The Influence of Emotional Intelligence, Spiritual Intelligence, and Interpersonal Communication on Teacher Performance

Syifa Hasna Nabila

Universitas Islam Indonesia, Indonesia

E-mail: syifahasna738@gmail.com

ABSTRACT

This study addresses the issue of inconsistent teacher performance despite increasing professional demands in schools. The objective of this research is to examine the influence of emotional intelligence, spiritual intelligence, and interpersonal communication on the performance of junior high school teachers in Tegowanu District, Grobogan Regency. The study adopts a quantitative approach by distributing questionnaires to 100 teachers from five schools. Data analysis was conducted using validity and reliability tests, multiple linear regression, and t-tests with SPSS version 29. The results indicate that spiritual intelligence and interpersonal communication have a positive and significant impact on teacher performance, while emotional intelligence does not show a significant effect. These findings imply that improving teacher performance requires more than just emotional capacity—it also depends on spiritual values and interpersonal communication skills. Therefore, professional development programs should focus on enhancing teachers' value-based awareness and communication competencies to foster a more holistic and effective educational environment.

Keyword: teacher performance, spiritual intelligence

PENDAHULUAN

Education is one of the ways to deal with various challenges related to information advancement, globalization, free markets, and issues regarding harmony in the nation and state (Suratman, 2017). Teachers serve as the main hope in realizing various national education agendas, including improving quality and relevance, equalizing and expanding access, and improving efficiency (Sumarlin, 2022). Realizing the many roles that must be carried out, teachers are required to improve the quality of their performance (Pratiwi et al., 2021). Teachers serve as the main hope in realizing various national education agendas, including improving quality and relevance, equalizing and expanding access, and improving efficiency. Wahyudi in (Khatimah & Nurmayanti, 2023) said that teacher performance is the result of efforts made, both in terms of quality and quantity, in carrying out tasks in accordance with the responsibilities assumed. The quality of teachers can be developed through intelligence in themselves. According to Hawari in (Khatimah & Nurmayanti, 2023), there are several intelligences in humans, including emotional intelligence and spiritual intelligence.

There are several studies to further examine emotional intelligence and spiritual intelligence including Chen & Guo (2020) research on elementary school teachers in China, this study confirmed the theoretical proposition that principals' emotional intelligence and instructional leadership behavior are factors that influence teachers' instructional strategies. Charzyńska et al. (2021) research on primary and secondary school teachers in Poland emphasized the importance of considering teachers' spirituality at work to design a welcoming, meaningful, and supportive environment at school. The indirect effect of job demands on turnover intention through burnout weakened when workplace spirituality increased. There are other influences that can improve the quality of teacher performance, namely interpersonal communication, such as Arabi & Khoshneyat (2022) research on teachers and students in Iran's higher education complex, which indicated the results of a significant positive relationship between interpersonal communication and teaching success. This research shows that interpersonal communication helps teachers in teaching success from the students' point of view. Based on the results

of these studies on the influence of emotional intelligence, spiritual intelligence, and interpersonal communication on performance, the researchers will conduct research to be further developed on teachers in junior high schools in Tegowanu District, Grobogan Regency.

In the face of rapid changes in the educational landscape, teachers are increasingly required to not only master pedagogical competencies but also demonstrate high emotional and interpersonal abilities. Emotional intelligence helps teachers manage their feelings, understand others, and maintain composure in high-pressure situations. These aspects are especially crucial in today's classrooms, which are becoming more dynamic and diverse. However, emotional intelligence alone may not fully account for the range of personal resources teachers draw upon to maintain professional effectiveness and resilience (Magdalena & Mansyur, 2022; Nawaz et al., 2024; Sari & Azizah, 2023; Setiawan et al., 2022; Wibowo & Febrianto, 2020).

In addition to emotional intelligence, spiritual intelligence has emerged as a relevant construct in understanding teacher performance. Spiritual intelligence encompasses an individual's capacity to find meaning, act ethically, and maintain inner peace even in challenging circumstances. For educators, this dimension can influence their motivation, sense of purpose, and approach to students (Ardina et al., 2021; Djara et al., 2020; Haryundari et al., 2022). Research has shown that teachers with high spiritual intelligence often exhibit greater patience, empathy, and commitment to their roles, which in turn positively influences classroom outcomes.

Furthermore, interpersonal communication is essential for effective collaboration and engagement between teachers, students, and school communities. The ability to communicate clearly, listen actively, and provide feedback constructively not only improves classroom management but also supports the development of a positive learning environment. Teachers who excel in interpersonal communication tend to establish stronger rapport with students, which contributes to increased motivation and academic achievement. Thus, it becomes critical to examine how these three factors collectively shape teacher performance.

Given these considerations, this study explores the simultaneous impact of emotional intelligence, spiritual intelligence, and interpersonal communication on teacher performance in junior high schools within the Tegowanu District. By identifying which variables most strongly influence performance, the findings aim to inform educational leadership and professional development strategies. In doing so, this research contributes to the growing body of literature emphasizing the holistic development of educators as both professionals and individuals.

Teacher performance plays a pivotal role in achieving the goals of national education. However, despite the increasing demands on teachers to demonstrate quality instruction, many still struggle with maintaining consistent performance. This raises a critical question: what internal competencies most significantly influence a teacher's effectiveness? Emotional intelligence, spiritual intelligence, and interpersonal communication are believed to be key contributors, yet empirical studies specific to public and private junior high schools in regional areas remain scarce.

In the face of educational reforms and curriculum changes, the professional demands placed on teachers have grown substantially. Teachers are not only expected to teach content but also to manage diverse classrooms, adapt to technology, and respond to students' emotional and social needs. These complex challenges require teachers to possess high levels of emotional control, ethical grounding, and communication skills.

Furthermore, in rural and semi-urban districts like Tegowanu, teacher development often receives less institutional support. Thus, identifying which psychological and interpersonal competencies most affect performance can inform more targeted and context-sensitive training initiatives. This is particularly urgent given the direct correlation between teacher performance and student academic achievement.

Research by Chen & Guo (2020) showed that emotional intelligence significantly influences teachers' instructional strategies in Chinese elementary schools. Charzyńska et al. (2021) emphasized that spiritual intelligence buffers the negative effects of job demands, supporting teacher retention and performance. Meanwhile, Arabi & Khoshneyat (2022) found that interpersonal communication strongly correlates with teaching success in Iranian higher education, indicating its importance across educational levels.

Other studies, such as Rahmah (2021) and Utama (2021), confirm that spiritual intelligence significantly improves teacher motivation and ethical performance. Similarly, Oktarina et al. (2020) demonstrated that strong communication between principals and teachers directly enhances daily teaching effectiveness.

Despite these findings, most research tends to isolate one variable, rather than examining the combined influence of emotional intelligence, spiritual intelligence, and interpersonal communication on teacher performance.

Few studies have comprehensively assessed how these three competencies interact to influence performance, especially in junior high school settings in rural Indonesia. Additionally, inconsistencies remain in the findings on emotional intelligence—some studies show strong effects, while others indicate limited impact—highlighting the need for contextual research. There is also a lack of region-specific studies that apply rigorous quantitative methods to validate these relationships.

This study contributes novel insights by simultaneously analyzing the effects of emotional intelligence, spiritual intelligence, and interpersonal communication using a robust quantitative approach. It focuses specifically on junior high school teachers in the Tegowanu District, filling a geographical and methodological gap in existing literature. By combining these three psychological and interpersonal dimensions, the study provides a holistic framework for understanding teacher performance.

The objective of this study is to determine the individual and collective influence of emotional intelligence, spiritual intelligence, and interpersonal communication on the performance of junior high school teachers in Tegowanu District, Grobogan Regency.

The findings of this research are expected to inform educational stakeholders—including school leaders, policymakers, and teacher training institutions—about the key soft skills that support effective teaching. The results may be used to design targeted professional development programs that focus not only on pedagogy, but also on emotional management, ethical awareness, and communication competence, thus enhancing overall teaching quality.

RESEARCH METHODS

This type of research is quantitative research with a research sample of 100 junior high school teachers from five schools in Tegowanu District, Grobogan Regency including SMP Negeri 1 Tegowanu, SMP Negeri 2 Tegowanu, SMP Negeri 3 Tegowanu, SMP Islam Tegowanu, and SMP PGRI Tegowanu.. This research was conducted by distributing questionnaires to respondents on August 30, 2024 to September 18, 2024. The Likert scale used in this study consists of five answer options, namely: (1) Strongly Disagree; (2) Disagree; (3) Moderately Agree; (4) Agree; and (5) Strongly Agree.

RESULTS AND DISCUSSION

Data Analysis

This research uses SPSS Version 29 as an analytical tool to determine whether there is a relationship between the independent variables of emotional intelligence, spiritual intelligence, and interpersonal communication on the dependent variable of usage decisions through validity test,

reliability test; classical assumption test with normality test using One Sample Kolmogorov Smirnov, heteroscedacity test, multicollinearity test, t test, multiple linear regression analysis, and coefficient of determination.

Validity Test

Table 1. Validity Test

Variabel	Pertanyaan	Sig	Value Sig.	Description
Emotional Intelligence	X1.1	0,000		Valid
	X1.2	0,000		Valid
	X1.3	0,000	0.05	Valid
	X1.4	0,000		Valid
	X1.5	0,000		Valid
Spiritual Intelligence	X2.1	0,000		Valid
	X2.2	0,000		Valid
	X2.3	0,000	0.05	Valid
	X2.4	0,000		Valid
	X2.5	0,000		Valid
Interpersonal Communication	X3.1	0,000		Valid
	X3.2	0,000		Valid
	X3.3	0,000	0.05	Valid
	X3.4	0,000		Valid
	X3.5	0,000		Valid
Performance	Y1.1	0,000		Valid
	Y1.2	0,000		Valid
	Y1.3	0,000	0.05	Valid
	Y1.4	0,000		Valid
	Y.15	0,000		Valid

Source: Data processed, 2024

Based on this table, there are 20 question items from all research variables and obtained significant item values of all research question items show less than 0.05, so these items are declared valid and can be used for further research.

Reliabilty Test

Reliability testing in this study was carried out by calculating the amount of Cronbach's Alpha value of the instrument of each research variable tested. Cronbach's Alpha value is declared reliable if the value is > 0.60, on the other hand, Cronbach's Alpha value is declared unreliable if the value is < 0.60. The results of the reliability test can be seen in the following table:

Table 2. Realibility Test

Variable	Alpha Cronbach	Sig	Description
Emotional Intelligence (X1)	0,802		Reliable
Spiritual Intelligence (X2)	0,913		Reliable
Interpersonal Communication (X3)	0,931	0,60	Reliable
Performance (Y)	0,870		Reliable

Source: Data processed, 2024

Normality Test

According to Saleh et al. (2021) the normality test is carried out to assess whether the confounding variables or residues in the regression model are normally distributed. This evaluation is important because the normality assumption is a prerequisite that must be met in using the t test and F test in the regression model. The normality test is carried out through the Kolmogorov Smirnov test, which is applied to each variable. Data in a study is considered normal if the Monte Carlo (2tailed) value for the residual variable is greater than 0.05.

Table 3. One Sample Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test				Unstandardized Residual
N				100
Normal Parameters[a,b]	Mean			.0000000
	Std. Deviation			1.79145918
Most Extreme Differences	Absolute			.053
	Positive			.053
	Negative			-.036
Test Statistic				.053
Asymp. Sig. (2-tailed)[c]				.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.			.708
	99% Confidence Interval	Lower Bound		.696
		Upper Bound		.719

a. Test distribution is normal
b. Calculated from data

Source: Data Processed, 2024

Based on this table, it can be concluded that the results of the normality test through the Kolmogorov Smirnov test show normally distributed data, with a significant value of 0.708 where the value is greater than 0.05. So that further statistical testing can be carried out both the t test and the F test because the normality test has been fulfilled.

Multicollinearity Test

Table 4. Multicollinearity Test

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistic	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.240	1.201		4.362	<,001		
	Kecerdasan Emosional	.129	.090	.137	1.434	.155	.352	2.841
	Kecerdasan Spiritual	.240	.112	.262	2.143	.035	.216	4.626
	Komunikasi Interpersonal	.408	.105	.477	3.894	<,001	.215	4.643

Source: Data processed, 2024

Based on this table, it can be concluded that there is no VIF value that exceeds the value of 10 in the regression model. This shows that there is no multicolonaryity problem in the regression model so it is suitable for further research.
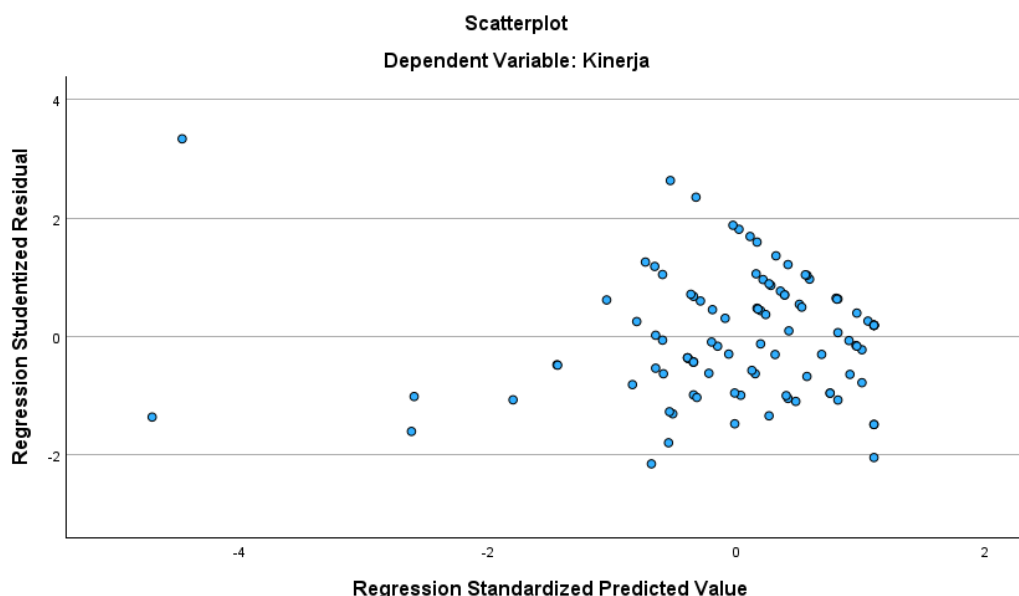
Heteroscedasticity Test

Figure 1. Heteroscedasticity Test
Source: Data processed, 2024

Based on the analysis results on the scatterplot graph, it can be seen that the points on the graph spread randomly and evenly, so it can be concluded that there is no certain pattern that indicates heteroscedasticity in the regression model.

Hypothesis Test

Table 5. Hypothesist Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.240	1.201		4.362	<,001
Kecerdasan Emosional	.129	.090	.137	1.434	.155
Kecerdasan Spiritual	.240	.112	.262	2.143	.035
Komunikasi Interpersonal	.408	.105	.477	3.894	<,001

Source: Data processed, 2024

$Y = 5,240 + 0.129 X_1 + 0.240 X_2 + 0.408 X_3$

The constant (a) has a positive value of 5,240. This positive sign indicates a unidirectional relationship between the independent variable and the dependent variable. This means that if all independent variables, namely Emotional Intelligence (X1), Spiritual Intelligence (X2), and Interpersonal Communication (X3) are 0 percent or do not change, then the performance value is 5,240.

b1 = 0.129 has a positive value, meaning that there is a unidirectional relationship between Emotional Intelligence (X1) and Performance (Y). This shows that if Emotional Intelligence (X1) increases by one unit, then Performance (Y) will increase by 0.129 assuming other independent variables are considered constant.

b2 = 0.240 has a positive value, meaning that there is a unidirectional relationship between Spiritual Intelligence (X2) and Performance (Y). This shows that if Spiritual Intelligence (X2) increases by one unit, then Performance (Y) will increase by 0.240 assuming other independent variables are considered constant.

b3 = 0.408 has a positive value, meaning that there is a unidirectional relationship between Interpersonal Communication (X3) and Performance (Y). This shows that if Interpersonal

Communication (X3) increases by one unit, then Performance (Y) will increase by 0.408 assuming other independent variables are considered constant.

t test

Table 6. t test

Variable	Sig.
Emotional Intelligence	0.155
Spiritual Intelligence	0.035
Performance	0.000

Source: Data processed, 2024

In the t test research, if the significance> 0.05 then there is no influence of the independent variable on the dependent, but if the significance value <0.05 then there is an influence of the independent variable on the dependent, but if the significance value <0.05 then there is an influence of the independent variable on the dependent variable. Based on the table, it shows that the emotional intelligence variable has a significance value of 0.155, spiritual intelligence has a significance value of 0.035, and interpersonal communication has a significance value of 0.000. The results of the significance value in both variables show <0.05 so it can be concluded that the variables of spiritual intelligence and interpersonal communication have a significant effect on performance variables. However, the emotional intelligence variable has a significance value> 0.155. So it can be concluded that H1 is rejected, while H2 and H3 are accepted.

Coefficient of Determination (R2)

Table 7. Coefficient of Determination (R2)

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831[a]	.690	.680	1.81924

a. Predictors: (Constant), Komunikasi Interpersonal, Kecerdasan Emosional, Kecerdasan Spiritual
b. Dependent Variabel: Kinerja

Source: Data processed, 2024

Based on data analysis, it was found that emotional intelligence, spiritual intelligence, and interpersonal communication have an influence of 68% on performance. This indicates that the three variables have a significant role in determining performance levels. However, the other 32% is influenced by other factors not analyzed in this study. Thus, it can be concluded that the results of this study indicate a strong relationship between emotional intelligence, spiritual intelligence, and interpersonal communication with performance, in accordance with the theory and statistical results in the form of the coefficient of determination.

Research Implication

The results of research based on hypothesis testing show that emotional intelligence on performance does not have a positive influence on teachers in Tegowanu District Junior High School. The results of this study contradict the results of previous studies conducted by Obiunu & Yalaju (2020), Ismail et al. (2020), and Sumarlin (2022) which provide the results of a strong relationship between emotional intelligence and performance. One of the items of the emotional intelligence variable received the highest average score on the indicator "I have a good understanding of my own emotions". This shows that teachers in Tegowanu Junior High School have a good ability to understand their own emotions, although this does not necessarily indicate that their emotional intelligence is also high. These results are not in line with one of the performance variable items that received the highest average score in the indicator "I carry out the learning process actively and interactively with students", explaining that teachers in Tegowanu sub-district junior high schools carry out the learning process actively and

interactively so that the teacher acts as a facilitator who encourages student participation physically and mentally, which indicates their performance is in the high category.

The results of research based on hypothesis testing show that spiritual intelligence on performance has a positive influence on teachers in Tegowanu District Junior High School. The results of this study are in line with the results of previous research conducted by Charzyńska et al. (2021) that it is important to consider the spirituality of teachers in the workplace to design a friendly and meaningful environment. As well as the results of research by Rahmah (2021) that the better the teacher's spiritual intelligence, the better the teacher's performance in carrying out each of his duties and responsibilities at school. From this description based on the research conducted, it can be concluded that the better the teacher's spiritual intelligence, the better his performance.

The results of research based on hypothesis testing show that interpersonal communication on performance has a positive influence on teachers in Tegowanu Junior High School. The results of this study are in line with the results of previous research conducted by Obiunu & Yalaju (2020) that interpersonal communication helps cooperation among staff and supports them to work well. It improves communication and leads to a better understanding of any situation. As well as the results of research by Oktarina et al. (2020) that communication that occurs in schools, especially between principals and teachers, if done well and intensively, will affect the attitude of teachers in carrying out their daily duties, which leads to an increase in their performance at school. Therefore, the importance of effective interpersonal communication that is harmonious. From this description, based on the research conducted, it can be concluded that the better the teacher's interpersonal communication, the better his performance.

CONCLUSIONS

Based on the results of the analysis and discussion of the effect of emotional intelligence and spiritual intelligence on performance through job satisfaction, conclusions can be drawn: There is no positive and significant influence between emotional intelligence on teacher performance. There is a positive and significant influence between spiritual intelligence on teacher performance. There is a positive and significant influence between interpersonal communication on teacher performance.

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