

The Influence of Emotional and Spiritual Intelligence on Work Loyalty and Teacher Performance

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ABSTRACT

Emotional and spiritual intelligence possessed by an employee, along with loyalty to their job and organization, are essential factors in maintaining and improving performance. This study aims to analyze the influence of emotional intelligence, spiritual intelligence, and work loyalty on teacher performance, and to examine the mediating role of work loyalty in the relationship between emotional and spiritual intelligence and performance. The study involved 100 Muhammadiyah School teachers in Malang, selected using proportional stratified random sampling. Data were collected through questionnaires and analyzed using the SEM-PLS method via SmartPLS software. The findings show that emotional intelligence significantly affects work loyalty ($\beta = 0.587$, $t = 5.468$, $p = 0.000$), as does spiritual intelligence ($\beta = 0.306$, $t = 2.656$, $p = 0.008$). Emotional intelligence ($\beta = 0.202$, $t = 2.094$, $p = 0.036$), spiritual intelligence ($\beta = 0.330$, $t = 2.582$, $p = 0.010$), and work loyalty ($\beta = 0.407$, $t = 3.555$, $p = 0.000$) all significantly affect performance. Work loyalty mediates the effect of emotional intelligence on performance (VAF = 54.20%) and the effect of spiritual intelligence on performance (VAF = 27.31%), both categorized as partial mediation. These findings highlight the critical role of emotional and spiritual intelligence and loyalty in enhancing teacher performance.

Keywords: Emotional Intelligence; Spiritual Intelligence; Teacher Performance; Work Loyalty; Work Performance

INTRODUCTION

The development of an educational organization depends on various components, including management, facilities, and environmental support around the organization. Management, also known as human resources, is the main subject for building the sustainability of an organization where humans are employed. The success or failure of a company in achieving its goals cannot be separated from the role of its employees. Having a quality workforce is the main differentiating factor for most companies. Employees who are intelligent and loyal to their work are very important to drive the success of an organization in achieving its goals (Inthalasari & Arief, 2021). Human resources play a role in implementing an organization's policies, where an organization needs individuals who are willing to carry out various tasks, both those listed in the job description and those not (Jufrizen & Nasution, 2024). In order to achieve high performance, an organizational leader must be able to create conditions that can encourage work enthusiasm and creativity so that employees are able to develop their insights and skills optimally (Yusnandar, 2021).

The main measure of the various components of competence possessed by humans as employees of an organization is the performance achieved. Performance is a general concept that describes the effectiveness of an organization, its elements, and its people based on previously agreed-upon criteria and standards (Sholiha et al., 2017). Trihandini (2005) stated that performance is the success of an individual in carrying out tasks. Performance is basically the result of a person's work in a certain period of time. In the world of work, a person's performance is influenced by various factors. Employee performance improvement can be done by placing workers according to their competencies, and this is to make them feel happy and comfortable in the company (Aryani et al., 2021).

The performance of teachers in the organization is influenced by many factors. Both internal and external factors (Kim et al., 2020). Furthermore, high performance will help the survival of an organization; for this reason, cooperation between the components in the organization is very necessary. In educational organizations or institutions, teachers are an important component that plays a vital role. They are part of the instrument that can determine the sustainability of an educational process that runs according to the provisions and is of high quality (Nuryani & Handayani, 2020). Being an important instrument in the world of education, a teacher has an important role in achieving the goals of an educational institution. Schools, which are educational institutions, certainly cannot be separated from human resources, including caregivers, teachers, students, and guardians who are the forerunners of the sustainability of a school (Latifah, 2018). In the world of education, teachers are included in the human resources involved in the educational process. Therefore, teacher performance will affect the achievement of educational goals (Adianita et al., 2017).

One of the factors that affects a person's performance is emotional intelligence. Saragih et al. (2021) define emotional intelligence as the ability to recognize, understand, and control emotions as a source of energy, information, and connections in influencing others. Emotional intelligence can improve human resources functions from the recruitment process, competency development, and career advancement to performance evaluation. So if these two things are combined, technical skills, productivity, and performance will also increase. Emotional Intelligence helps people to control their emotions as best they can so that they can express their emotions appropriately and effectively, and ultimately helps them work together smoothly to meet the goals and objectives of the organization (Adianita et al., 2017). In addition to the emotional intelligence that a person has, which is considered to influence their

performance, there is also spiritual intelligence, which, of course, will determine the high and low performance of the individual employee. [Zohar and Marshall \(2004\)](#) define spiritual intelligence as the ability to overcome and solve various problems of meaning and value, especially the ability to place a person's behavior and existence in a broader and more meaningful perspective. The ability to judge whether one's actions or lifestyle are more meaningful than others. Work spirituality is based on the concept that employees are spiritual beings and organizations are required to facilitate this spiritual development as a form of acceptance of employees who need value and meaning in their work ([Nurhasan et al., 2021](#)).

There is another component of competence that is very much needed by an employee who is able to drive high individual and organizational performance, namely, work loyalty. [Turkyilmaz et al. \(2011\)](#) define work loyalty as a psychological condition of employees to remain in their workplace. Employee loyalty to their work and organization can also be called organizational commitment, as classified by [Luthans \(2002\)](#) that employee commitment to their work is an attitude that shows employee loyalty or an ongoing process where someone expresses their concern for the success of the organization. Low work loyalty causes problems for the organization because loyalty is an expensive "commodity" that determines the success of the organization. Low work loyalty reflects a person's lack of responsibility in carrying out their duties.

One of the interesting places, according to researchers, related to the problem of emotional and spiritual intelligence, loyalty, and performance is the Muhammadiyah school teachers in the Malang area. Muhammadiyah schools in the Malang area that have been detected so far are around 28 schools, ranging from elementary to high school. So far, the development of these schools has certainly varied, some are very popular with the community because they are considered more developed so that they are trusted to entrust their children to the school, but there are also some that are still considered stagnant or have slow development so that the number of students is not too many. The development of the Muhammadiyah school is certainly inseparable from the existence of the teachers at the school. Teachers with their capabilities will certainly carry out their duties according to their respective positions. Each teacher is expected to carry out the learning implementation plan in the teaching and learning process that has been determined.

This study aims to analyze and determine the influence of emotional and spiritual intelligence on teacher performance, where work loyalty is a mediator variable for the influence of emotional and spiritual intelligence on performance. Research on work loyalty related to emotional and spiritual intelligence and the performance of teachers under the auspices of religious organizations is relatively new or rarely conducted, and the results are very important as a basic consideration for improving and maintaining teacher loyalty and performance, and will also provide a good contribution to the development of science, especially in the field of human resource development.

LITERATURE REVIEW

A worker who has high work loyalty will work optimally, so that he tends to produce high performance as well. High work loyalty from an employee also raises his commitment to the organization where he joins. Organizational commitment in the research of [Agustiningtyas \(2018\)](#) and [Haryono & Rosady \(2017\)](#) is used as a mediating variable for the relationship between emotional and spiritual intelligence and performance. Work loyalty includes the level of individual loyalty, identification, and involvement in the goals, values, and objectives of the organization where they work. This study uses work loyalty as a mediator of the relationship between emotional and spiritual intelligence and teacher

performance, with different research objects, and aims to test the mediation effect of these variables. The existence of high work loyalty can strengthen the relationship between emotional and spiritual intelligence and teacher performance, because teachers who feel bound to organizational values tend to be more motivated and determined in carrying out their duties (Haryono & Purnomo, 2021)

The concept of emotional intelligence was first proposed by Wayne et al. (2016), but the first entry into the literature began with the work of Mayer et al. (2004). Since then, this area has received much attention in the field. Emotional intelligence is the ability to feel and understand emotions deeply and apply them with very strong emotional sensitivity. A person's interaction can be successful if they can implement empathy, understand feelings, control anger, and adapt. Kristiyanti (2015) stated that emotional intelligence is the ability to understand, organize, and manage personal feelings and those of others more deeply so that their figure is desired and has a positive influence on the surrounding environment. Emotional intelligence is the ability to recognize, understand, and successfully use emotions as a source of energy, information, connection, and influence on humans (Saragih et al., 2021).

In addition to emotional intelligence, there is spiritual intelligence that also influences the performance of an employee. Zohar and Marshall (2004) explain that spiritual intelligence is intelligence that is centered on the deepest part of a person, also related to wisdom that is beyond the human ego. Work spirituality is based on the concept that employees are spiritual beings and organizations are required to facilitate this spiritual development as a form of acceptance of employees who need values and meaning in their work (Nurhasan et al., 2021). Spiritual intelligence can make humans whole, where, in simple terms, spiritual intelligence includes intelligence that lies in the soul. Spiritual intelligence can encourage humans to build and heal themselves, so that they become whole humans. Ratu et al. (2018) said that spiritual intelligence is related to individuals in solving problems that are being faced, especially those related to problems that require more thinking skills. Spiritual intelligence can make someone think positively, innovatively, have broad knowledge, make rules, or even change them, which in the end can cause individuals to work better.

Employee work loyalty tends to have good participation, voluntary loyalty to company principles, and is reluctant to leave the organization (Parinding, 2017). Good work loyalty will eliminate or reduce turnover and improve organizational performance. Loyalty to the organization is not limited only to formal members, because it includes liking the organization and the willingness to invest in achieving its goals. Regarding work loyalty, Dewi and Suwandana (2016) explain that people who have high work loyalty can be seen from their high acceptance and belief in the organization's vision and mission.

Performance includes a general or universal concept and includes forms of operational efficiency in an organization, parts of the organization, and employees who have been recruited according to their respective qualifications (Sholiha et al., 2017). Performance itself is actually human behavior in a particular organization in order to fulfill and produce something in accordance with applicable standards so as to produce outcomes that meet expectations (Aditya, 2016). Teacher performance is the result of the quality and quantity of work carried out by teachers in carrying out their duties as teachers; in other words, teachers must carry out their duties as optimally as possible. Not knowing the word give up to carry out his duties. Performance is also interpreted as achievement, showing success in one's work, but that achievement does not refer to achievements related to the number of championships he has won. But one of the successes can be obtained from the teaching process. The success or failure of teacher performance is also determined by their work and a person's skills in their field (Lailatussaadah, 2015).

Hypotheses Development

Emotional Intelligence and Work Loyalty

Several studies related to the influence of emotional intelligence on work loyalty were conducted by [Alavi et al. \(2013\)](#), [Arifan & Dihan \(2018\)](#), [Auda \(2016\)](#), [Johar & Shah \(2014\)](#), and [Shafiq & Rana \(2016\)](#), where the conclusion is that one of the factors that influences work loyalty is emotional intelligence. The positive and significant influence of emotional intelligence on work loyalty shows that someone who has a high level of emotional intelligence tends to have high work loyalty as well.

H1: Emotional intelligence has a positive and significant effect on work loyalty.

Emotional Intelligence and Performance

Several studies related to emotional intelligence on performance were conducted by [Bal and Firat \(2017\)](#), who concluded that emotional intelligence has a significant effect on employee performance. Another study by [Nani and Mukaroh \(2021\)](#) showed that emotional intelligence affects employee performance. [Sitepu et al. \(2020\)](#) conducted a study with findings that stated that there was a significant influence between emotional intelligence and employee performance. [Abas et al. \(2020\)](#), [Jamal \(2016\)](#), and [Sonitra & Ekowati \(2020\)](#) revealed that emotional intelligence has a positive and significant influence on performance. [Munir and Azam \(2017\)](#) stated that the performance of an employee tends to increase with the increase in emotional intelligence possessed by the employee.

H2: Emotional intelligence has a positive and significant influence on performance.

Spiritual Intelligence and Work Loyalty

Furthermore, there are several factors that influence work loyalty, namely spiritual intelligence as expressed in the research of [Akbar \(2017\)](#), [Haryono & Rosady \(2017\)](#), [Rohman \(2017\)](#), and [Sumual et al. \(2019\)](#). The findings in their research state that spiritual intelligence has a positive effect on work loyalty.

H3: Spiritual intelligence has a positive and significant effect on work loyalty.

Spiritual Intelligence and Teacher Performance

Several studies related to the influence of spiritual intelligence on performance were conducted by [Abas et al. \(2020\)](#) and [Sonitra & Ekowati \(2020\)](#), which concluded that spirituality has been proven to improve employee welfare and quality of life by carrying the philosophical concept of perspective, it is also explained that spirituality can provide a sense of purpose and meaning in the workplace. [Akbar \(2017\)](#) and [Trihandini \(2005\)](#) revealed a positive and significant relationship between spiritual intelligence and employee performance. [Nani and Mukaroh \(2021\)](#) revealed in their research that only employees who have good spiritual intelligence in providing the best service can handle challenges and are able to make them more productive and innovative. It was also revealed that spiritual intelligence affects employee performance.

H4: Spiritual intelligence has a positive and significant effect on teacher performance.

Work Loyalty, Performance, Emotional Intelligence, and Spiritual Intelligence

Several related studies conducted by [Agustiningtyas \(2018\)](#) concluded that there is a significant influence of emotional intelligence on performance through work loyalty or organizational commitment, and spiritual intelligence has a significant effect on

performance through work loyalty. Haryono and Rosady (2017) found that emotional intelligence and spiritual intelligence have a positive and significant effect on employee performance through organizational commitment or employee work loyalty.

H5: Work loyalty has a positive and significant effect on teacher performance.

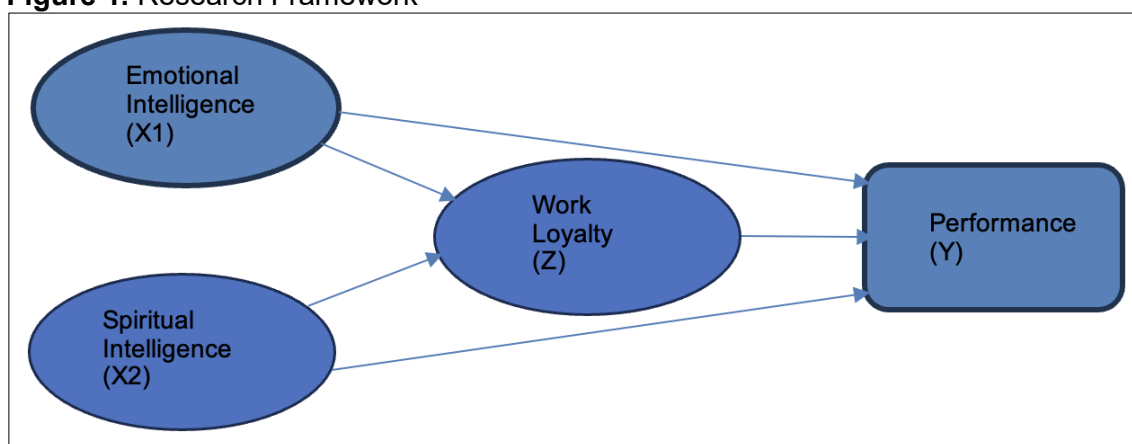
H6: Work loyalty can mediate the effect of emotional intelligence on performance.

H7: Work loyalty can mediate the effect of spiritual intelligence on performance.

Conceptual Framework

Based on the empirical and theoretical studies above, a framework of thought can be described as in Figure 1. The image below explains to us the relationship and influence of emotional intelligence and spiritual intelligence variables on work loyalty and performance, as well as the relationship and influence of work loyalty on performance, where each variable, with the indicators it has, will be analyzed to determine the significance of its influence.

Figure 1. Research Framework



RESEARCH METHOD

This study uses a quantitative approach, with a cross-sectional data collection design and an explanatory purpose, namely to explain the relationship between variables. The sample studied was 100 respondents. The sampling technique used was proportional stratified random sampling, namely sampling based on strata, and each stratum was taken proportionally. Grouping respondents in each stratum based on school level, namely, elementary school, with as many as 30 respondents, junior high school, with 40 respondents, and high school, with 30 respondents. The data analysis method uses the Structural Equation Modeling (SEM) model approach with the help of Smart Partial Least Squares (SmartPLS) Software. Ghazali (2016) said that in general, SEM, based on Covariance tests, examines causality or theory, while PLS tends to be a predictive model. Compared to other analyses, SEM-PLS analysis can be used in a variety of flexible data scales. This study aims to predict and describe the relationships between several constructs, such as emotional intelligence, spiritual intelligence, work loyalty, and teacher performance.

The definitions of the variables used in this study are as follows. Work loyalty refers to an employee's dedication and commitment to their job, characterized by consistent adherence to organizational rules, a strong sense of responsibility toward their tasks, and active participation in all organizational activities. Emotional intelligence is defined as the ability to recognize, understand, and manage one's own emotions as well as those of others, enabling individuals to respond appropriately and positively influence their

environment. Spiritual intelligence involves a deeper level of inner awareness, connected to wisdom beyond the ego, and is reflected in traits such as adherence to core values, compassion, spontaneity, and a positive outlook on life and the surrounding environment. Lastly, performance is understood as a reflection of an individual's behavior and work outcomes, which can be evaluated through quantitative and qualitative measures, including timeliness, effectiveness in achieving goals, and the level of autonomy demonstrated in completing tasks.

The indicators used to measure each variable are as follows in Table 1.

Table 1. Each Variable's Indicators

Work Loyalty Indicators	
1	Comply with all regulations
2	Responsible for completing tasks
3	Participate in every company event/activity
Emotional Intelligence Indicators	
1	Self-awareness
2	Self-management
3	Social awareness
4	Relationship management
Spiritual Intelligence Indicators	
1	Spiritual Awareness
2	Spontaneity
3	Guided by values and vision
4	Holistic
5	Caring
6	Accepting diversity
7	Independent of the environment
8	Reframing
9	Positive towards adversity
Performance Indicators	
1	Quality
2	Quantity
3	Timeliness
4	Effectiveness
5	Independence

RESULTS

Inner Model Test Results

Determination Coefficient or R-Square

The results of the R-squared value test after testing the inner model concept.

Table 2. R-Square Value Results

	R-Square	R-square adjusted
Work Loyalty	0.734	0.724
Performance	0.690	0.682

Source: SmartPLS Algorithm Results (2025)

Based on the results of the analysis, as in Table 2, it can be seen that emotional intelligence and spiritual intelligence have an influence of 0.734 or 73.4% on work loyalty. It can be interpreted that the remaining 26.6% is influenced by other variables that are not in this study, so that the construct of the relationship model in this study is said to be

strong according to the criteria of the values that have been set. Furthermore, teacher performance is influenced by emotional intelligence, spiritual intelligence, and work loyalty by 0.690 or 69%. The remaining 31% is influenced by other variables that are not in this study. For the value of the model construct in this study, referring to the R-Square value, is stated as strong.

Path Coefficient

Table 3. Output Path Coefficient

	Path Coefficient
Emotional Intelligence -> Performance	0.202
Work Loyalty -> Performance	0.407
	Path Coefficient
Spiritual Intelligence -> Work Loyalty	0.306
Spiritual Intelligence -> Performance	0.330
Emotional Intelligence -> Work Loyalty	0.587

Source: SmartPLS Bootstrapping Results (2025)

The path coefficient value describes whether the hypothesis has a positive or negative direction. The path coefficient has a value between -1 and 1. If the value is between 0 and 1, it can be said to be positive; conversely, if the value is between -1 and 0, it can be said to be negative.

Table 3 illustrates the path coefficients between each independent variable and the dependent variable. Based on the analysis, the structural equation for the first substructure shows that work loyalty is influenced by emotional intelligence and spiritual intelligence, expressed as: $\text{work loyalty} = 0.587 \times \text{emotional intelligence} + 0.306 \times \text{spiritual intelligence} + e$. This indicates that both emotional and spiritual intelligence contribute positively to an individual's loyalty at work. In the second structural equation, teacher performance is modeled as a function of emotional intelligence, spiritual intelligence, and work loyalty. The equation is: $\text{teacher performance} = 0.202 \times \text{emotional intelligence} + 0.330 \times \text{spiritual intelligence} + 0.407 \times \text{work loyalty} + e$. These results suggest that all three variables significantly influence teacher performance, with work loyalty showing the strongest direct effect among them.

Hypothesis Testing

In this study, hypothesis testing uses the bootstrapping method, where the data used for bootstrapping is data that has been measured. Hypothesis testing is included in the structural model and the hypothesized relationship with simulation practice. This test is carried out to see the direction of the relationship and the significance of the relationship of each latent variable, by comparing the t-statistics or t-counts that have been determined. The t-count in this bootstrapping test must be greater than the t-table, namely (1.984), with a standard error of 5% or a P-value below 0.05 (Hair et al., 2019).

Table 4. Results of Direct Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	T statistic (O/STDEV)	P value	Criteria
Emotional Intelligence -> Performance	0.202	0.201	2.094	0.036	Accepted
Emotional Intelligence -> Work Loyalty	0.587	0.585	5.468	0.000	Accepted
Spiritual Intelligence -> Performance	0.330	0.335	2.582	0.010	Accepted

Spiritual Intelligence -> Work Loyalty	0.306	0.306	2.656	0.008	Accepted
Work Loyalty -> Performance	0.407	0.308	3.555	0.000	Accepted

Source: SmartPLS Bootstrapping Results (2025)

Table 4 above explains the hypothesis test value using the bootstrapping method. Hair et al. (2019) said that the original sample value is the value of the direction of the relationship between variables.

Hypothesis 1

Based on the results of the analysis and hypothesis testing, there is a positive and significant influence between Emotional Intelligence (X1) and Work Loyalty (Z). The direction of this relationship can be seen from the original sample value in bootstrapping of 0.587, where the results of the hypothesis testing are explained by the t-statistic value of Emotional Intelligence (X1) on Organizational Commitment (Z) of 5.468, which means it is greater than the t-table, namely (1.984). In addition, it can also be seen from the p-value (0.000), which is smaller than 0.05. It can be interpreted that the higher the level of emotional intelligence of teachers, the higher their work loyalty.

Hypothesis 2

The results of the analysis and hypothesis testing show that there is a positive and significant influence between Spiritual Intelligence (X2) and Work Loyalty (Z). The direction of this relationship can be seen from the original sample value in bootstrapping of 0.306. The results of the hypothesis test can be seen through the t-statistic value of Spiritual Intelligence (X2) on Work Loyalty (Z) of 2.656, which means it is greater than the t-table, namely (1.984). In addition, it can also be seen from the p-value (0.008), which is smaller than 0.05. It can be interpreted that the higher the level of spiritual intelligence of teachers, the higher their work loyalty.

Hypothesis 3

The results of data analysis and hypothesis testing show a positive and significant relationship between Emotional Intelligence (X1) and Teacher Performance (Y). The direction of this relationship can be seen from the original sample value in bootstrapping of 0.202, which is positive in significance. This can be seen through the t-statistic value of Emotional Intelligence (X1) on Teacher Performance (Y) of 2.094, which means it is greater than the t-table, namely (1.984). In addition, it can also be seen from the p-value (0.036), which is smaller than 0.05. It can be interpreted that the higher the level of emotional intelligence of teachers, the higher the teachers' performance.

Hypothesis 4

The results of data analysis and hypothesis testing show a positive and significant relationship between Spiritual Intelligence (X2) and Teacher Performance (Y). The direction of this relationship can be seen from the original sample value in bootstrapping of 0.330. For its significance is positive, this can be seen through the t-statistic value of Spiritual Intelligence (X2) on Teacher Performance (Y) of (2.582), which means it is greater than the t-table, which is (1.984). In addition, it can also be seen from the p-value (0.010), which is smaller than 0.05. It can be interpreted that the higher the level of spiritual intelligence of teachers, the higher and better the teachers' performance.

Hypothesis 5

The results of this analysis show a positive and significant relationship between Work Loyalty (Z) and Teacher Performance (Y). The direction of this relationship can be seen from the original sample value in bootstrapping of 0.407. For its significance is positive,

this can be seen through the t-statistic value of Work Loyalty (Z) on Teacher Performance (Y) of 3.555, which means it is greater than the t-table, namely (1.984). In addition, it can also be seen from the p-value (0.000), which is smaller than 0.05. Thus, it can be interpreted that the higher the work loyalty of teachers, the higher the teachers' performance.

Table 5. Results of Indirect Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	T-table	T statistic (O/STDEV)	P value
EI -> WL -> P	0.239	0.234	1.986	2.931	0.003
SI -> WL -> P	0.124	0.122	1.986	2.149	0.032

Based on Table 5, the indirect influence/mediation test can be carried out as follows:

Hypothesis 6

The results of the analysis and hypothesis testing indicate that work loyalty can mediate the relationship between emotional intelligence variables and teacher performance, which is proven and accepted. This is based on the results of the analysis of the indirect influence of variables $(X1) \rightarrow (Z) \rightarrow (Y)$ by referring to the results of the bootstrapping analysis of specific indirect effects. Where the t-statistic value is (2.931) greater than the t-table value of (1.984), and the P-value (0.003) is greater than (0.05). Based on these results, work loyalty mediates the relationship between emotional intelligence and teacher performance through partial mediation.

Hypothesis 7

The results of the hypothesis test indicate that work loyalty can mediate the relationship between emotional intelligence variables and teacher performance, but this has not been proven or accepted. This is based on the results of the analysis of the indirect influence of variables $(X2) \rightarrow (Z) \rightarrow (Y)$ by referring to the results of the bootstrapping analysis of specific indirect effects. Where the t-statistic value is 2.149, which is greater than the t-table value (1.984), and the P value (0.032) is greater than 0.05. Based on these results, work loyalty can mediate the relationship between spiritual intelligence and teacher performance through partial mediation.

Test of Mediation Effect

To determine the mediation effect of work loyalty on the influence of emotional and spiritual intelligence variables on teacher performance variables, a Variance Accounted For (VAF) Test can be conducted, with the following results.

Table 6. Results of the Variance Accounted For (VAF) Test

Emotional Intelligence		
	Variable	Path Coefficient
Direct Influence	Emotional Intelligence-> Performance	0.202
Indirect Influence	Emotional Intelligence-> Work Loyalty -> Performance	0.239
Total Influence	Emotional Intelligence-> Performance	0.441
VAF		54.20 %
Spiritual Intelligence		
	Variable	Path Coefficient
Direct Influence	Spiritual Intelligence -> Performance	0.330
Indirect Influence	Spiritual Intelligence -> Work Loyalty -> Performance	0.124
Total Influence	Spiritual Intelligence -> Performance	0.454
VAF		27.31 %

Source: Processed SmartPLS Output (2025)

In Table 6, it can be seen that the mediation effect test uses VAF. In the emotional intelligence variable, the VAF value is 54.20% (VAF > 20%), which means that there is a positive and significant influence. So, emotional intelligence has a positive and significant effect on teacher performance through work loyalty, with the partial mediation category, because the VAF value is in the range (20-80%), and the hypothesis is accepted. In spiritual intelligence, the VAF result is 27.31% (VAF > 80%), meaning that there is a positive and significant influence. So, spiritual intelligence has a positive and significant effect on teacher performance through organizational commitment, with the partial mediation category because the VAF value is 93.4% > 80%, and the hypothesis is accepted.

DISCUSSION

Emotional Intelligence Has a Significant Effect on Work Loyalty

Based on the results of data analysis and hypothesis testing, it is concluded that emotional intelligence has a positive and significant effect on work loyalty; thus, H1 is accepted. Teachers who have a higher level of emotional intelligence can increase their work loyalty.

The findings of this study strengthen the findings of previous studies conducted by Alavi et al. (2013), Arifan & Dihan (2018), Auda (2016), Johar & Shah (2014), and Shafiq & Rana (2016), which found that emotional intelligence has a significant effect on work loyalty. This proves the assumption that teachers who have higher levels of emotional intelligence tend to be more loyal to the organization or institution, develop better ways of working when facing work pressure or emotional pressure, and can handle feelings and work conflicts in an appropriate manner. Emotionally intelligent teachers show a high level of work loyalty and tend to remain loyal to the organization.

Emotional Intelligence Has a Significant Effect on Performance

Based on the results of data analysis and hypothesis testing, it shows that emotional intelligence has a positive and significant effect on the performance of Muhammadiyah school teachers in Malang; therefore, H2 is accepted. In other words, teacher performance will also increase along with the increasing emotional intelligence possessed by the teacher.

The findings of this study strengthen the findings of previous studies conducted by Abas et al. (2020), Bal & Firat (2017), Jamal (2016), Nani and Mukaroh (2021), Sitepu et al (2020), and Sonitra & Ekowati (2020), which concluded that emotional intelligence has a significant effect on teacher performance. It can also be said that a person's high level of emotional intelligence will increase that person's performance. A person with high emotional intelligence is able to regulate their emotions and solve all the problems they face.

Spiritual Intelligence Has a Significant Effect on Work Loyalty

The results of the analysis show that spiritual intelligence has a positive and significant effect on the work loyalty of Muhammadiyah school teachers in Malang, so H3 is accepted. This can be seen from the original sample value, the comparison of t-statistics with t-tables, and the P-value. The interpretation is that the higher the level of spiritual intelligence of teachers, the higher their work loyalty.

The findings of this study strengthen the findings of previous studies conducted by Akbar (2017), Haryono & Rosyady (2017), Rohman (2017), and Sumual et al. (2019), which concluded that spiritual intelligence has a significant effect on work loyalty. This situation

indicates that people who bring spiritual meaning to their work consider that their lives and work are more meaningful, thus creating good work loyalty. The existence of good work loyalty will move and stimulate each individual to make various efforts for the progress of the organization where they work.

Spiritual Intelligence Has a Significant Effect on Performance

Based on the results of data analysis and hypothesis testing, it can be seen that spiritual intelligence has a positive and significant effect on teacher performance, so H4 is accepted. A person who has good spiritual intelligence is able to face a challenge and can make them more innovative and productive, and can face the problems he is facing. In theory, people who have spiritual intelligence will consider their work as worship so that they can improve their performance and do their work with good sincerity.

The findings of this study strengthen the findings of previous studies conducted by [Abas et al. \(2020\)](#), and [Sonitra & Ekowati \(2020\)](#), where the results of their studies stated that spiritual intelligence has a significant effect on teacher performance and can play an important role in improving teacher performance. It also strengthens previous research conducted by [Nani and Mukaroh \(2021\)](#), which concluded that spiritual intelligence has a significant effect on teacher performance.

Work Loyalty Has a Significant Effect on Performance

Based on the results of data analysis and hypothesis testing, it can be seen that work loyalty has a positive and significant effect on the performance of Muhammadiyah school teachers in Malang, so H5 is accepted. It can be said that the better the teacher's work loyalty, the more positive impact it will have on teacher performance.

The findings of this study strengthen the findings of previous studies conducted by [Khanifah & Palupiningdyah \(2015\)](#), [Sapitri & Suryalena \(2016\)](#), [Srimulyani et al. \(2017\)](#), [Supiyanto \(2015\)](#), [Sutanto & Ratna \(2015\)](#), and [Tobing \(2009\)](#), where the results of their studies showed that work loyalty had a significant effect on teacher performance. The findings of this study also strengthen the findings of research conducted by [Mashudi \(2021\)](#), which states that work loyalty has a significant effect on teacher performance. This study also strengthens the research of [Muis et al. \(2018\)](#), who stated that work loyalty has a positive and significant effect on performance.

Work Loyalty Mediates the Influence of Emotional Intelligence on Performance

Based on the results of data analysis and hypothesis testing, it can be seen that emotional intelligence has a significant effect on the performance of Muhammadiyah school teachers in Malang through their work loyalty, so H6 is accepted. This is evidenced by the results of the indirect analysis between the emotional intelligence variable and teacher performance through work loyalty, which shows a positive and significant influence. In addition, the analysis of the direct influence between the work loyalty variable and teacher performance also has a significant influence, so it can be said that work loyalty fully mediates the influence of emotional intelligence on teacher performance.

The findings of this study strengthen the findings of previous research conducted by [Agustiningtyas \(2018\)](#), which concluded that emotional intelligence has a significant effect on teacher performance through work loyalty.

Work Loyalty Mediates the Influence of Spiritual Intelligence on Performance

Based on the results of data analysis and hypothesis testing, it can be seen that spiritual intelligence has a significant effect on the performance of Muhammadiyah school teachers in Malang through work loyalty, so H7 is accepted. The direct relationship

between spiritual intelligence and work loyalty and teacher performance shows a positive and significant relationship, and the indirect relationship between spiritual intelligence and teacher performance through work loyalty is significant, so it can be stated that work loyalty can partially mediate the influence of spiritual intelligence on teacher performance.

The findings of this study strengthen the findings of previous studies conducted by [Agustiningtyas \(2018\)](#) and [Haryono & Rosady \(2017\)](#), which concluded that spiritual intelligence has a significant effect on teacher performance through work loyalty. [Agustiningtyas \(2018\)](#) also revealed that spiritual values held and applied by employees in the world of work will make employees feel connected and meaningful in their work, and employees will improve their performance.

CONCLUSION

This study aims to analyze and determine the influence of emotional and spiritual intelligence on teacher performance, with work loyalty acting as a mediating variable in this relationship. The findings confirm that emotional intelligence has a positive and significant effect on teacher work loyalty, while spiritual intelligence also significantly influences work loyalty. Both emotional and spiritual intelligence have a significant positive impact on teacher performance. Additionally, work loyalty itself positively and significantly affects teacher performance. The mediation analysis reveals that work loyalty serves as a partial mediator in the relationship between emotional intelligence and teacher performance, as well as between spiritual intelligence and teacher performance.

Based on these results, school leaders are encouraged to enhance teacher loyalty and organizational commitment by fostering emotional intelligence through targeted development programs, supportive leadership, and a conducive school climate. Doing so can lead to improved performance and stronger institutional engagement. For future research, it is recommended to extend this study by incorporating other influential variables, such as organizational culture, leadership style, or job satisfaction, to provide a broader and more nuanced understanding of the dynamics influencing teacher performance and work loyalty.

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DECLARATION OF CONFLICTING INTERESTS

The authors declared no potential conflicts of interest.

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