



# Determination Quotient of Spiritual, Intellectual and Psychomotor Performance through Human Resources Competence

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# Determination Quotient of Spiritual, Intellectual and Psychomotor Performance through Human Resources Competence

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Indonesian National Army (TNI) is required to play an active role in maintaining and defending the sovereignty of the Unitary Republic of Indonesia based on loyalty and obedience to the Pancasila and the 1945 Constitution. In order to carry out the duties and functions well, coaching the army personnel was directed to improve the quality of human resources in order to have the attitude and behaviour so that they can provide the best service and high performance for the glory of the nation and the state. God's Word: "If there are twenty patient ones of you they shall overcome two hundred enemies, and if a hundred (steadfast) among you, they shall overcome a thousand of those who disbelieve, because unbelievers that people who do not understand (QS. Al-Anfal: 65), population in this study is a army soldier who worked in Central Indonesia IV Tanjungpinang. A community of 493 people, the sample is calculated by a formula obtained Slavin 221 respondents, and only 200 respondents returned the questionnaire. Data analysis was performed using the Structural Equation Model (SEM). The software used for the structural analysis is AMOS version 3 of the Arbuckle and for descriptive study using SPSS. Spiritual intelligence is significant determiner of the Competence, Intellectual significant determiner of the Competence, Psychomotor significant determiner of the Competence, significant determiner Spiritual Intelligence to Performance, Intellectual significant determiner to Performance, Psychomotor significant determiner of the Performance, Competence significant determiner to Performance. The value of Square Multiple Correlation for Human Resource Competence =  $0.644 \times 100\% = 64.4\%$ , which means changes in Performance by Human Resource Competence is 64.4%. Performance for the value =

$0582 \times 100\% = 58.2\%$ . That means changes of Performance influenced by Spiritual Quotient, Intellectual, Psycho motor, Human Resource Competence by 58.2%. This study proves the truth of the verse of the Qur'an: "Truth comes from your Lord, so do not ever be among the doubters." (QS. Al-Baqarah: 147).

**Key words:** *Spiritual Quotient, Intellectual, psychomotor, Human Resource Competence, Performance.*

### Introduction...

In plain, a professional army personnel who is seen on the values of life is good and can be used as a reflection for others. The next is to have good ethics, to put himself professionally and proportionately, to have the right attitude and habits, as well as having knowledge cutting-edge and skills that can help perform tasks professionally and with dignity. Issues regarding performance is a problem that will always be present because the management needs to determine the factors that affect the performance of a member of the army in carrying out the tasks assigned to him, so the result is whether their performance will get better or worse. Old people are convinced that his intellectual abilities, especially intelligence are an apparatus of a form of mental skills that are important in carrying out the task or job. This is understandable because the work is not only the actions to carry out the work but also intelligence in resolving problems.

Spiritual intelligence allows one to think of creative, resourceful ways of making or even change the rules, which makes the person work better. In short, spiritual intelligence is able to integrate the two companies known ability of the IQ and EQ. Spiritual intelligence is able to make the man a complete intellectual, emotional and spiritual. There are three factors that affect the individual's performance. The first is the individual factors (ability, skill, family background, experience and the level of social and demographic), the second is psychological factors (perception, role, attitude, personality, motivation and job satisfaction) and the third is organisational factors (organizational structure, job design, leadership and reward systems). The relationship between the competence of employees with performance is very strong and important.

Competence consists of a number of key behaviors needed to execute certain roles to produce a satisfactory performance. Competence in non-academic, such as the ability to generate innovative ideas, management skills, learning speed networking, and so successfully predict individual performance on the job. With reviews their competence, human resources as a man with a uniqueness that needs to be developed. Humans are seen as a valuable asset. With the existence of reviews, the role of human resources will be more appreciated,

especially in terms of human resource competence. Human resources are appreciated and will work wholeheartedly to give their best to the organization.

### ***Research Purposes***

As for this research is as follows:

- a. Analysing the determiner Spiritual Intelligence directly against theavy Headquarter **HR** Competencies IV in Tanjungpinang.
- b. Analysing Intellectual determiner intellectual Intelligence directly against theavy Headquarter HR Competency IV in Tanjungpinang.
- c. Analysing the determiner Psychomotor Intelligence directly against theavy Headquarter HR Competency IV in Tanjungpinang.
- d. Analysing **h9** Spiritual Intelligence, Intellectual Intelligence, and Intelligence Psychomotor de ter miner simul taneously against theavy Headquarter HR Competency IV in Tanjungpinang.
- e. Analysing the Spiritual Intelligence determiner directly on the performance of theavy Headquarters IV in Tanjungpinang.
- f. Analysing the determiner of intellectual intelligence directly to the performance of theavy Headquarters IV in Tanjungpinang.
- g. Psychomotor Menganalisis determiner intelligence directly to the performance of theavy Headquarters IV in Tanjungpinang.
- h. Analysing **h1** Spiritual Intelligence, Intellectual Intelligence, and Intelligence Psychomotor si multaneous ( determiner of the performance of theavy Headquarters IV in Tanjungpinang.
- i. Analysing the HR Competency directly Affect the performance of theavy Headquarters IV in Tanjungpinang.

### **Theoretical Framework**

#### ***Spiritual Intelligence***

[!hink those who are slain in the way of Allah as dead; they, they are alive with their Lord o have provided. (Qur'an, Ali Imran: 169 in tf inistr of Religious, 2016)

Lnd when I have perfected, it happened, and have breathed into them the spirit (creation) ye submissive to him prostrate. (QS. Al-Hijr: 29 in inis trYj f Relig ious, 2016)

Lnd they ask you about the spirit. a . "The Spirit itself including the affairs of my Lord, and you have not given knowledge bu Surat al Israa ': 85 in Mi\_nis try bf Religious, 2016)

And verily we made to the content of hell many of the **men**, they have hearts, but failed to use to understand (the 'verses of Allah), and they have eyes (but) did not know he used to see (the signs of Allah). and they have ears (but) failed to apply to hear (the ,verses of Allah). **The are like** cattle, nay even more astray again. They are the people who are negligent. (**at al-A'raf: 19** in 1 Ministry of Religious, 2016)

Spiritual intelligence is intelligence to face and so live the problem of meaning and value, which puts human behavior and life in the context of a broader definition and rich, and considers that action or the way a person's life is more meaningful than the others. (Choirah, 2013 : 7) Danah Zahar and Jan Marshall find spiritual intelligence in mid-2000 Zahar, and Marshall (2001) asserts that spiritual knowledge is the foundation for building the intellectual and spiritual experience. Spirituality comes from the Latin *spiritus* the which means the principle that revitalises an organism. Meanwhile, the spiritual comes from the Latin *Sapientia* (*Sophia*) in Greek means *wisdom* (Zahar and Marshall, 2001). Zahar and Marshall (2001) explain that spiritual intelligence should not be attributed to the proximity of a person with an aspect of divinity, as a humanist or atheist too can have a high spirituality. Spiritual intelligence is more related to the enlightenment of the soul. People who have high spiritual intelligence can make sense of life by giving a positive meaning in any event or problem, even for the agony . By giving a positive meaning to evoke the spirit and deeds and positive action. (Zakiah, 2013: 14)

The term spiritual intelligence began to emerge because many people argued that IQ and EQ are only accounted for most of the determinants of a person's success in life. Other factors that come into play is the spiritual intelligence that has more emphasis on the meaning of life and not just limited to the suppression of religion alone (Hoffman in Choirah, 2013 : 7). Shari'ati Gina (2007) states that the spiritual quotient is a description of the religious movement that describes how to put a human activity to be able to follow patterns or moral universe. So that people can live in a world full of meaning, and have a feeling of comfort and safety, not in fringe or not contrary to the principles of SBO (Spiritual Based Organization) is a standard and definite. Sinetar (2001) defines spiritual intelligence such that the mind gets inspiration, encouragement, effectiveness inspired, and appreciation of divinity. All men might be part of it, while Khavari (2000) defines spiritual intelligence as a faculty of the **non-material** dimensions of the human soul. further described by Khavari (2000), spiritual knowledge as a diamond that has not been honed and owned by every human., hen Agustian (2001) defines spiritual intelligence as the ability to give the meaning of **Worship** against any behavior and activities through the steps and thoughts that are provided, to the whole human beings and have the mindset **tegralistic** **im(J** principled only because of God. (Rahmasari, 2012: 9)

## Intelligence Intellectuals

"Verily in the creation of the heavens and the earth, and the alternation of night and day there are signs for men of understanding, (that) those who remember Allah, standing, sitting and lying on their sides and reflect on the creation of the heavens and the earth (saying): "our Lord, You have not created this in vain. Glory to thee, then save us from the punishment of the Fire." (Qur'an, Ali [mrان: 190-191] Ministry of Religious, 2016). Intelligence is one of our most precious belongings. But even the savviest people do not agree about the definition of intelligence. Information cannot be measured directly, such as height and weight. Many experts express opinions differently. Some experts described knowledge as problem-solving skills or as the ability to adapt and learn from the experiences of everyday life. Intelligence is not just demanding empowerment of the brain, heart, body, and the activation of a functional human being to interact with others. Intelligent Quotient is a term of the grouping of human intelligence which was first introduced by Alfred Binet, a psychologist from the French in the early 20th century.

According to Gamer, the intellectual must have a certain standard, the ability to solve problems in life, the ability to generalise new events to problems solved as well as the ability to create or offer a valuable service in a culture (Yusuf, Juntika, urisan, 2011: 226-227). Each person is born with different talents and skills which is something that is "inherent" in a person and is present at birth and is related to the structure of the brain associated with intelligence. Intellectual ability is an expression of what is called knowledge and the strength of the intellect is also related to cultural change and technological renewal in society (Uno and Masri, 2009: 31-32). There is an intellect related to strategies for solving problems by using logic. This intelligence is also related to using the ratio of rational knowledge in solving problems. Intellectual knowledge may be called IQ (Intelligence Quotient). IQ is more strongly correlated with the results of education, economy, employment, and social rather than human nature can be measured (Alder, 2001: 16).

A research from Stanford University tried to standardise IQ test developed by Binet to establish population norms, so that subsequent IQ test is known as the Stanford-Binet test. At that time it was understood as a superior IQ of a person's intelligence and that IQ considered a barometer of success and achievement of one's life. This intelligence gives them the ability to count, analogous, imagine and have creativity and innovation. The intellect is the only intelligence of every individual that is just a link to the cognitive aspects of each's respective (Sholichin, 2013: 189).

### ***Intelligence Psychomotor***

Say: "Let every man do according to their circumstances." Then the Lord knows who is the right way. "(QS. Al-fsra': 84 in inistry 7af Religious, 2016)

"Indeed, your effort is different." (QS. Al Lail: 41 Minis h ; of Religious, 2016). Regarding natural intelligence psychomotor skills includes the ability to do or accomplish something.

[This realm is divided into a number of aspects, including the perception of the senses, readiness to perform a physical movement, a response-guided or change made by trial and error or by the knowledge they already had, mechanism or skills to do something motor response that looked or seen adjustments or adaptations, as well as aspects of the creation of a new movement as a result of his skill. Psychomotor ability is closely related to the child's ability to move and use his muscles, performance, imagination, creativity, and intellectual works (Chatib 2012). Psychomotor (Solichin. 2012) is anything relating to aspects of skills involve; nervous system and muscle function (neuromuscular system) and psychological functioning.

In addition to spiritual intelligence and their intelligence, the which is no less important is intelligence psychomotor, psychomotor is the domain associated with the skills or the ability to act after someone accepts a particular learning experience. Psychomotor learning outcomes is a continuation of the cognitive learning and effective learning outcomes, which had appeared in the form of tendencies to behave. Psychomotor is associated with physical activity, such as running, jumping, painting, dancing, beat, and so on. (Sudijono, 2011)

### ***Competence***

"O Prophet! Rouse the Believers to the fight. If there are twenty patient ones of you, they shall overcome two hundred enemies. And if a hundred (steadfast) among you, they shall overcome a thousand of those who disbelieve, because the unbelievers that people who do not understand." (QS. Al-Anfal: 65i1 7Mist of Religious, 2016)" And we are (subjected) the wind for Solomon, who travels in time the same morning a month's journey and his travels in time the same afternoon a month's journey (anyway), and we circulate liquid copper or him. And most of the jinns worked in front of him (under his control) with the permission of their lord. And who deviated among them from Our command, We feel her punishment of hell fire is blaring. The enie was made to Solomon what he wanted from tall buildings and sculptures and platters magnitude such as the pool and the pot still (located on top of the stove). Work you, O house of David to give thanks (to Allah). And very few of My servants are grateful" (QS. al-Isra' 17:111\111ist l). of Religious, 2016)

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According to Spencer (in Wibowo, 2013: 325) competence is the basic foundation of his characteristics and defines as of behaving or thinking, equating the situation, and support for a period long enough. Ability is a behavioural dimension that is behind the competent performance. Often called behavioral competencies as intended to explain how people behave when they function well (Armstrong and Baron, in Wibowo, 2013: 320). The word

"Competence" is derived from the Latin "Competenc ia" ( 1 585-1590), which means "appropriate" (Bueno and Tubbs, 2004). Boyatzis <sup>7</sup> professor at Case Western Reserve University who first popularised the term "compete c" in his book entitled "The Competent Manager" 1982 the results of his study included 2000 people. Boyatzis defined "competence" as "the basic characteristics of a person who produces or effectiveness and superior performance in the work." Meanwhile, according to Spencer, McClelland & Spencer (1994), competence is defined as the individual characters that can be measured and determined to show certain behaviors and work performance in a person.

Competence refers to the dimensions of behavior that lie behind the competent performance. In other words, "competence" are the characteristics, attitudes, and actions of review of those who produce superior work output. Therefore the way to measure the competence is through observation, Competency Based Interview / CBI (Competency Based Interview), etc.

Inspections were carried out to see whether the behavioral indicators or critical behaviors of a competency has been shown / performed by someone. If these behaviors have been taught/implemented by a person, it can be said that the person has had a certain level of competence, based on a measurement. Utomo (2004), states that capability is the ability, knowledge and skills, attitudes, values, behaviors and characteristics of someone who needs to carry out the certain work with an optimal level of success. There are the models that use competence, competency models itself is a way to how map a system of thought that can provide an integrated picture of jurisdiction, related with human resource management strategy.

### **Performance**

And say : "Work ye, then Allah and His messenger and the believers will see your work it, and you will be returned to (Allah) Who Knows be unseen and the real, and preached unto you what you used to do." (QS. AtTawbah: 105 in Ministry of Religious, 2016)

"And God does not make it (sending reinforcement), but a good news and that your hearts be at rest. And victory is only from Allah. Surely Allah is Mighty, Wise. "(Qur'an, Al-Anfal: 101 in Ministry of Religious, 2016)

Performance by Rival, et al. (2003) describes the notion as a function of motivation and the ability to complete a task or a person's employment should have a degree of willingness and a certain level of ability. It is also a real behavior shown by everyone as the resulting performance by employees in accordance with its role within the company. Employee performance is something that is very important in the company's efforts to achieve its objectives. Performance by Mangkunagara (2005) is the result of the quality and quantity of work achieved by an employee in performing reviews of their duties following the responsibilities given to them. (Wulansari, 2014: 6) The performance of employees is a

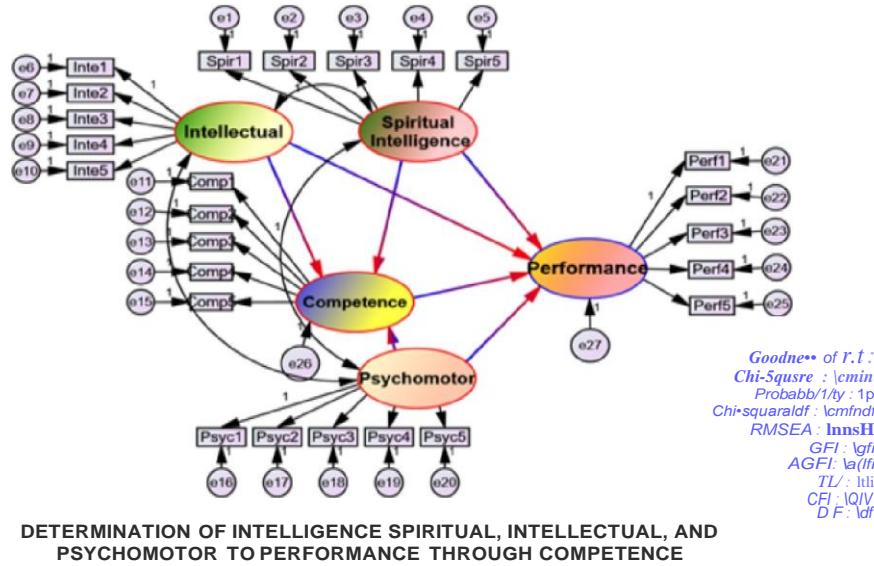
central issue in the life of an organisation as it will be able to achieve the goal or does not depend on how well the performance of employees. An employee ~~ther~~ the resources of other organisation that can provide an optimal contribution to the ~~achi~~ ~~vem~~ nt of organisational goals. Performance has achieved the work of employees in carrying out tasks and jobs that come from the organisation. (Suparyadi, 2015)

rvathias and Jackson (2001) stated that the performance is essentially what is done or not done by an employee in carrying out his ~~job~~ ~~Rival~~ and Sagala (2009) states that the performance is a real behavior shown by everyone ~~as th~~ ~~resulting~~ performance by employees following its role within the organisation. While Benardin and Russel (2000) state that the performance is the result produced by the specific job functions or activities on a specific job for a specific period. The work is the result of knowledge, skills, and a desire to achieve. Milkovich and Boudreau (1997) state that the performance is the degree ~~o~~ the which employees carry out their work following the terms specified. (Priansa, 2014: 269-270)

According Martoyo (2001) is the work performance of employees during a certain period in comparison with the wide range of possibilities, such as standards, targets, goals or criteria that have been agreed. According to Robbins (2006), the employee's performance is a function of the interaction between ability and motivation. In a study of employee performance management, some matters require an important consideration because the individual performance of an employee in the organisation is part of the organisation's performance and to determine the performance of the organisation. (Wulansari, 2014: 6) In a study of employee performance management, some matters require an important consideration because the individual performance of an employee in the organisation is part of the organization's performance. (Wulansari, 2014: 6) Many experts elaborate on the factors that affect performance. Gibson, Ivancevich, and Donnelly (2010) state that the factors affecting the performance of employees are the individual variables, psychological variables, and organisational variables. Sutermeister (1990) states that the factors affecting employees consist of motivation, ability, knowledge, expertise, education, experience, training, interests, attitudes, personality, physical and physiological needs, social needs and the needs of egoistic. (Priansa, 2014: 270)

### ***Conceptual Framework***

From the description of a literature review on the theory that the dimensions of the variables that will hold research, hence the title of this study is certainly a portrait of causality between variables. Therefore the conceptual model of research in this thesis is as follows: "Determination of Spiritual Intelligence, Intellectual, and Psychomotor Performance Against HR Competency Through theavy Headquarter IV In Tanjung Pinang."

**Figure 1.** Conceptual Model Research**Hypothesis**

From the formulation of the problem observed with the proposed theory, created once. ptual models of research can be formulated his explanation, as follows:

1. Spiritual intelligence determiner against avy Headquarter HR Competency IV in Tanjungpinang.
2. Intellectual Intelligence determiner against avy Headquarter HR Competency IV in Tanjungpinang.
3. Psychomotor intelligence determiner against avy Headquarter HR Competency IV in Tanjungpinang.
4. Spiritual Intelligence, Intellectual, and Psychomotor Determine simultaneously to the avy Headquar ters HR Competency IV in Tanjungpinang.

5. Spiritual intelligence against **Vyj** Headquarter **IV** determiner performance in Tanjungpinang.

6. Intellectual Intelligence determiner against **avy** Headquarter **IV** performance in Tanjungpinang.

7. Psychomotor Performance Intelligence determiner against **avy** Headquarter **IV** in Tanjungpinang.

8. Spiritual Intelligence, Intellectual, and Psychomotor Performance Determiner simultaneously to the **avy** Headquarters **IV** in Tanjungpinang.

9. HR Competencies **nst** **avy** Headquarter **IV** performance in Tanjungpinang.

## a

### **Research Methods**

In this study, the variables can be divided into independent variables, consisting of (X1) Spiritual **Intellg: nce**, (X2) Intellectual Intelligence, (X3) Psychomotor intelligence. Another variable is the dependent **variable j1** which is the variable that is affected because of reviews of the independent variables. In **th:s s d ' here** is a two dependent variable is an intervening variable is (Y) Competence HR, and the dependent variable is (Z) Performance.

### **Population and Sample**

#### **Population**

## FJ

The population is a collection of the whole object to be measured in the study (Cooper and Schindler, 2003: 179). **TheFJPeople** in this research are all employees within the Member Indonesian Chamber.. The population number is as many as 400 people. **The Data Obtained** is determined based on the theory that if the population is less than 100, then it is better to be taken all, but if a large number of subjects or more than 100 then it can be considered between 10-15% or 10-25 % of the population. The sampling technique used in the category of non-probability sampling (Black and Champion, 2001: 233; Cooper and Schindler, 2003: 198). According to the characteristics, samples required, that is all structural employees, the technique of non-probability sampling technique selected is judgmental (purposive). This method is chosen to ensure that only the samples that have certain characteristics that have been established by researchers who will be taken as an example (Black and Champion, 2001: 64). The population of this research is a soldier who served in the **avy** Headquarter **IV** Tanjungpinang as big as **th- fLOO** respondents.

#### **Samples**

## E1

The sample is an element of the population selected to represent the population in the research (Cooper and Schindler, 2003: 82). In this study, the sample size adapted to the analysis, the models used is Structural Equation Model (SEM). In this regard, the sample size for SEM used the models estimates the maximum likelihood estimation (MLE) is 100-200 samples (Hair et al., 1998: 605; Ghazali, 2004: 17), or as much as 5-10 times the number of parameters estimated (Ferdinand, 2000: 44). In this research the number of respondents who obtained 400 respondents. In this study, the sample was calculated using the Solvin received 200 respondents:

$$n = \frac{400}{1 + (400 \times 0,05^2)} \quad n = \frac{N}{l + N(ef)}$$

n = 200 respondents

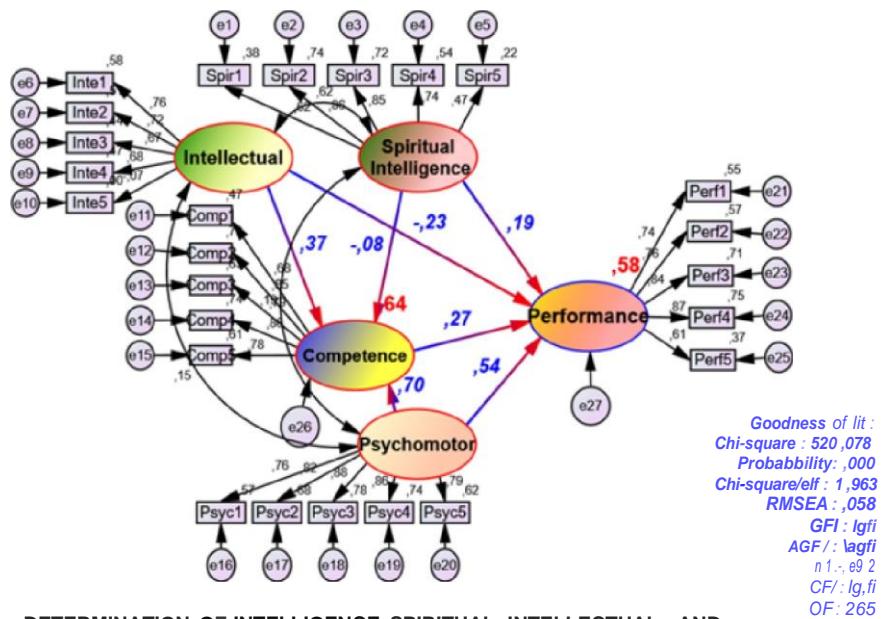
## Research Result

## t!Jl"ec J4nal)sis with SEM

In accordance with the purpose of the study of the determination of Spiritual Intelligence, Intellectual, Psychomotor, HR Competency and Performance, the data was analysed using Structural Equation Modelling (Structural Equation Modeling = SEM), which is a set of statistical techniques that allow testing of a series of relationships that are relatively complicated simultaneously.

To simplify the analysis, the hypothesis made in the equation models SEM as follows: Full model of Variables Spiritual Intelligence, Intellectual, Psychomotor, HR Competency and Performance.

**Figure 2.** Full Model SEM



DETERMINATION OF INTELLIGENCE SPIRITAL, INTELLECTUAL , AND PSYCHOMOTOR TO PERFORMANCE THROUGH COMPETENCE

## II

Based on the above picture, the analysis of the measurement models with parameter lambda, structural model analysis, analysis of determination, Goodness of Fit to influence Spiritual Intelligence , Intellectual, Psychomotor, HR Competency, and Performance.

## Testing Analysis Model Parameter Measurement with Lambda ()

For testing purposes, lambda parameters are displayed following table containing the loading

factor/lambda (i) CR, Probability (P). Of the two charts above it is seen that the indicator has standardised the latent variables (regression weight) in the form of loading factor or lambda > 0.50, the critical value CR> 2,000 and has a probability of less than 0.05 (\*\* \*). Thus it can be said that the indicators of the latent variables are valid/significant. Model testing was performed using the regression coefficients for the variables of Spiritual Intelligence (X1) , Intellectual Intelligence (X2), Intelligence Psychomotor (X3), Competence HR (Y) and Performance (Z) through the sub menu view / set as the above results . Based on the calculation of the regression coefficient (regression weight) that can be created output table as presented in the following table.

Indicators of Spiritual Intelligence , Intellectual, Psychomotor, HR Competency and Performance

**Table 1:** Standardized Regression Weights

			estimate
<b>COMP</b>	<---	SPIR	,077
<b>COMP</b>	<---	INTE	,367
<b>COMP</b>	<---	PSYC	,695
<b>PERF</b>	<---	SPIR	,189
<b>PERF</b>	<---	COMP	,267
<b>PERF</b>	<---	PSYC	,536
<b>PERF</b>	<---	INTE	,231

Indicators of Spiritual Intelligence, Intellectual, Psychomotor, **HR** Competency, and Performance

**Table 2:** Regression Weights

		estimate	SE	CR	p	Label
<b>COMP</b>	<---	SPIR	,053	,055	,973	,331 par_5
<b>COMP</b>	<---	INTE	,338	,082	4,095	*** par_23
<b>COMP</b>	<---	PSYC	,472	,059	7,939	*** par_30
<b>PERF</b>	<---	SPIR	,165	,075	2,195	,028 par_1
<b>PERF</b>	<---	COMP	,340	,146	2,325	,020 par_2
<b>PERF</b>	<---	PSYC	,463	,096	4,832	*** par_3
<b>PERF</b>	<---	INTE	270	,119	2,269	,023 par_4

#### *Analysis Goodness of Fit*

Based on test criteria, Chi-square ( $\chi^2$ ), Relative Chi-square ( $\chi^2/\text{Df}$ ), RMSEA, GFI, AGFI, TLI and CFI above and Goodness of Fit value. Amos processing results as shown in the figure above, it can be prepared the following table.

**Table 3:** Evaluation of Goodness of Fit

A Goodness of Fit Index	Cut-off Value	Results Model	Information
<b>Chi-square (<math>\chi^2</math>)</b>	expected to be small	520.078	<b>Good</b>
<b>Chi-square Relative (<math>\chi^2/\text{Df}</math>)</b>	3:00	1.963	<b>Good</b>

Probability	> 0.05	0,000	Not Good
<b>RMSEA</b>	< 0.08	.058	Good
<b>GFI</b>	≥ 0.90	0,000	Not Good
<b>AGFI</b>	≥ 0.90	0,000	Not Good
<b>TLI</b>	≥ 0.94	.892	Marginal
<b>CFI</b>	> 0.94	0,000	Marginal

**Source:** Research Findings, 2018

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By paying attention to the cut-off-value and goodness of fit model results in the table above shows the seven criteria are met eight criteria were used. The criteria met is the Chi-square ( $\chi^2$ ), Relative Chi-square ( $\chi^2 / \text{Df}$ ), RMSEA, GFI, TLI, AGFI, and CFI. Because seven of the eight criteria are met the required criteria, the<sup>7</sup> models can be expressed as a good model of (Solimun, 2002: 80 and Solimun, 2004: 71).

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#### *Measurement Analysis of Determination*

Analysis of the measurement models with determination is used to determine the contribution of exogenous variables on endogenous variables. For this analysis of used Square Multiple Correlation multiple Correlation magnitude square can be seen in the following table.

(Group number 1 - Default model)

**Table 4:** Squared Multiple Correlations

			estimate
<b>COMP</b>			, 644
<b>PERF</b>			, 582

Square Multiple Correlation, the value of each of competency and performance **HR**, = 0.153 = 0.494 as shown in the table above. According to Ferdinand, (2006 : 97) values Square Multiple Correlation to variable Square Multiple Correlation Whose value respectively for **HR** Competency  $R^2 = 0.644$  identical to  $R^2$  in SPSS, then the magnitude of determination is the value of Square Multiple Correlation to variable Competence =  $0.644 \times 100\% = 64.4\%$ . Thus it can be stated that the HR Competency Performance influenced the change was 64.4%. For Performance  $R^2 = 0.582$ , then the amount of determination =  $0.582 \times 100\% = 58.2\%$ . Thus, it can be stated that the change was influenced by the performance determination Spiritual Intelligence, Intellectual, and the Psychomotor HR Competence is 58.2%.

#### **Discussion**

Based on the research and discussion that has been done in the previous chapter, it can be concluded as follows:

- 1) There is a direct influence positive significant through Spiritual paths to competence with a value of, 077. From the data processing is known that the amount of he variable CR Spiritual Competency is at, 973 <2 with a P value of, 331 > 0.05. It can be said that the value is not significant, this finding is not appropriate and less understand it piritual ... intelligence-based Word of Gcxl: "Think not of those who are slain in the way of Allah as dead; ay, they are alive with their Lord to have provided. "(Qur'an, Ali Imran: 16 9) is not significant empirical findings in the learning process have not dug spiritual intelligence as a whole in the process of education and training.
- 2) There is a direct influence significant positive In tellectua l Competence through against the value of , 367. Of the data processing in el know that the amount of CR on Intellectual varia ble against Competence of ,095 with a P value of \*\*\* <0.05. Thus the insignificant amount and this finding is consist nt with God's Word: "[ndee d, in the creation of the heavens an d the earth, and the alternation of night and day there are signs for men of understanding, (that) those who remember Allah, standing, sit tin g and lyi ng on their sides and reflect on the creation of the heavens and the earth ( saying) : "our Lord, You have not created this in vain. Glory to thee, then save us from the torment of hell. (Qur'an, Ali Imran: 19 0-1 9 1) abil i ty c:0 ter grasik anl.w:ith a spiritual sense called Ulil Albab, so significant intelligence.
- 3) There is a direct influence Psychomotor significant positive through to the competence it the alue, 695. Of the data processing in th**h** know that the value of the variable CR Psyhomomo tor against Competence of 7.939 with a P value of \*\*\* <0.05, thus a significant aunt. ariable research is consistent with the verses of the Qur'an: "Say :" Let every person act according to the circumstances of each." Then the Lord knows who is the correct path. (QS. AI- Is ra ': 84), psychomotor intelligence innate and trained mempuai significant competency dete rmination.
- 4) There is a direct in fluen ce significant positive spiritual through to the performance with the value 0251. pr the data processing in th**j** know that the amount of he] variable piritua on the Performance of 3.254 witti a P value of 0.001. hus a si.gnificant enefit j his finding is consistent with the Word of God: "And when 1 have effected, it happen d an have brea thed into them the spiri t (creation) Me, ye submissive to him prostrate. (QS. Al-Hijr: 29), the Spirit of God's creation prerequisites as Caliph who make the superior human performance exceeds other creatures.
- 5) There is a direct influence significant intellectual positive through to the performance ith the value 0.314. Of the data processing in the] know that the amount of CR in the variable [ompens tion on the Performance of 3269 w th a P value of 0.001. hus a)4 significant E ount iHonesty in thinking in the intelligence that determin atio assess im ortant perform nee lie makes the brain to be smart, as the Qur'an: Know, ff he does not stop

(do so) We will drag top of his head, (i.e.) he crown of the deniers sinful. (QS. Al 'Alaq: 15-16)

- 6) There is a direct influence Psychomotor significant positive through to the performance with a value of 0.155. Of the data processing in the know that the value of CR in the variable Work Capability on the Performance of 3 2 with a P value of 0.002. Thus Spake the significant value. This research is following the Qur'anic verse: Indeed, your effort is different. (QS. Al Lail: 4) As the army of intelligence psychomotor mainstay in improving its performance .
- 7) There is a direct influence significant positive through the Performance Competence with a value of 0.025. Of the data processing in the know that the amount of the variable CR motivation on Performance of 0489 with a P value of 0.625! Thus it is insignificant amount. These findings validate the Qur'an: "O Prophet! Rouse the Believers to the fight If there are twenty patient ones of you, they shall overcome two hundred enemies. And if a hundred (steadfast) among you, they shall overcome a thousand of those who disbelieve, because the unbelievers that people who do not understand. "(QS. Al-Anfal: 65). Army oldiers lie nt, innovative, persistent, do not give up.
- 8) Performance Chang'es influenced by HR Competency is 66.4% change performances affected by Spiritual Intelligence, Intellectual, and the Psychomotor HR Competency is for 58.2%. The results of this study prove more justifying Qur'an: "And say: "Work ye, then Allah and His messenger and the believers will see your work it, and you will be returned to (Allah) Who Knows better than the real, and preached unto you what you used to do." (QS. AtTawbah: 105)

## Conclusions And Recommendations

### *Conclusions*

From the above results can be deduced as follows:

- I. There is a direct influence significant positive through Spiritual paths to competence with a value of 07., From the data processing is known that the amount of variable CR Spiritual Competency is at, 973<2 with a P value of, 331> 0.05, Thus can be aid that the value is not significant.
2. There is a direct influence considerable positive Intellectual Competence through against the amount of, 367. PL" the data processing in the know that the value of C on valuable intellectual against Competence of 4,095 with P value of \*\*\* <0.05. Thus it is a significant value .

3. There is a direct influence Psychomotor significant positive through to the competence it the value, 695. Of the data processing in ~~h9~~ know that the value of the variable CR Psyhomotor against Competence of  $7.939 > 2$  with a P value of \*\*\*  $< 0.05$ , thus a significant value.
4. There is a direct influence significant positive spiritual through to the performance ~~ith~~ the value, 189. Of the data processing in ~~91~~ know that the value of the variable Spiritual CR on the Performance of  $2.195 > 2$  with a P value of 028  $< 0.05$ , thus a significant value.
5. There is a direct influence significant intellectual positive lthrough to e erformance 'wthl the value, 267. Of the data processing in ~~th~~ know that the amount of CR in the variable ~~compensation~~ on the Performance of  $2.325 > 2$  with a P value of, 020  $< 0.05$ , thus a significant value.
6. There is a direct influence Psychomotor significant positive through to the performance ~~li~~ the value, 536. Of the data processing in ~~the~~ know that the value of CR in the variable Work Capability on the Performance of  $4.8 > 2$  with a P value of \*\*\*  $< 0.05$ , thus a significant value.
7. There is a direct influence significant positive through the Performance Competence with a value of, 231. ~~f~~ of the data processing in ~~th~~ know that the value of the variable CR ~~otivation~~ on Performance of  $2.269 > 2$  with a P value of 02t  $< 0.05$ , thus a significant value.

### Recommendations

Conclusions Based on the above, it can be suggested as follows:

1. ~~pac~~ ~~l~~ build in ~~of~~ places of worship to strengthen the faith and devotion of soldiers.
2. Implementation of religious activities to improve the spiritual capacity to be better warriors again.
3. To increase the capacity to think of soldiers, it is advisable to build a garden reading/library.
4. Implementation Ability Test between units to create a sense of community and increase of healthy competition among ~~avy~~ personnel Headquarter JV Tanjungpinang.
5. ~~!0~~ improve ~~th9~~ ph:ysical abilities, ~~oldie1~~ advised building port facilities and ~~infra~~structure.
6. To increase the capacity of recommended active soldiers, and sent soldiers into the training/courses to develop them.

**J** Recruitment system better by improving the standard of applicants such as raising standards to minimum education level of high school applicants or Diploma (D3).

8. Emphasis on the importance of understanding the necessary capabilities of a soldier through seminars and public discussions about the competence relating to the soldier.
9. Improving the welfare of soldiers to enhance performance.

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**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Article Error** You may need to remove this article.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**Article Error** You may need to remove this article.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 2



**Prep.** You may be using the wrong preposition.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

PAGE 3



**Article Error** You may need to remove this article.



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**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Coord. Conjunction** Review the rules for combining sentences.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Run-on** This sentence may be a run-on sentence.



**Coord. Conjunction** Review the rules for combining sentences.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Dup.** Did you mean to repeat this word?



**Article Error** You may need to remove this article.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

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PAGE 6

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**Article Error** You may need to use an article before this word. Consider using the article **the**.



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**Possessive**



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**Article Error** You may need to use an article before this word.

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**Missing ","** Review the rules for using punctuation marks.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



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**Article Error** You may need to use an article before this word.



**Prep.** You may be using the wrong preposition.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word. Consider using the article **the**.

PAGE 8

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**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Prep.** You may be using the wrong preposition.



**Article Error** You may need to remove this article.

PAGE 9

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**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

PAGE 10

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**Article Error** You may need to use an article before this word.



**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.



**Missing ","** Review the rules for using punctuation marks.



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**Article Error** You may need to use an article before this word. Consider using the article **the**.



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**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



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PAGE 11

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**Article Error** You may need to remove this article.



**Confused** You have used either an imprecise word or an incorrect word.



**Article Error** You may need to use an article before this word.

PAGE 12

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**Proper Nouns** You may need to use a capital letter for this proper noun.



**Article Error** You may need to use an article before this word.



**Proper Nouns** You may need to use a capital letter for this proper noun.



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PAGE 14

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**Missing ","** Review the rules for using punctuation marks.



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**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



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**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 15

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**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word.



**Word Error** Did you type **the** instead of **they**, or have you left out a word?



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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



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**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Dup.** Did you mean to repeat this word?



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.





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**Word Error** Did you type **the** instead of **they**, or have you left out a word?



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**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



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**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.



**Article Error** You may need to remove this article.



**Word Error** Did you type **the** instead of **they**, or have you left out a word?



**Missing ","** Review the rules for using punctuation marks.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

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**Prep.** You may be using the wrong preposition.



**Word Error** Did you type **the** instead of **they**, or have you left out a word?



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



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**Article Error** You may need to use an article before this word.

PAGE 18

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**Article Error** You may need to use an article before this word. Consider using the article **the**.

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