0,7127$

Figure 2. Path Analysis I



- a. Analysis of the Effect of Emotional Intelligence (X1) on Organizational Citizenship Behavior (Z): it is known that the direct effect given by X1 (Emotional Intelligence) on Z Organizational Citizenship Behavior is 0.463.
- b. Analysis of the Effect of Spiritual Intelligence (X2) on Organizational Citizenship Behavior (Z): it is known that the direct influence given by X2 (Spiritual Intelligence) on Z Organizational Citizenship Behavior is 0.408

Pathway II Coefficient of Determination
Model Summary

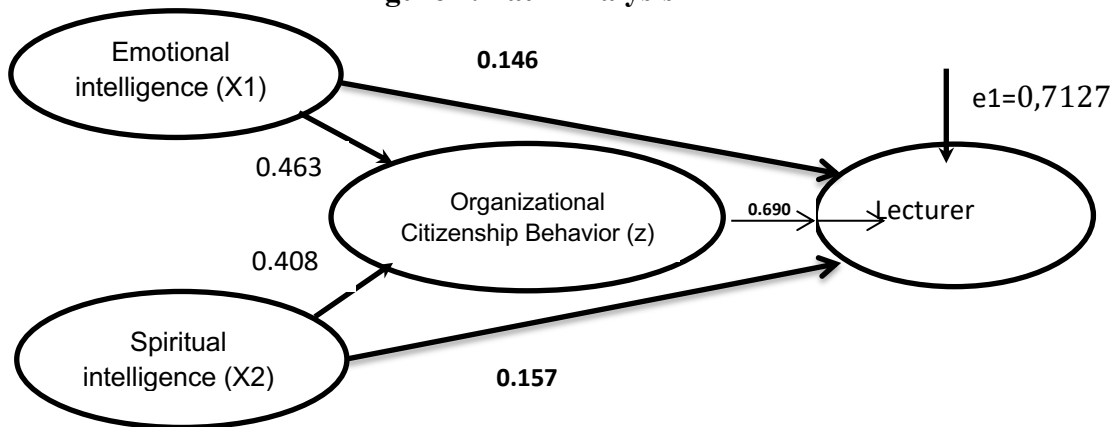
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879a	.772	.762	.72761

a. Predictors: (Constant), Organizational Citizenship Behavior, Spiritual Intelligence, Emotional Intelligence

The value of R square contained in the "Model Summary" table is 0.772, this shows that the contribution of the influence of emotional intelligence and spiritual intelligence on lecturer performance is 77.2% while the remaining 22.8% is the contribution of other variables that not included in this study. Meanwhile, the value of e1 can be searched with the

formula $e1 = \sqrt{1 - 0.772} = 0,4775$

Figure 2. Path Analysis I



- Analysis of the Effect of Emotional Intelligence (X1) on the performance of lecturers (Y): it is known that the direct effect given by X1 (Emotional Intelligence) on the performance of lecturers (Y): is 0.146.
- Analysis of the influence of spiritual intelligence (X2) on lecturer performance (Y): it is known that the direct influence given by X2 (spiritual intelligence) on lecturer performance (Y): is 0.157
- Analysis of the influence of Organizational Citizenship Behavior (Z) on Performance (Y): it is known that the direct effect given by Z (Organizational Citizenship Behavior) on Y (Performance) is 0.690.
- Analysis of the indirect influence of emotional intelligence on performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar, the multiplication of the beta value of X1 to Z with the value of Z to Y, namely: $0.463 \times 0.690 = 0.319$.
- Analysis of the indirect influence of spiritual intelligence on performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar the product of the beta value of X2 to Z and the value of Z to Y is: $0.408 \times 0.690 = 0.281$.

DISCUSSION

Analysis of the Effect of Emotional Intelligence on Organizational Citizenship Behavior at STIE Tri Dharma Nusantara Makassar

From the analysis, it can be obtained that the significance value of emotional intelligence is smaller than the alpha value, so it can be concluded that there is a direct significant influence of emotional intelligence on organizational citizenship behavior, if emotional intelligence is increased it will cause an increase in organizational citizenship behavior of lecturers in carrying out their duties and responsibilities. At STIE Tri Dharma Nusantara Makassar, emotional intelligence cannot encourage lecturers to have organizational citizenship behavior in dealing with students, as well as colleagues when carrying out daily tasks. This is in line with the theory of Alavi et al. (2013), suggests emotional intelligence (emotional intelligence) is one of the factors that influence organizational citizenship behavior. Emotional intelligence as a series of personal, emotional, and social abilities that affect a person's ability to succeed in overcoming organizational citizenship behavior (Ariati, et al. 2012). Lecturers who are able to control and manage emotions can create OCB attitudes. This study is in line with research conducted by Kaori (2015) which explains that emotional intelligence has a positive and significant effect on organizational citizenship behavior (OCB) in employees of PT PLN (Persero) Jember Area.

Based on the observations of researchers and the results of interviews at the time of conducting the research found emotional intelligence that affects organizational citizenship behavior. At STIE Tri Dharma Nusantara Makassar, it can be seen from Lecturers who are able to control and manage emotions can create OCB attitudes, this emotional intelligence there is good but still lacking in terms of encouraging emotional intelligence, especially empathy which will have an impact on organizational citizenship behavior. who have not been able to maintain relationships in order to avoid interpersonal problems with colleagues and also superiors so that in this case emotional intelligence needs to be improved so that OCB can go up and be better.

Analysis of the Effect of Spiritual Intelligence on Organizational Citizenship Behavior at STIE Tri Dharma Nusantara Makassar

From the analysis above, it is obtained that the value of emotional intelligence is smaller than the alpha value, so it can be concluded that there is a direct significant influence of spiritual intelligence on organizational citizenship behavior if spiritual intelligence is increased it will cause an increase in organizational citizenship behavior of lecturers in carrying out their duties and responsibilities. This is in line with the theory put forward by According to Muhdar et al (2015) spiritual intelligence has positive and significant implications for organizational citizenship behavior (OCB). This shows that spiritual intelligence plays an important role in determining the level of OCB. Moosapour (2013) states in his research that the influence of spiritual intelligence on organizational citizenship behavior is significantly positive, so if an employee has high spiritual intelligence, then the individual is also easier to bring up positive spiritual values to do tasks or work extra. In the research of Rahgozar et al. (2014) also concludes that spiritual intelligence has a positive and significant influence on organizational citizenship behavior, so that spiritual intelligence is possessed. This is supported by research conducted by Kaori (2015) which explains that spiritual intelligence has a positive and significant effect on organizational citizenship behavior (OCB) in employees of PT PLN (Persero) Jember Area. then the individual is also easier to bring up positive spiritual values to do tasks or work extra. In the research of Rahgozar et al. (2014) also concludes that spiritual intelligence has a positive and significant influence on organizational citizenship behavior, so that spiritual intelligence is possessed. This is supported by research conducted by Kaori (2015) which explains that spiritual intelligence has a positive and significant effect on organizational citizenship behavior (OCB) in employees of PT PLN (Persero) Jember Area. then the individual is also easier to bring up positive spiritual values to do tasks or work extra. In the research of Rahgozar et al. (2014) also concludes that spiritual intelligence has a positive and significant influence on organizational citizenship behavior, so that spiritual intelligence is possessed. This is supported by research conducted by Kaori (2015) which explains that spiritual intelligence has a positive and significant effect on organizational citizenship behavior (OCB) in employees of PT PLN (Persero) Jember Area.

Based on the observations of researchers and the results of interviews at the time of conducting research, it was found that spiritual intelligence affects organizational citizenship behavior. At STIE Tri Dharma Nusantara Makassar, it can be seen from the importance of the spiritual intelligence of lecturers in improving organizational citizenship behavior in this study, spiritual intelligence there is good but still lacking which will have an impact on organizational citizenship behavior of lecturers in this case spiritual intelligence, especially flexible or easy and quick to adjust In this case, spiritual intelligence needs to be improved so that OCB can go up and be better.

Analysis of the Effect of Emotional Intelligence on the Performance of STIE Tri Dharma Nusantara Makassar Lecturers

From the analysis, it can be obtained that the significance value of emotional intelligence (X1) is smaller than the alpha value, so it can be concluded that there is a direct significant influence of emotional intelligence on the performance of lecturers, if emotional intelligence is increased it will cause an increase in the performance of lecturers in carrying out their duties and responsibilities. This is in line with the theory According to Yadav (2011) emotional intelligence is able to improve employee performance, stating that someone with high emotional intelligence will get better work results than someone who has low emotional intelligence. According to Shahhosseini et al (2012) that emotional intelligence is the key to improving employee performance. Lecturers who are able to manage emotions well when dealing directly with students and colleagues will be able to carry out their work well and maximally. This is supported by the results of research conducted by Fatikha Floressya Arifin (2019) Emotional intelligence has a positive and significant effect on the performance of educational staff.

Based on the observations of researchers and the results of interviews at the time of conducting research, it was found that emotional intelligence there was good but still lacking in terms of encouraging emotional intelligence, especially empathy and based on the performance value of lecturers at STIE Tri Dharma Nusantara Makassar in the field of community service at the lower level with achievements 65% where there are still very many lecturers who do not participate. Community service activities are intended to provide solutions to real problems that occur in the community and social programs, this must improve emotional intelligence, especially in empathy.

Analysis of the Effect of Spiritual Intelligence on the Performance of STIE Tri Dharma Nusantara Makassar Lecturers

From the analysis, it can be obtained that the significance value of spiritual intelligence (X2) is smaller than the alpha value, so it can be concluded that there is a direct significant influence of spiritual intelligence on the performance of lecturers, if spiritual intelligence is increased it will cause an increase in the performance of lecturers in carrying out their duties and responsibilities. . This is in line with the theory of Tisler et al 2002 which says that spiritual intelligence and the performance relationship will theoretically provide an achievement for someone. According to Erwin in Agustian (2018), "I work for the company, but more for my devotion to God". According to Javanmard (2012) shows that performance/productivity increases due to spirituality in the workplace.

Based on the observations of researchers and the results of interviews when conducting research, it was found that spiritual intelligence there was good but still lacking in terms of encouraging spiritual intelligence, especially flexible or easy and quick to adapt and judging by the performance value of STIE Tri Dharma Nusantara Makassar lecturers in the field of supporting activities, it reached a percentage of 70 % where there are still some lecturers who have not become administrators/members of professional organizations according to their expertise, and there are not many lecturers' achievements in getting awards. This is because spiritual intelligence in terms of encouraging lecturers to be able to adjust themselves which describes the skills in a person is still lacking.

Analysis of the Effect of Organizational Citizenship Behavior on the Performance of STIE Tri Dharma Nusantara Makassar Lecturers

From the analysis above, it is obtained that the value of organizational citizenship behavior is smaller than the value of alpha so that it can be concluded that there is a direct significant influence of organizational citizenship behavior on the performance of STIE Tri Dharma Nusantara Makassar lecturers. This is in line with the theory put forward by Bolon in Arifin (2019). Extra-role behavior or organizational citizenship behavior is needed to

support the achievement of company goals effectively and efficiently. The form of extra-role behavior can be in the form of actions to protect the company and its assets, providing constructive suggestions to improve company performance, being willing to train themselves to carry out additional responsibilities, creating a pleasant climate for the company and its environment, and cooperative. The effect of organizational citizenship behavior (OCB) on performance This is supported by research conducted by Arifn (2019) that organizational citizenship behavior (OCB) has a positive and significant effect on lecturer performance.

Based on the observations of researchers and the results of interviews when conducting research, it was found that organizational citizenship behavior that affects the performance of lecturers at STIE Tri Dharma Nusantara Makassar can be seen from the importance of organizational citizenship behavior in improving the performance of lecturers in this study organizational citizenship behavior there is good but still lacking that will impact on the performance of lecturers where in this case there are still some lecturers who have not been able to maintain relationships in order to avoid interpersonal problems with colleagues and also superiors so that organizational citizenship behavior needs to be improved, especially Courtesy so that lecturer performance can be improved and better.

Analysis of the indirect influence of emotional intelligence on performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar

The results of this study the indirect effect of emotional intelligence on performance through organizational citizenship behavior is the multiplication between the value of beta $X1$ to Z with the value of Z to Y which means that the value of indirect influence is greater than the value of direct influence, these results indicate that indirectly emotional intelligence on performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar has a significant influence. This research is in line with the theory put forward by Ariesta, (2016). Performance does not only form high or good OCB to be able to improve performance, but there needs to be emotional intelligence, one of the factors that shows that emotional intelligence can improve performance. Emotional intelligence is able to recognize emotions, manage, and motivate and recognize the emotions of others, and be able to build good relationships with those around them to improve their performance. From the results of this study, it is supported by research by Fatmawati et al (2020). The indirect effect of emotional intelligence on performance through OCB can be seen that emotional intelligence can have a direct and indirect effect on performance through OCB. Thus, organizational citizenship behavior has a mediating effect on the influence of emotional intelligence on the performance of the lecturers of the Faculty of Economics, Unesa. From the results of this study, it is supported by research by Fatmawati et al (2020). The indirect effect of emotional intelligence on performance through OCB can be seen that emotional intelligence can have a direct and indirect effect on performance through OCB. Thus, organizational citizenship behavior has a mediating effect on the influence of emotional intelligence on the performance of the lecturers of the Faculty of Economics, Unesa. From the results of this study, it is supported by research by Fatmawati et al (2020). The indirect effect of emotional intelligence on performance through OCB can be seen that emotional intelligence can have a direct and indirect effect on performance through OCB. Thus, organizational citizenship behavior has a mediating effect on the influence of emotional intelligence on the performance of the lecturers of the Faculty of Economics, Unesa.

Based on the observations of researchers and the results of interviews at the time of conducting research, it was found that emotional intelligence indirectly on performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar had a significant influence. This means that good emotional intelligence will improve performance and vice versa at STIE Tri Dharma Nusantara Makassar the performance of the lecturers is good but still lacking in empathy. In this case, organizational citizenship behavior can have

an effect on emotional intelligence and lecturer performance, this is because regarding the conscientiousness of the indicators of organizational citizenship behavior, it is in a good category where lecturers strongly agree to take advantage of the break time properly,

Analysis of the indirect influence of spiritual intelligence on performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar

The results of this study indicate that the indirect effect of spiritual intelligence on performance through organizational citizenship behavior is that the value of indirect influence is greater than the value of direct influence, these results indicate that spiritual intelligence indirectly on performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar has an influence significant. The results of this study are in line with the theory put forward by Fatmawati et al (2020) One of the signs of someone who has spiritual intelligence will cause OCB behavior if the company has employees with high spiritual intelligence then the development experienced by the company will increase in accordance with the goals of a company , with a jobdesc that is done more than the individual itself. The deeper the spiritual experience of an employee, the greater the benefits for their career and also for the organization at work, the higher the spirituality of employees in the environment in which they work, they tend to have an attitude of helping and appreciating the work of fellow co-workers outside the work for which they are responsible (OCB).) in carrying out daily work so as to support organizational effectiveness. The results of this study are supported by research from Andriany et al (2018) which contradicts the results of this study where spiritual intelligence does not play an indirect role on nurse performance through organizational citizenship behavior (OCB). That is, the spiritual intelligence variable can improve the performance of nurses without going through organizational citizenship behavior (OCB).

Based on the observations of researchers and the results of interviews when conducting research, it was found that spiritual intelligence indirectly on performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar had a significant influence. This means that good spiritual intelligence will improve performance and vice versa at STIE Tri Dharma Nusantara Makassar the performance of the lecturers is good but still lacking in terms of encouraging lecturers to be able to adjust themselves which describes a person's abilities.

CONCLUSION

This study tries to investigate the effect of spiritual intelligence and emotional intelligence on lecturer performance through organizational citizenship behavior (OCB). The results showed that emotional intelligence and spiritual intelligence had an indirect influence on lecturer performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar, and there was an indirect influence on lecturer performance through organizational citizenship behavior at STIE Tri Dharma Nusantara Makassar. This shows that when high emotional intelligence and spiritual intelligence are followed by high organizational citizenship behavior, the lecturer's performance will increase and vice versa.

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