

## The Determination of Spiritual Intelligence, Intellectual Intelligence, Psychomotor Intelligence on Noble Morals through the Competence of SMA Muhammadiyah Teacher in the Digitalization Era in the Riau Islands

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### ABSTRACT

SMA Muhammadiyah as a higher education institution with the realities of life, must position itself as a reliable supplier of human resources. Especially when the Covid-19 pandemic era resulted in an increase in the digital era in the business and industrial world. The research object was conducted at the University of Batam with 240 lecturers as respondents. Data analysis was performed using the Structural Equation Model (SEM) method. The software used for structural analysis is AMOS\* version 24. The results of the discussion are obtained as follows: The determination of the Intellectual Intelligence variable on the Competence variable is positive and not significant, the determination of the Spiritual Intelligence variable on the Competence variable is significant positive, the Psychomotor Intelligence variable determination on the Competence variable is significant positive, the Intellectual Intelligence variable Determination on the Noble Morals variable is positively significant, the Spiritual Intelligence variable Determination The determination of the Noble Morals variable is significantly positive, the Psychomotor Intelligence variable Determination on the Noble Morals variable is positive and insignificant, the Competence variable determination against the Noble Morals variable is significantly positive, Square Multiple Correlation for Competence = 0.892, for Noble Morals = 0.996. From this research, it was proven that there were problems during the Covid 19 Pandemic Era and the Digital Era, namely the Intellectual Intelligence variable on the Competence variable and also on the Psychomotor Intelligence variable on the Noble Morals variable.

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### Introduction

#### Background of the Problem

SMA Muhammadiyah Teacher as a higher education institution with the realities of life, must position itself as a reliable supplier of human resources. SMA Muhammadiyah Teacher must be able to apply advances in science and technology through research findings and collaboration with the industrial world, because in the industrial era science began to be applied in the development of the industrial world, especially technology. Especially when the Covid-19 pandemic era resulted in an increase in the digital era in the business and industrial world. Thus, the development of the industrial world increasingly feels the need for reciprocal cooperation between the world of universities and the industrial world. The function of universities is to establish effective relationships, create and disseminate research, service to the community, especially the industrial and business world by using strategic management. Among them:

1. Universities play an active role as producers of change agents who are able to design, encourage and pioneer change in all aspects, towards a modern society,
2. Universities are creators and supporters of new ideas that Professional Competence. Always alive, creative and dynamic

3. Universities must be able to contribute to intellectual and social progress in society.

From the above opinion, it can be concluded that universities have a very large role in the development of the nation and state. The role of universities can be focused on developing human resources, developing knowledge and technology as well as driving community dynamics. Lecturers are teaching staff, namely carrying out teaching, training and education tasks for students. The task is the task of the lecturer profession which in Law no. 20 of 2003 Article 1 paragraph 7 is divided into:

1. Educational and teaching tasks,
2. Research tasks and
3. Community service tasks.

The existence of lecturers has a special place in society, and in the field of education is a key factor in the success of educational goals and the quality of students (students). Despite such a strategic role for lecturers, after decades of Indonesia's independence, we do not yet have a law that specifically regulates teachers and lecturers. From this point of view, the birth of Law Number 14 of 2005 deserves to be welcomed, despite its various weaknesses and shortcomings. However strategic the role of lecturers in the world of education is, if there is no law governing it, it will not

only create complications in professional development, but also weaken the work ethic of lecturers. Based on this background, it is necessary to conduct research entitled The Determination of Spiritual Intelligence, Intellectual Intelligence, Psychomotor Intelligence on Noble Morals through the Competence of Lecturers at the University of Batam in the Digitalization Era in the Riau Islands.

### Formulation of the Problem

- a) How does spiritual intelligence determine competence?
- b) How does intellectual intelligence determine competence?
- c) How does psychomotor intelligence determine competence?
- d) How does spiritual intelligence determine noble morals?
- e) How does intellectual intelligence determine noble morals?
- f) How does psychomotor intelligence determine noble morals?
- g) How does competence determine noble morals?

### Theoretical Basis

#### Spiritual Intelligence Theory

The term spiritual intelligence began to appear because many people think that IQ and EQ only contribute to a large part of a person's success in life. Another factor that plays a role is spiritual intelligence which emphasizes more on the meaning of life and is not only limited to the suppression of religion. Shari'ati Gina states that spiritual quotient is a picture of a religious movement that describes how to place a human activity so that it is able to follow a pattern or moral universe. So that people can live in a world that is full of meaning, and feel comfortable and safe, not violated or not contrary to the standard and definite SBO (Spiritual Based Organization) principles. Sinetar defines spiritual intelligence as the mind gets inspiration, encouragement, effectiveness inspiration, and divine appreciation that all human beings may be a part of, while Khavari defines spiritual intelligence as a faculty of the non-material dimension or human soul [2-3]. Further explained by Khavari, spiritual knowledge is a diamond that has not been honed and is owned by every human being. Then Agustian defines spiritual intelligence as the ability to give the meaning of worship to every behavior and activity through the steps and thoughts given to all humans and have an integral and principled mindset only because of God [4]. Further explained by Khavari, spiritual knowledge is a diamond that has not been honed and is owned by every human being [5]. Then Agustian defines spiritual intelligence as the ability to give the meaning of worship to every behavior and activity through the steps and thoughts given to all humans and have an integral and principled mindset only because of God. Further explained by Khavari, Spiritual intelligence is the intelligence to deal with and solve problems of meaning and value, which places human behavior and life in the context of a broader and richer definition, and assumes that one's actions or way of life are more meaningful than others. Choiriah, Danah Zohar and Ian Marshall discovered spiritual intelligence in the mid-2000s Zohar, and Marshall asserted that spiritual knowledge is the foundation for building intellectual and spiritual experiences [1,6]. Spirituality comes from the Latin spiritus which means the principle that revitalizes an organism. While spiritual comes from the Latin Sapiencia (Sophia) in Greek which means wisdom' (Zohar and Marshall). Zohar and Marshall explain that spirituality should not be associated with a person's closeness to the divine aspect, as a humanist or atheist can have high spirituality. Spiritual intelligence is more related to the enlightenment of the soul. People who have high spiritual intelligence can give meaning to life by giving positive meaning to every event or problem, even to their suffering. By giving a positive meaning, it can generate enthusiasm and positive actions and actions. People who have high spiritual intelligence can give

meaning to life by giving positive meaning to every event or problem, even to their suffering. By giving a positive meaning, it can generate enthusiasm and positive actions and actions [7]. People who have high spiritual intelligence can give meaning to life by giving positive meaning to every event or problem, even to their suffering. By giving a positive meaning, it can generate enthusiasm and positive actions and actions.

#### Intellectual Intelligence Theory

Verily in the creation of the heavens and the earth, and the alternation of day and night there are signs for those who believe, (that) those who remember Allah, stand, sit and lie on their sides and contemplate the creation of the universe. heavens and earth (said): "Our Lord, You did not create this in vain. Glory to you, so save us from the torment of fire. "(Quran, Ali Imran: 190-191 in Ministry of Religion) [8]. Intelligence is one of our most valuable possessions. But even the brightest people disagree about the definition of knowledge Information cannot be directly measured such as height and weight Many experts' express opinions differently Some experts describe knowledge as a problem-solving skill or as the ability to adapt and learn from everyday life experiences. Intellectual intelligence requires empowering the intelligence of the brain, heart, body, and functional activation of humans to be reliable with others.

According to Garner, intellectuals must have certain standards, the ability to solve problems in life, the ability to generalize new events to problems being solved and the ability to create or offer valuable services in a culture (Yusuf, Juntika, Nuriksan). Everyone is born with different talents and skills which are something that is "attached" to a person and is present at birth and is related to brain structures associated with intelligence. Intellectual ability is an expression of what is called knowledge and intellectual power also rests on cultural change and technological renewal in society (Uno and Masri). There is intelligence related to problem solving strategies using logic. This intelligence is also called using the ratio of rational knowledge in solving problems. Intellectual knowledge can be called IQ (Intelligent Quotient). IQ is more strongly correlated with educational, economic, occupational, and social outcomes than human traits that can be measured (Alder). A study from Stanford University tried to standardize the IQ test developed by Binet to establish population norms, so the IQ test was later known as the Stanford-Binet test. At that time IQ was understood as the superior IQ of one's intelligence and IQ was considered a barometer of one's life success and achievement. This intelligence gives them the ability to count, make analogies, imagination and have creativity and innovation. Intellect is the only intelligence of each individual who is only a liaison with their respective cognitive aspects [9].

#### Psychomotor Intelligence Theory

Say: "Let everyone do according to their circumstances." Then God knows who is the right way. "(Surah Al-Isra': 84 in the Ministry of Religion) "Indeed, your efforts" In addition to spiritual intelligence and intelligence, which is no less important is psychomotor intelligence, psychomotor is a domain related to skills or the ability to act after someone receives a certain learning experience [8]. Psychomotor learning outcomes are a continuation of cognitive learning and effective learning outcomes that arise in the form of behavioral tendencies. Psychomotor is associated with physical activity, such as running, jumping, painting, dancing, hitting, and so on. The genie made for Sulaiman what he wanted from tall buildings and statues and (big) plates such as a pond and a still pot (located on the stove) [10]. Your work, O house of David to give thanks (to Allah). And very few of My servants are grateful. "(Surah Saba ': 12-13 in Ministry of Religion)

### Competency Theory

The concept of competence is becoming popular and interesting both as a study and application in human resource management practice. The concept of competence itself is not new in human resource development which aims to provide performance results according to the goals and objectives of the organization. Vathanophas and Thai-ngam (2007:48) explain that “The term competency was probably first introduced to psychology literature in 1973 when David McClelland argued in his article ‘Testing for competence rather than for intelligence’ that traditional tests of academic aptitude and knowledge content in fact predicted neither job performance nor success in life. Thus, the quest for theory and tools that could reliably predict effectiveness in the workplace began (McClelland”. McClelland in Rivai and Sagala [11]

According to Spencer (in Wibowo) competence is the basic foundation of his own characteristics and identifies way of behaving or thinking, equating the situation, and supporting it for a long period of time [12]. Ability is the behavioral dimension behind competent performance. Often called behavioral competence which is intended to explain how a person behaves when functioning properly (Armstrong and Baron, in Wibowo). Competence” comes from the Latin “Competencia” (1585-1590) which means “appropriate” (Buena and Tubbs, 2004). Boyatzis, a professor at Case Western Reserve University who first popularized the term “competence” in his book “The Competent” Manager” (1982), the results of his study involving 2000 people. Boyatzis defines “competence” as “

Competence refers to the behavioral dimensions that lie behind competent performance. In other words, “competence” is the characteristics, attitudes, and actions of those who produce superior work results. Therefore, the way to measure these competencies is through observation, Competency Based Interview / CBI (Competency Based Interview), etc. Examination is carried out to see whether the behavioral indicators or critical behavior of a competency have been displayed / carried out by someone. If the behavior has been taught/implemented by someone, then it can be said that the person already has a certain level of competence based on a measurement. Utomo, states that capability is the ability, knowledge and skills, attitudes, values, behavior and characteristics of a person who needs to carry out certain jobs with an optimal level of success. There is a model that uses competence,

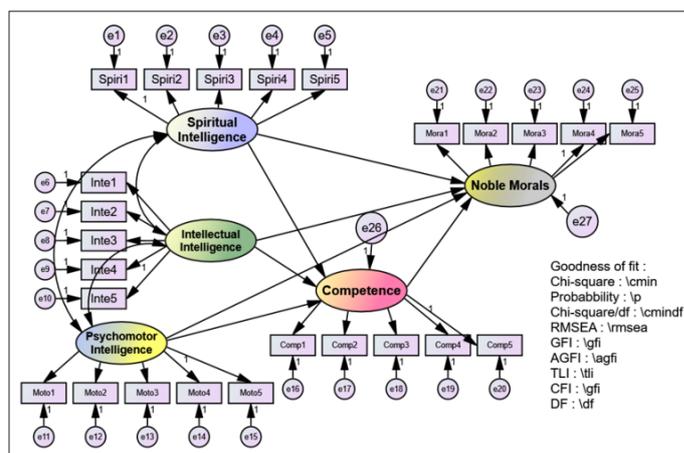
### Noble Moral Theory

Noble character is the nature of which is engraved in the human soul, from which is born the works easily without thinking and pondering in advance. If the embedded nature of it is born good and praiseworthy according to the ratio and the law, it is called the nature of a good character. Good moral or noble moral certainly do not conflict with religious rules, customs and law accepted by society. The noble characters can be defined as a sense of responsibility for everything that has been said or done, willingness to undertake study, respecting reasonable push to investigate and reflect, choose truth and goodness, give advice, be patient, and do good. There are still a lot of noble characters who can be implemented but basically are all the actions and behaviors that can raise the dignity as a human being glorified. The noble characters can be embedded in every person who has got the learning from family and community environment that supports the creation of noble characters.

Teaching morality is very important in bringing progress and civilization of people. The main agenda for most Islamic countries, including Malaysia in education field is that Islamic education system can enrich Malay Moslem identity. It is recognized that Islamic

Education is the most important forum for achieving and realizing this due to the complete system of moral teachings in the education system which is regularly able to produce high and knowledgeable people who can keep their identity as a Malay Moslem. The identity has spiritual and ethical values result in a steady alignment of the physical, spiritual, emotional and intellectual. For Moslem students, they are brought up with moral values continued with Islamic Education subject. However, these efforts need to be done earnestly and it requires commitment from many parties. Along with that, it is expected that the efforts to form through moral teachings which can give birth to people who believe in the life-quality and are brilliant in the world and in the hereafter. This is not only to benefit themselves but also to the society and the state.

### Conceptual Framework



**Figure 1:** Research Model

### Hypothesis

- Spiritual intelligence terminates competence
- Intellectual intelligence terminates competence
- Psychomotor intelligence determines competence
- Spiritual intelligence determines noble morals
- Intellectual intelligence determines noble morals
- Psychomotor intelligence determines noble morals

### Research Methodology

#### Mixed-Method

The combined research model (Mixed Method) consists of a sequential explanatory model, a sequential exploratory model, a concurrent triangulation design, a concurrent embedded model. The sequential explanatory model combines quantitative and qualitative research sequentially, firstly done quantitative research, then conducted qualitative research. After analysis, the results of quantitative and qualitative data will be entered into the matrix to see the comparisons obtained. The sequential exploratory model combines the two research methods sequentially, starting with qualitative research and the second stage is quantitative research. The concurrent triangulation design is a balanced combination of two research methods using quantitative and qualitative methods. These methods are used together, at the same time, but independently to answer research problems. The concurrent embedded model is a merging of quantitative and qualitative research methods Wijaya [13].

The method used is an explanatory qualitative approach explanatory to research methods (Zaluchu) [14]. Research procedures are the steps carried out in research in the form of research methods, population and sample (quantitative) or sample data sources

(qualitative), research instruments, data collection techniques, and data analysis techniques (Sugiyono14, 2014). The qualitative data analysis procedures are:

1. Collecting data sourced from books and research journals that are focused on the topic of research methods.
2. Grouping the data into types of research (quantitative, qualitative, R&D).
3. Discussion of the type of research method, and its suitability with the idea/title of the research to be discussed accompanied by examples of methods [15].

**Population**

The population collects the whole object to be measured in a study (Cooper and Schindler, 2003: 179). The population of this study was all employees in the Riau Islands Province, amounting to 350 employees. The sampling technique is used in non-probability sampling (Now, 1992: 235; Black and Champion, 2001: 233; Cooper and Schindler, 2003: 198). Following the specific sample, the characteristics are required, namely the features of the entire worker. The sampling technique selected is a non-probability technique that is judgmental (purposive). This is an example of a fact that has been established by those who will be taken as samples (Black and Champion, 2001: 264).

**Sample**

The sample is an element of the population selected to represent the research population (Cooper and Schindler, 2003: 82). In this research, the sample size is adapted to the analysis model used is the Structural Equation Model (SEM). In this regard, the sample size for SEM is used the model estimating the maximum likelihood estimation (MLE) 100-200 samples (Hair et al., 1998: 605; Ghozali, 2004: 17), or as much as 5 to 10 times of the number of parameters estimated (Ferdinand, 2006: 44). In this research, the number of respondents obtained was 240 respondents consisting of lecturers from the SMA Muhammadiyah Teucher Batam. Slovin used got names qualified to be used as samples are 150 respondents, as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{240}{(1 + (240 \times 0.05)^2)} = 150 \text{ respondents}$$

The data used in collecting data in this research consists of primary data and secondary data. Primary data is obtained directly from the research object by sending questionnaires directly to potential respondents. Data score of respondents' answers to any further processed with statistical indicators Full Structural Equation Modeling (SEM) using AMOS software for Windows version 24.0 was Obtained display like the image processing results in Structural Equation Modeling (SEM) following [15].

- H1:  $Y = \gamma_{y.x1} X1 + e1, \rightarrow$  Direct Effects X1 to Y,
- H2:  $Y = \gamma_{y.x2} X2 + e1, \rightarrow$  Direct Effects X2 to Y,
- H3:  $Y = \gamma_{y.x3} X3 + e1, \rightarrow$  Direct Effects X3 to Y,
- H4:  $Z = \gamma_{z.x1} X1 + e2, \rightarrow$  Direct Effects X1 to Z,
- H5:  $Z = \gamma_{z.x2} X2 + e2, \rightarrow$  Direct Effects X2 to Z,
- H6:  $Z = \gamma_{z.x3} X3 + e2, \rightarrow$  Direct Effects X3 to Z,
- H7:  $Z = ZY Y1 + e2, \rightarrow$  Direct Effects Y to Z

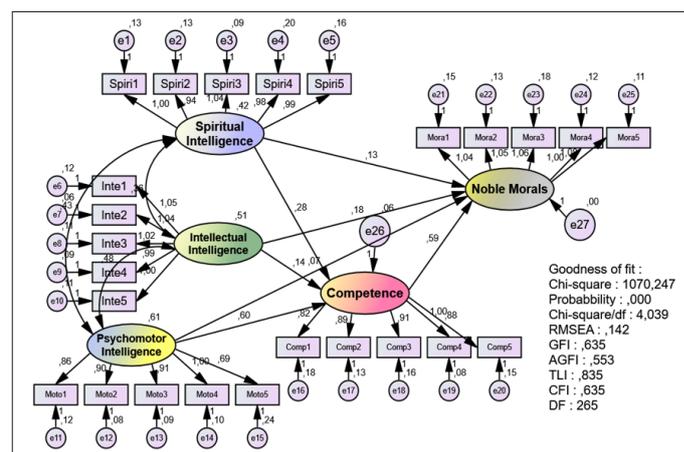
**Data Analysis Method**

Data analysis was performed using the Structural Equation Model (SEM) method. The software used for structural analysis is AMOS \* version 24 namely [16]:

- a) Development of a theory-based model
- b) Making flowcharts (path diagrams)
- c) Convert flowcharts into a series of structural equations
- d) Selection of input matrices and estimation techniques models built
- e) Assess the possibility of identification problems
- f) Evaluate the criteria for the goodness of fit
- g) Model of interpretation and modification

**Discussion**

Data score of respondents' answers to any further processed with statistical indicators Full Structural Equation Modeling (SEM) using AMOS software for Windows version 24.0 was Obtained display like the image processing results in Structural Equation Modeling (SEM) following, as follows:



**Figure 2: Full Model**

**Table 1: Regression Weights: (Group Number 1 - Default Model)**

|      |      |      | Estimate | SE   | CR    | P    | Label  |
|------|------|------|----------|------|-------|------|--------|
| COMP | <--- | INTE | .142     | .080 | 1,781 | .075 | par_24 |
| COMP | <--- | SPIR | .276     | .092 | 2,982 | .003 | par_25 |
| COMP | <--- | MOTO | .600     | .097 | 6.193 | ***  | par_26 |
| MORA | <--- | INTE | .184     | .050 | 3,693 | ***  | par_27 |
| MORA | <--- | SPIR | .133     | .060 | 2.205 | .027 | par_28 |
| MORA | <--- | MOTO | .071     | .081 | .887  | .375 | par_29 |
| MORA | <--- | COMP | .591     | .091 | 6.482 | ***  | par_30 |

**Table 2: Standardized Regression Weights: (Group Number 1 - Default Model)**

|      |      | Estimate |       |
|------|------|----------|-------|
| COMP | <--- | INTE     | .134  |
| COMP | <--- | SPIR     | .235  |
| COMP | <--- | MOTO     | .617  |
| MORA | <--- | INTE     | .190  |
| MORA | <--- | SPIR     | -.124 |
| MORA | <--- | MOTO     | .080  |
| MORA | <--- | COMP     | .646  |

**Table 3: Squared Multiple Correlations: (Group Number 1 - Default Model)**

|      | Estimate |
|------|----------|
| COMP | .892     |
| MORA | .996     |

**Table 4: The Goodness of Fit Analysis**

| The goodness of fit index           | Cut-Off Value        | Model Results | Information |
|-------------------------------------|----------------------|---------------|-------------|
| Chi-square ( $\chi^2$ )             | Expected To Be Small | 1070,247      | good        |
| Relative Chi-square ( $\chi^2/df$ ) | $\leq 3:00$          | 4.039         | Marginal    |
| Probability                         | $> 0.05$             | 0.000         | Marginal    |
| RMSEA                               | $\leq 0:08$          | 0.142         | Marginal    |
| GFI                                 | $\geq 0.90$          | 0.635         | Marginal    |
| AGFI                                | $\geq 0.90$          | 0.553         | Marginal    |
| CFI                                 | $\geq 0.94$          | 0.635         | Marginal    |
| TLI                                 | $> 0.94$             | 0.836         | Marginal    |

Based on the three tables above associated with the theoretical and empirical basis, the results of the discussion can be conveyed as follows:

**a)** Determination of the Intellectual Intelligence variable on the Competence variable has a standardized estimate (regression weight) of 0,134 with Cr (Critical ratio = identical to the value of t-count) of 1,781 at probability = 0,75 CR Value 1,7812.00 and Probability = 0, 0,750.05 indicates that the Determination of the Intellectual Intelligen variable on the Competence variable is positive and not significant. This finding is inconsistent with the theory that Intelligence is one of our most valuable possessions. But even the brightest people disagree about the definition of knowledge Information cannot be directly measured such as height and weight Many experts express opinions differently Some experts describe knowledge as a problem solving skill or as the ability to adapt and learn from everyday life experiences.

**b)** Determination of the Spiritual Intelligence variable on the Competence variable has a standardized estimate (regression weight) of 0,235 with Cr (Critical ratio = identical to the value of t-count) of 2,982 at probability = 0.003, CR Value 2,9822.00 and Probability = 0.0030.05 indicates that the Determination of the Spiritual Intelligence variable on the Competence variable is significantly positive. The research results are in accordance with the theory which states that the term spiritual intelligence began to emerge because many people think that IQ and EQ only contribute to a large part of a person's success in life. Another factor that plays a role is spiritual intelligence which emphasizes more on the meaning of life and is not only limited to the suppression of religion (Hoffman in Choiriah) [1]. Shari'ati Gina states that spiritual quotient is a picture of a religious movement that describes how to place a human activity in order to be able to follow a pattern or moral universe.

**c)** Determination of the Psychomotor Intelligence variable on the Competence variable has a standardized estimate (regression weight) of 0,617 with Cr (Critical ratio = identical to the value of t-count) of CR 6.193 at probability = \*\*\* Value of CR 6.1932.00 and Probability = \*\*\* 0.05 indicates that the Determination of the Psychomotor Intelligence variable on the Competence variable

is positively significant. This research is in accordance with the theory which states: Say: "Let everyone do according to their circumstances." Then God knows who is the right way. "(Surah Al-Isra ' : 84 in the Ministry of Religion, 2016) "Indeed, your business is different." (Surah Al Lail: 4 in the Ministry of Religion, 2016). Psychomotor intelligence includes the ability to do or achieve something. This realm is divided in several aspects, including sensory perception, readiness to perform physical movements, responses that are guided or changes made by trial and error or by existing knowledge, mechanisms or skills to do something motorly, as well as aspects of the creation of new movements as a result of his expertise.

**d)** Determination of the Intellectual Intelligence variable on the Noble Morals variable has a standardized estimate (regression weight) of 0,190 with Cr (Critical ratio = identical to the value of t-count) of 3,693 at probability = \*\*\* Value of CR 3,6932.00 and Probability = \*\*\* 0.05 indicates that the Determination of the Intellectual Intelligence variable on the Noble Morals variable is positively significant. The truth of this research is according to the theory that everyone is born with different talents and skills which are something that is "attached" to a person and is present at birth and is related to brain structures related to intelligence. Intellectual ability is an expression of what is called knowledge and intellectual power also rests on cultural change and technological renewal in society(Uno and Masri) [17]. There is intelligence related to problem solving strategies using logic. This intelligence is also called using the ratio of rational knowledge in solving problems.

**e)** The determination of the Spiritual Intelligence variable on the Noble Morals variable has a standardized estimate (regression weight) of 0.124 with Cr (Critical ratio = identical to the value of t-count) of 2.205 at probability = 0,027 CR Value 2.2052.00 and Probability = 0.0270.05 indicates that the Determination of the Spiritual Intelligence variable on the Noble Morals variable is significantly positive. This finding is in accordance with the theory which states that Zohar and Marshall explain that spirituality should not be associated with a person's closeness to the divine aspect, as a humanist or atheist can have high spirituality. Spiritual intelligence is more related to the enlightenment of the soul. People who have high spiritual intelligence can give meaning to life by giving positive meaning to every event or problem, even to their suffering. By giving a positive meaning, it can generate enthusiasm and positive actions and actions.

**f)** Determination of the Psychomotor Intelligence variable on the Noble Morals variable has a standardized estimate (regression weight) of 0.080 with Cr (Critical ratio = identical to the value of t-count) of 0.887 at probability = 0.375 CR Value 0.8872.00 and Probability = 0.3750.05 indicates that the Determination of the Psychomotor Intelligence variable on the Noble Morals variable is positive and not significant. This study is not in accordance with the psychomotor theory associated with physical activities, such as running, jumping, painting, dancing, hitting, and so on (Sudijono) The genie made for Sulaiman what he wanted from tall buildings and statues and (big) plates such as a pond and a still pot (located on the stove). Your work, O house of David to give thanks (to Allah). And very few of My servants are grateful. "(Surah Saba' : 12-13 at the Ministry of Religion, 2016)

**g)** Determination of the Competence variable on the Noble Morals variable has a standardized estimate (regression weight) of 0.646 with Cr (Critical ratio = identical to the value of t-count) of 6.482 at probability = \*\*\*CR Value 6.4822.00 and Probability = \*\*\*0.05

indicates that the Determination of the Competence variable on the Noble Morals variable is significantly positive. The results of this study are in accordance with the theory Noble character is the nature of which is engraved in the human soul, from which is born the works easily without thinking and pondering in advance. If the embedded nature of it is born good and praiseworthy according to the ratio and the law, it is called the nature of a good character. Good moral or noble moral certainly do not conflict with religious rules, customs and law accepted by society. The noble characters can be defined as a sense of responsibility for everything that has been said or done, willingness to undertake study, respecting reasonable push to investigate and reflect, choose truth and goodness, give advice, be patient, and do good. There are still a lot of noble characters who can be implemented but basically are all the actions and behaviors that can raise the dignity as a human being glorified. The noble characters can be embedded in every person who has got the learning from family and community environment that supports the creation of noble characters (Raharjo).

**h)** Square Multiple Correlation for Competence = 0.892, for Noble Morals = 0.996 According to Ferdinand, (2002: 114) the value of Square Multiple Correlation for the Competence variable  $R^2 = 0,892$  identical to  $R^2$  on SPSS by 0.892 then the amount of Determination is the value of Square Multiple Correlation for the Job Competence variable times  $100\% = 0.892 \times 100\% = 89.2\%$ . Thus it can be stated that the change in Job Competence is determined by Spiritual Intelligence, Intellectual Intelligence, Psychomotor Intelligence by 89.2%, the remaining  $100\% - 89.2\% = 10.80\%$  determined by other variables not included in this study. For Noble Morals  $R^2 = 0.996$  then the magnitude of the determination =  $0.996 \times 100\% = 99.6\%$ . Thus it can be stated that the change in Religious Performance is determined by Product, Intellectual Intelligence, Organizational Commitment, and Job Competence of 99.6%, the remaining  $100\% - 99.6 = 0.4\%$  are other variables not included in this study [18-21].

## Conclusion

- Determination of the Intellectual Intelligence variable on the Competence variable is not significant positive
- The determination of the Spiritual Intelligence variable on the Competence variable is significantly positive.
- The determination of the Psychomotor Intelligence variable on the Competence variable is significant positive
- The determination of the Intellectual Intelligence variable on the Noble Morals variable is significant positive
- The determination of the Spiritual Intelligence variable on the Noble Morals variable is significantly positive.
- The determination of the Psychomotor Intelligence variable on the Noble Morals variable is positive and not significant
- Determination of the Competence variable on the Noble Morals variable is significant positive
- Square Multiple Correlation for Competence = 89.2%, for Noble Morals = 99.6%

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