

## **The Effect of Spiritual Quotient, Self Leadership, and Intellectual Quotient on Achievement Motivation and Lecturer Performance in Islamic Higher Education in Banjarmasin**

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**ABSTRACT:** *This study aims to determine and analyze the influence of spiritual quotient, self leadership, intellectual quotient, and organizational commitment to achievement motivation and job satisfaction as well as its impact on the performance of lecturers at Islamic universities in Banjarmasin. The population of this study were lecturers at the State Islamic University of Banjarmasin, Kalimantan Islamic University Muhammad Arsyad Al Banjary, and Muhammadiyah University Banjarmasin, totaling 921 people. Data analysis techniques using Structural Equation Model (SEM) with concepts and applications using the Analysis of Moment Structure (AMOS) version 24.0. The research sample was taken as many as 279 people using the Slovin formula. The results of the study came to the conclusion that: (1) spiritual quotient has a significant effect on job satisfaction, but no significant effect on achievement motivation and lecturer performance, (2) self leadership has a significant effect on achievement motivation, job satisfaction, and lecturer performance, (3) intellectual quotient has a significant effect on achievement motivation, but has no significant effect on job satisfaction, intellectual quotient is significant on lecturer performance, organizational commitment is significant on achievement motivation, (4) organizational commitment has a significant effect on job satisfaction, but has no significant effect on lecturer performance, (5) achievement motivation has a significant effect on lecturer performance, and (6) job satisfaction has a significant effect on lecturer performance.*

**KEYWORDS:** *Spiritual Quotient, Self Leadership, Intellectual Quotient, Organizational Commitments, Achievement Motivation, Job Satisfaction, Performance.*

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### **I. INTRODUCTION**

Lecturers are educators and scientists with the main task of transforming, developing and disseminating science, technology, and art through education, research, and community service (Law of the Republic of Indonesia Number 14 of 2005). Each Lecturer is required to have a minimum academic qualification of a master's degree graduate program for a diploma or undergraduate program, and a graduate of a doctoral program for a postgraduate program. Lecturers must be able to develop science, be smart in delivering lecture material, actively carry out scientific research so that they can integrate their research results in learning material. In addition, lecturers must actively serve the community and contribute to improving the welfare of the community.

The performance of lecturers is determined by their activeness and productivity in carrying out educational, research, and community service activities. Lecturers' performance is closely related to their intelligence, where a lecturer is required to master various technical and non-technical abilities ranging from designing, implementing to evaluating learning activities. To be an effective lecturer, a lecturer must have intelligence Intellectual Quotient (IQ) and Spiritual Quotient (SQ). According to Nggermanto (2002) Intellectual Quotient (IQ) is human intelligence used to deal with managing nature. Everyone's IQ is influenced by the material of the brain which is determined by genetic factors. IQ is essentially a basic ability to acquire skills that contain various components.

Spiritual Quotient (SQ) is a person's ability to listen to his conscience, good and bad and moral sense in the way he puts himself in the association (Tasmara, 2001: 49). SQ is human intelligence used to connect with God. The potential for SQ is very large and is not limited by heredity, environment or other material. A lecturer who has high spiritual intelligence is a person who has strong principles and vision, is able to interpret every aspect of life and is able to manage and endure difficulties. Essential intelligence is very closely related to the task and role of humans as leaders.

Real leadership is how human mission to lead themselves is called self leadership. Self Leadership is

the process of influencing and motivating oneself needed to achieve goals (Antonio, 2015: 98). Each person is a leader for himself, lecturers who are able to lead themselves have the ultimate intelligence to be able to give meaning and help to others. In addition to academic ability, lecturers' performance is also very much determined by their commitment to the university where they serve. According to Meyer and Allen (2007), commitment can also mean an individual's strong acceptance of organizational goals and values, and individuals strive and work and have a strong desire to remain in the organization.

Lecturer performance can be improved can be influenced by motivation. Achievement motivation of a lecturer is needed to improve morale. Pupuh and Suryana (2012: 61) states that achievement motivation is an encouragement in a person to carry out an activity or task as well as possible in order to achieve achievement with a commendable ranking. Lecturers who get job satisfaction are usually better job performance than those who do not get job satisfaction. The lecturer will feel satisfied with the work that has been or is being carried out, if what he has done has met his expectations. Anoraga (2006: 82) defines job satisfaction as a positive attitude which involves the healthy adjustment of employees to working conditions and situations, including issues of wages, social conditions, physical conditions and psychological conditions.

The performance of lecturers is not only seen from their ability to conduct education, research, and community service. However, the academic quality of lecturers as well as functional positions also affect lecturers' performance. Lecturers who do not have or do not update their history of rank, history of functional positions, and history of academic education do not have teaching authority. Lecturers as teaching staff play a role in presenting quality education for the progress of the nation and state. For this reason, lecturer qualifications must be adjusted to the development of science and technology. Even in the current era, a lecturer must be able to carry out educational activities, research, and community service in accordance with the demands of the industrial revolution 4.0.

The quality improvement can be fulfilled, among others, by lecturers increasing their education level to the Masters program (S-2) and to the Doctoral program (S3). Based on data from the Institute of Higher Education Services Region XI (IHESR-IX) of South Kalimantan Province, in a number of Islamic tertiary institutions in the city of Banjarmasin, there are still lecturers whose education level is only Bachelor (S-1). In detail the composition of lecturer education levels at Islamic tertiary institutions in Banjarmasin is: 119 (13%) doctors, 794 (86%) masters, and 8 (1%) graduates. Based on this data, there is 1% of lecturers who do not meet the provisions of Law Number 14 of 2005 article 46 paragraph 2 which states that a lecturer must have a minimum academic qualification of master (S-2).

Another phenomenon is that there are still many lecturers who do not actively carry out research and community service activities individually or in groups. In 2016, of the 921 lecturers of Islamic tertiary institutions in Banjarmasin, 377 (40.93%) conducted research, and as many as 303 (32.89%) conducted community service activities. In 2017 there was an increase, but the increase was less significant. Out of 921 lecturers, 413 (44.84%) have conducted research, and 323 (35.07%) have conducted community service activities. From this phenomenon it can be seen that the average level of lecturer participation in research activities is still 42.88%, while the average level of lecturer participation in community service is still 33.98%.

Lecturers are required to have academic functional positions of at least an Expert Assistant. The facts there are still many Islamic University lecturers in Banjarmasin who do not yet have academic functional positions. Based on data from the IHESR-IX, from 921 lecturers of Islamic tertiary institutions in Banjarmasin: 24 (2.60%) as Professors; 224 (24.32%) as Associate Professor; 264 (28.66%) as Lectors; 286 (31.05%) as Expert Assistants; and 123 (13.35%) as teaching staff. Facts on the field show that lecturers as the spearhead for improving the intelligence of the nation have not shown optimal performance. This can be seen based on data regarding academic and/or rank functional promotions as a benchmark for lecturer performance. Promotion, promotion, and lecturer promotion can be seen from the level of education completed and the level of academic functional position obtained. A person cannot be called a lecturer if he does not yet have a functional position.. With functional positions lecturers have the right to teach, test, guide, graduate students.

## **II. LITERATURE REVIEW**

Spiritual intelligence is the truest intelligence about the wisdom and truth of God (the Creator of the Universe), intelligence that produces a deep love for truth so that all of his actions will be guided to deliver it to ma'rifatullah (Tasmara, 2001: 49). Spiritual quotient is the intelligence to face and solve problems of meaning and value, that is, intelligence to place behavior and life in the context of a broader and richer meaning, intelligence to judge that one's actions or way of life are more meaningful than others. Someone who has a high spiritual quotient level will also have good performance (Marshall, 2002). Spiritual quotient is the eye of the heart, someone who knows God will see Him without eyes, will hear Him without ears, will feel Him without sense, and will understand Him without reasoning (Zohar & Marshall, 2000).

Self leadership is the ability of self to control lust. The success in becoming a leader and succeeding in achieving organizational goals is due to the ability of leaders in controlling lust, namely coordinating the

intentions, thoughts and actions so that the passions that have been bestowed by God can be channeled properly, and this is our leadership towards ourselves (Antonio, 2015: 98). Self Leadership is defined as a process that exists in a person to increase motivation and direct himself to behave in ways that are in accordance with what others expect him (Konradt, et al, 2009: 323). Self Leadership a process of influencing or leading one through the use of specific sets of behavioral and cognitive strategies (Kalyar, 2011: 22). The definition of self leadership (Boss & Sims, 2008: 142) consists of certain behaviors and cognitive strategies aimed at improving the effectiveness and performance of individuals and this self leadership is a self regulation. The essence of self-leadership lies in the willingness and ability of individuals to see and seek an honest identity and organize themselves so that they find a way to do well as expected by individuals and other parties.

Intellectual intelligence is intellectual ability, logical analysis, and ratio. This intelligence is the intelligence to receive, store and process information into facts (Widodo, 2012: 77). (Robbins & Judge, 2008: 57) Intellectual intelligence is the ability needed to perform various mental activities of thinking, reasoning and problem solving. Intelligence is more focused on their ability to think. (Armansyah, 2002: 17) Intellectual intelligence is the intellectual ability, analysis, logic and ratio which is the intelligence to receive, store and process information into facts. Therefore, intelligence cannot be observed directly, but must be inferred from real action, which is a manifestation of rational thinking. Nggermanto (2002) IQ is human intelligence that is used to relate to and manage nature. Everyone's IQ is influenced by the material of the brain which is determined by genetic factors. Yuliana Grece Setiawan and Made Yenni Latrini (2016) spiritual intelligence is the ability to learn from experience, think using metacognitive processes, and the ability to adapt to the surrounding environment.

Robbins and Timothy (2008: 100) define it as a situation where an employee sides with a particular organization and the goals and desires to maintain its membership in the organization. (Greenberg & Baron, 2003: 160) Organizational commitment is the degree to which employees are involved in their organization and wish to remain members, which contains an attitude of loyalty and willingness of employees to work optimally for the organization where the employee works. Organizational commitment is the most powerful influence, where people identify with demand and are highly motivated to do so, even when the source of motivation is no longer present (McShane & Von Glinow, 2008: 119). Ivancevich (2007: 234) organizational commitment is a feeling of identification, involvement, and loyalty expressed by employees towards the organization. Based on this understanding, it can be identified that commitment to organizing involves three attitudes, namely, a sense of identification with organizational goals, a feeling of being involved in organizational tasks, and a feeling of loyalty to the organization. Alwi (2001: 49) said that organizational commitment is an attitude of employees to remain in the organization and involved in efforts to achieve the mission, values and goals of the company.

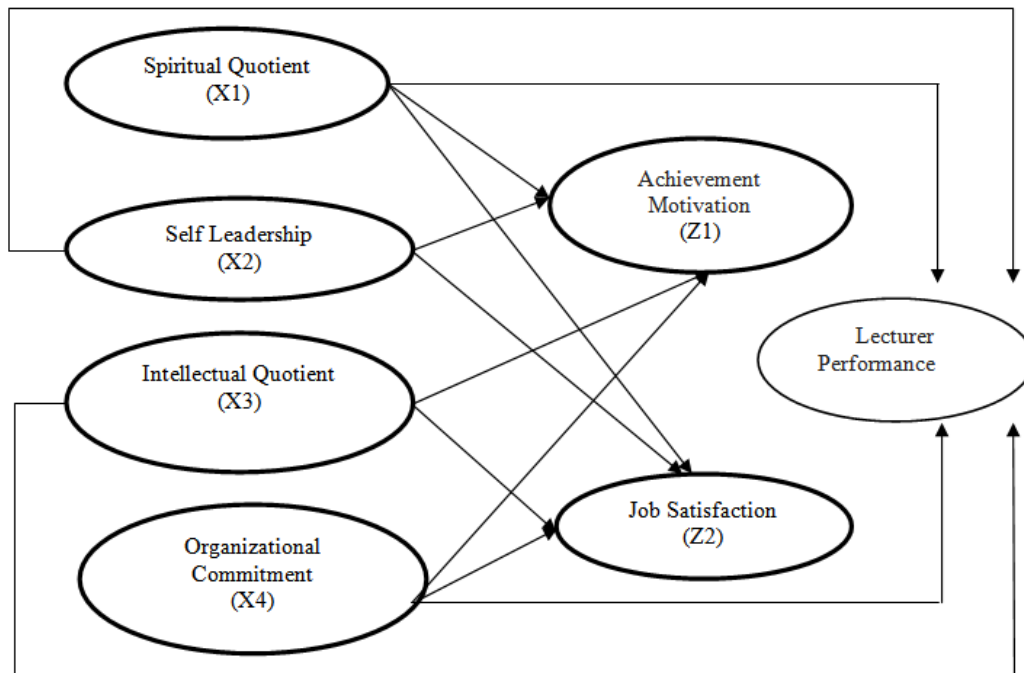
Pupuh and Suryana (2012: 61) states that achievement motivation is an encouragement in a person to do or do an activity or task as well as possible in order to achieve achievement with a commendable ranking. Someone in carrying out an action usually has a motive. Motivation is the process of influencing or encouraging from outside on a person or work group so that they want to carry out something that has been determined (Samsudin; 2006: 281). Motivation is a willingness to spend a high level of effort for organizational goals, which is conditioned by the ability of the effort to meet some individual needs (Robbins, 2003: 208). Motivation can be interpreted as an impulse in a person to do or do an activity or task as well as possible in order to achieve achievement with a commendable predicate (Mangkunegara, 2005). Gibson, et al. (2003) defines motivation as the power that drives employees to do something that gives rise to and directs behavior. Motivation is a condition that moves employees to achieve organizational goals (Karjantoro, 2004).

Anoraga (2006: 82) defines job satisfaction as a positive attitude which involves the healthy adjustment of employees to working conditions and situations, including issues of wages, social conditions, physical conditions and psychological conditions. In (Sun, 2011) job satisfaction is defined as a pleasant or positive emotional state resulting from a satisfactory assessment of one's work or work experience or a positive degree that affects the job or its components, and the attitude that is shown to be key in relation to employee behavior, as his work performance. Hasibuan (2011: 202) job satisfaction is a pleasant emotional attitude and loves his job. This attitude is reflected by work morale, discipline and work performance, job satisfaction enjoyed at work, outside of work as well as a combination of inside and outside work. Robbins & Judge (2008: 40), job satisfaction is a positive feeling about one's work that is the result of evaluating the characteristics.

Robbins (2002) states that performance is a measure of what is done and what is not done by employees. Mangkunegara (2001) stated work performance comes from the word job performance or actual performance, namely the quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given to him. Rivai (2004: 14) states that performance is the willingness of a person or group of people to carry out an activity and perfect it in accordance with responsibilities with expected results. Sutiadi (2003:6) states that performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. Malthis and Jackson, (2002:78) employee performance that is common to most jobs includes elements including: quality of results,

quantity of results, timeliness of results, attendance, ability to work together. Lecturer performance is the ability shown by the lecturer in carrying out their duties or work. Performance is said to be good and satisfying if the results achieved are in accordance with established standards (Rachmawati, 2013). Performance is a result achieved by employees in their work according to certain criteria that apply to a job. Mangkunegara (2005: 9) performance is the appearance of the work of personnel both in quantity and quality in an organization.

Based on the above theoretical explanation, a Conceptual Framework can be drawn up on the relationship of the variables of Spiritual Quotient, Self Leadership, and Intellectual Quotient on Achievement Motivation and Lecturer Performance. The conceptual framework is illustrated in Figure 1.



**Figure 1.** Research Conceptual Framework

Based on the formulation of the problem, literature review and conceptual framework, proposed 14 research hypotheses as follows:

- H-1 Spiritual quotient has a significant effect on the achievement motivation of lecturers at Islamic Universities in Banjarmasin.
- H-2 Spiritual quotient has a significant effect on job satisfaction of lecturers at Islamic Universities in Banjarmasin.
- H-3 Spiritual quotient has a significant effect on the performance of lecturers at Islamic Higher Education in Banjarmasin.
- H-4 Self leadership has a significant effect on the achievement motivation of lecturers at Islamic Higher Education in Banjarmasin.
- H-5 Self leadership has a significant effect on job satisfaction of lecturers at Islamic Higher Education in Banjarmasin.
- H-6 Self leadership has a significant effect on the performance of lecturers at Islamic Higher Education in Banjarmasin.
- H-7 Intellectual quotient has a significant effect on the achievement motivation of lecturers at Islamic Universities in Banjarmasin.
- H-8 Intellectual quotient has a significant effect on job satisfaction of lecturers at Islamic Universities in Banjarmasin.
- H-9 Intellectual quotient has a significant effect on the performance of lecturers at Islamic Universities in Banjarmasin.
- H-10 Organizational commitment has a significant effect on the achievement motivation of lecturers at Islamic Higher Education in Banjarmasin.
- H-11 Organizational commitment has a significant effect on job satisfaction of lecturers at Islamic Universities in Banjarmasin.
- H-12 Organizational commitment has a significant effect on the performance of lecturers at Islamic

- H-13 Higher Education in Banjarmasin. Achievement motivation has a significant effect on the performance of lecturers at Islamic Higher Education in Banjarmasin.
- H-14 Higher Education in Banjarmasin. Job satisfaction has a significant effect on the performance of lecturers at Islamic Higher Education in Banjarmasin.

### III. RESEARCH METHODOLOGY

**Population and Sample.** The population in this study were lecturers at Islamic Universities in Banjarmasin, namely at the Antasari State Islamic University (UIN Antasari), Kalimantan Islamic University Muhammad Arsyad Al Banjary (UNISKA MAAB), Muhammadiyah University Banjarmasin (UMB). The total number of college lecturers was 921 people. The research sample was taken as many as 237 lecturers using the Slovin formula. The sampling method used is stratified random sampling. This multilevel sampling technique is used if the population is heterogeneous or consists of stratified groups and very large numbers. Determination of strata is done based on the level of education and academic positions of lecturers.

**Data Collection Instruments.** This study uses primary data obtained by using a data collection instrument in the form of a questionnaire. The questionnaire was designed in the form of closed questions, and the choice of respondents' answers used a Likert scale. The spiritual quotient variable is measured by 8 indicators: absolute honesty, openness, self-knowledge, focus on contribution, non-dogmatic spirituality, giving meaning to every action, feeling life and work more meaningfully, being able to face the quality of life inspired by values. The variable of self leadership is measured by 4 indicators: shidiq (true), trustful (trustworthy), fathanah (smart), tabligh (conveying). Intellectual quotient variables are measured by 6 indicators: verbal ability, visual ability, quantitative ability, memory ability, reasoning ability, problem solving ability. The variable organizational commitment is measured by 3 indicators: affective commitment, ongoing commitment, normative commitment. Achievement motivation variable is measured by 3 indicators: Need for achievement, need for affiliation, need for mastering. The variable job satisfaction is measured by 5 indicators: salary satisfaction, comfort for the job itself, rewards, coworkers, facilities and infrastructure. The lecturer performance variable is measured by 5 indicators: quality and quantity, education and teaching, research, community service, supporting tasks.

**Data Analysis Method.** The collected data was analyzed statistically using Structural Equation Model (SEM) with concepts and applications using the Analysis of Moment Structure (AMOS) version 24 program.

### IV. RESULTS AND DISCUSSION

#### Characteristics of Respondent

Characteristics of respondents in this study can be seen based on the name of the university, age, years of service, functional position, education, research that has been done, and community service that has been done. Characteristics of respondents in this study can be seen in Table 1 below.

**Table 1.** Description of Respondent Characteristics

Profile of Respondents	Description	Number of Respondents	Percentage
Name of University	UIN Antasari	117	42%
	Uniska MAAB	123	44%
	UMB	39	14%
Age	26 – 39 years	69	25%
	40 – 49 years	124	44%
	> 50 years	86	31%
Years of service	5 – 10 years	31	11%
	11 – 20 years	87	31%
	21 – 25 years	96	35%
	> 21 years	65	23%
Functional	Teacher	120	43%
	Expert Assistant	67	24%
	Lector	53	19%
	Head Lecturer	31	11%
	Professor	8	3%
Education	Bachelor	17	6%
	Master	156	56%
	Doctor	106	38%
Activities Research	2016	181	65%
	2017	192	69%
Community Service Activities	2016	167	60%
	2017	175	63%

**Validity Test**

Validity test is carried out based on the dimensions of each variable. In Table 2, the validity test results of each indicator that form the research variables are presented. In the table it appears that the value of the component for each indicators > 0.50 so that it shows that all instruments used in the study are valid.

**Table 2** Test Validity of Intervening and Dependent Variables

Indicators	Item	Pearson Correlation	Sig.	Terms	Information	
<b>1. Spiritual Quotient</b>						
X1.1	Honesty	X1.1.1	0,840	0,000	Sig. ≤ 5%	Valid
		X1.1.2	0,631	0,000	Sig. ≤ 5%	Valid
X1.2	Openness	X1.2.1	0,739	0,000	Sig. ≤ 5%	Valid
		X1.2.2	0,587	0,001	Sig. ≤ 5%	Valid
<b>2. Self Leadership</b>						
X2.1	Self Modelling	X2.1.1	0,727	0,000	Sig. ≤ 5%	Valid
		X2.1.2	0,561	0,001	Sig. ≤ 5%	Valid
X2.2	Goal Setting	X2.2.1	0,572	0,001	Sig. ≤ 5%	Valid
		X2.2.2	0,648	0,000	Sig. ≤ 5%	Valid
<b>3. Intellectual Quotient</b>						
X3.1	Figure Ability	X3.3.1	0,642	0,000	Sig. ≤ 5%	Valid
		X3.3.2	0,658	0,000	Sig. ≤ 5%	Valid
X3.2	Verbal Ability	X3.4.1	0,617	0,000	Sig. ≤ 5%	Valid
		X3.4.2	0,753	0,000	Sig. ≤ 5%	Valid
X3.3	Numerical Ability	X3.5.1	0,621	0,000	Sig. ≤ 5%	Valid
		X3.5.2	0,765	0,000	Sig. ≤ 5%	Valid
<b>4. Organizational Commitment</b>						
X4.1	Affective Commitment	X4.1.1	0,759	0,000	Sig. ≤ 5%	Valid
X4.2	Continuance Commitment	X4.2.1	0,847	0,000	Sig. ≤ 5%	Valid
X4.3	Normative Commitment	X4.3.1	0,756	0,000	Sig. ≤ 5%	Valid

**Reliability Test**

The reliability test results for all variables are illustrated from the Cronbach Alpha value above 0.60 which means that all research variables are reliable.

**Table 3.** Research Variability Test Reliability

Variable	Cronbach's Alpha	Critical Value	Information
Spiritual Quotient (X1)	0,779	≥ 0,60	Reliable
Self Leadership (X2)	0,764	≥ 0,60	Reliable
Intellectual Quotient (X3)	0,869	≥ 0,60	Reliable
Organ. Commitment (X4)	0,842	≥ 0,60	Reliable
Achievement MOTOVATION (Z1)	0,660	≥ 0,60	Reliable
Job Satisfaction (Z2)	0,852	≥ 0,60	Reliable
Lecturer Performance (Y)	0,826	≥ 0,60	Reliable

**Hypothesis Test**

Hypothesis testing is done using the CR value and its probability. The parameter of the presence or absence of partial effect can be determined based on the value of CR (Critical Ratio). To determine whether there is an influence of exogenous variables on endogenous variables and endogenous variables on endogenous variables, the provisions are used if the calculated CR value ≥ 1.96 or a significance value ≤ 0.05, then it is decided that there is a significant influence between the variables. The results of hypothesis testing are shown in Table 4.

**Table 4.** Hypothesis Testing Results

Hyp.	Causality Relations	Coef.	C.R.	P-value	Information
H <sub>1</sub>	Spiritual Quotient (X1) → Achievement Motivation (Z1)	0,049	0,637	0,524	Not Sig.
H <sub>2</sub>	Spiritual Quotient (X1) → Job Satisfaction (Z2)	0,202	2,346	0,019	Sig.
H <sub>3</sub>	Spiritual Quotient (X1) → Lecture Performance (Y)	0,010	0,134	0,893	Not Sig.
H <sub>4</sub>	Self Leadership (X2) → Achievement Motivation (Z1)	0,417	4,637	0,000	Sig.
H <sub>5</sub>	Self Leadership (X2) → Kepuasan Kerja	0,202	2,306	0,021	Sig.

Hyp.	Causality Relations	Coef.	C.R.	P-value	Information
	(Z2)				
H <sub>6</sub>	Self Leadership (X2) → Lecture Performance (Y)	0,242	2,417	0,016	Sig.
H <sub>7</sub>	Intellectual Quotient (X3) → Achievement Motivation (Z1)	0,330	4,698	0,000	Sig.
H <sub>8</sub>	Intellectual Quotient (X3) → Job Satisfaction (Z2)	0,101	1,503	0,133	Not Sig.
H <sub>9</sub>	Intellectual Quotient (X3) → Lecture Performance (Y)	0,226	3,026	0,002	Sig.
H <sub>10</sub>	Organizational Commitment (X4) → Achievement Motivation (Z1)	0,354	5,072	0,000	Sig.
H <sub>11</sub>	Organizational Commitment (X4) → Job Satisfaction (Z2)	0,323	4,302	0,000	Sig.
H <sub>12</sub>	Organizational Commitment (X4) → Lecture Performance (Y)	0,045	0,551	0,581	Not Sig.
H <sub>13</sub>	Achievement Motivation (Z1) → Lecture Performance (Y)	0,277	2,308	0,021	Sig.
H <sub>14</sub>	Job Satisfaction (Z2) → Lecture Performance (Y)	0,242	2,959	0,003	Sig.

**Table 5.** Evaluation of Goodness-of-Fit Criteria

Criteria	Model Test Result	Critical Value	Information
Probability X <sup>2</sup> Chi square	0,000	≥ 0,05	Not Fit
Cmin/DF	1,269	≤ 2,00	Fit
RMSEA	0,031	≤ 0,08	Fit
GFI	0,881	≥ 0,90	Marginal Fit
AGFI	0,861	≥ 0,90	Marginal Fit
TLI	0,954	≥ 0,95	Fit
CFI	0,959	≥ 0,95	Fit

The results of the calculations, as shown in the Tables above, show that almost all of the goodness of fit criteria have provided an index that matches the recommended (fit or marginal). While chi-square statistics are still not fit (probability value is still less than 5%). This is not a problem because according to Ferdinand (2002), the chi-square statistic is the most fundamental measurement tool, but in samples above 200, this chi-square statistic becomes sensitive to the number of samples so it must use the other model's suitability measurement tool. Based on this theory, the sample in this study amounted to 279 (more than 200), so the use of chi-square statistics for the suitability of the model to be biased and sensitive to the number of samples, so it is better to use other models of conformity measurement tools.

## V. CONCLUSIONS AND RECOMMENDATIONS

Based on data analysis and hypothesis testing this study came to the conclusion: (1) spiritual quotient has a significant effect on job satisfaction, but no significant effect on achievement motivation and lecturer performance, (2) self leadership has a significant effect on achievement motivation, job satisfaction, and lecturer performance, (3) intellectual quotient has a significant effect on achievement motivation, but has no significant effect on job satisfaction, intellectual quotient is significant on lecturer performance, organizational commitment is significant on achievement motivation, (4) organizational commitment has a significant effect on job satisfaction, but has no significant effect on lecturer performance, (5) achievement motivation has a significant effect on lecturer performance, and (6) job satisfaction has a significant effect on lecturer performance.

With regard to the conclusions above, the writer suggests to the leaders of universities that in order to increase achievement motivation, job satisfaction, and lecturers' performance effectively, lecturers should be given reinforcement about spiritual quotient, self leadership, intellectual quotient, and organizational commitment. To the next researcher, the writer suggests: (a) to develop the research locus not only at the lecturers of Islamic tertiary institutions in Banjarmasin, but also in South Kalimantan, (b) to strengthen this approach to the next researcher should develop other variables that contribute to the improvement lecturer performance.

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