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DETERMINATION OF SPIRITUAL, INTELLECTUAL AND PSYCHOMOTOR INTELLIGENCE ON PERFORMANCE THROUGH COMPETENCE OF SECRETARIAT EMPLOYEES RIAU ISLANDS DPRD, INDONESIA

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Abstract

Inspired by research at the Secretariat of the People's Representative Council of the Riau Archipelago Region with the title The Influence of the latent variable Cultural Values on the latent variable Efficiency, which is positive and insignificant, the researcher wants to continue this research with the title Determination of Spiritual, Intellectual and Psychomotor Intelligence on Performance Through the Competence of Secretariat Employees of the Riau Islands DPRD Secretariat. The number of respondents was 188; with the Slovin Formula, a sample of 128 respondents was obtained. Data analysis was carried out using Partial Least Square (PLS). Partial Least Square. The research results are as follows:the positive determination of the Competence variable is significant to the Performance variable, the positive determination of the Intellectual variable is not practical to the Competency variable, the direct positive determination of the Intellectual variable is not essential to the Performance variable, the positive determination of the Psychomotor variable is significant to the Competency variable, the determination of the Intellectual variable is positively not substantial to the Performance variable, the determination of the Intellectual variable is positive and not significant for the Competency variable, the determination of the Spiritual variable is positive and effective for the performance variable, the Competency variable is influenced by the variables of spiritual intelligence, intellectual intelligence and psychomotor intelligence with an interaction of 56.2%, the Performance variable can be explained/controlled by the variables of spiritual intelligence, intellectual intelligence, psychomotor intelligence and competency with their interaction is 63.4%. These findings indicate that Secretariat Staff should have spiritual, intellectual and psychomotor intelligence to improve the competence and performance of the People's Representative Council.

Keywords: ***Spiritual intelligence, intellectual intelligence, psychomotor intelligence, competence, performance***

1. INTRODUCTION

Inspired by Mujiyat's thesis (2013) titled "Increasing Efficiency as a Mediator Between Artifacts, Values and Organizational Cultural Assumptions on the Work Effectiveness of Secretariat Employees of the Regional People's Representative Council of Riau Islands Province", with the following discussion results: The influence of the latent variable Cultural Values (NIL) on The latent variable Efficiency (EFI) has a standardized estimate (regression weight) of 0.173, with a Cr (Critical ratio = identical to the t-calculated value) of 1.772 at probability = 0.076. The CR value of 1.772 < 2.000 and Probability = 0.076 > 0.05 indicates that the influence of the latent variable Cultural Values (NIL) on the latent variable Efficiency (EFI) is positive and insignificant. The theoretical view of organizational culture is the norms, values, assumptions, beliefs, philosophy, organizational habits, and so on (the content of corporate culture) developed over a long time by the founders, leaders and members of the organization, which are socialized and taught to new members and implemented. In organizational activities, it influences the mindset,

attitudes and behaviour of corporate members in producing products, serving consumers and achieving organizational goals.

Meanwhile, in the empirical view, the positive influence is not significant because the DPRD Secretariat is the two elements of institutions, legislative and executive. There is a contact between two organizational cultures, namely legislative and executive (politics and bureaucrats), in one institution to carry out efficient and effective human resource management processes. The legislature is a political-based institution, while the Riau Islands DPRD Secretariat is an element of the provincial government and is an executive-based institution. This causes the latent variable Cultural Value (NIL) to have a positive but insignificant effect on the latent variable Efficiency (EFI).

Formulation of the problem

Based on the background above, the problem formulation in this research is as follows:

a. How does Spiritual Intelligence directly determine employee competency?
b. How does Intellectual Intelligence directly determine employee competence?
c. How does Psychomotor Intelligence directly determine employee competence?
d. How does Spiritual Intelligence directly determine employee performance?
e. How does Intellectual Intelligence directly determine employee performance?
f. How does Psychomotor Intelligence directly determine employee performance?
g. How does Spiritual Intelligence indirectly determine employee performance?
h. How does Intellectual Intelligence indirectly determine employee performance?
i. How does Psychomotor Intelligence indirectly determine employee performance?
j. How does competency directly determine employee performance?

1) Spiritual Intelligence

God's Word: "Indeed, in the creation of the heavens and the earth, and the alternation of night and day, there are signs for people of understanding, (namely) those who remember Allah while standing or sitting or lying down and they think about the creation of the heavens and the earth (while saying): "Our Lord, You did not create this in vain. Glory be to You, so protect us from the torment of hell. Spiritual intelligence comes from human nature itself. This intelligence helps humans to give meaning to the activities they carry out. " (QS. Ali Imran: 190-191). Ulil Albab is a human resource with spiritual intelligence and is serious about pursuing knowledge. Investigate and observe all the secrets of revelation (the Qur'an and natural phenomena), capture the implicit laws, and then apply them in society for the common good. Always stick to goodness and justice. Ulul Albab can separate good from evil and then choose suitably. Always hold on to and maintain this goodness even if you are alone and even if many people support evil. "Bad (evil) is not the same as good (correct), even though the quantity of evil amazes you. Be thorough and critical in accepting information, theories, proportions or arguments put forward by other people. Like a mujtahid figure, ulul albab does not want taqlid from other people, so he does not want to swallow what other people give him. Able to take lessons from the history of previous peoples. History is an accurate interpretation of a form of life.

Spiritual intelligence concerns morals, which can provide a unified understanding of right and wrong (Zohar 2001; 189). In the 20th century, IQ became big in society, and at the same time, the third "Q" was discovered. , namely, SQ to complete human intelligence in full, SQ can be interpreted as the ability to solve problems about meaning and value, placing various activities and life in a broader, richer context and providing meaning

2) Intellectual intelligence

The French psychologist Alfred Binet classified Intellectual Quality (IQ) as human intelligence. The Stanford–Binet term of IQ tests was developed by Lewis Ternman of Stanford University. IQ is a single intelligence of every individual but is exclusively linked to

the cognitive aspect (Misbach, 2008). Robbins (2001) defined intellectual intelligence as the capability to execute a mental activity, thinking, reasoning, and problem-solving. Various types of jobs require a person to have a high IQ. At present, the extensive dissemination of information has positive and negative impacts. Thus, a person needs intelligence to filter and obtain beneficial information for personal development. Everyone has varying and diverse IQs. In the academic sector, a person could possess specific intelligence for science or the arts. This kind of intelligence influences the achievement in this field of work and is supported by interest. The meaning of IQ is the intelligence for analysis, logic, and ratio. Moreover, IQ is the intelligence to receive, store, and process information into facts (Widodo, 2012). The intelligence of a person may vary. Numerous assumptions on IQ have been presented. For example, parents today consider bright children only those who have mastered science concepts. This mindset has already been embedded in the minds of parents. In reality, people who have obtained high scores on tests are those who are often considered intelligent, thus capable of completing substantial work and pursuing a brilliant professional career. However, those who lack good academic performance can have a successful career if they recognize and know how to maximize their other intelligence.(Helmiatin, 2020: 57)

Intellectual intelligence is related to strategies for solving problems using logic. This intelligence is also called rational intelligence because it uses ratios in solving problems. Intellectual intelligence can also be called IQ (Intelligent Quotient). IQ is more strongly related to educational, economic, occupational and social outcomes than other measurable human traits (Alder, 2001:16). Then Lewis Ternman from Stanford University tried to standardize the IQ test developed by Binet by developing population norms so that The IQ test is then known as the Stanford-Binet test. At that time, IQ was understood as the basis of intelligence, so IQ was considered to measure a person's success and achievements. This intelligence is an intelligence that gives the person the ability to calculate, make analogies, imagine and have the power of creativity and innovation. Intellectual intelligence is a single intelligence of each individual, which is only related to the cognitive aspects of each individual (Sholichin, 2013: 189).

3) Psychomotor Intelligence

Psychomotor intelligence includes abilities related to physical skills in doing or completing something. This domain is divided into several aspects, including perception of the five senses, readiness to carry out a physical movement, guided responses or movements carried out based on trial and error or based on knowledge that one already has, mechanisms or skills in doing something, visible or visible motor responses. , adjustments or adaptations, as well as aspects of creating new movements resulting from skills. This psychomotor ability is closely related to the child's ability to move and use body muscles, performance, imagination, creativity and intellectual works (Chatib 2012). Psychomotor (Solichin. 2012) is something related to aspects of skills that involve the function of the nervous and muscle systems (neuromuscular system) and psychological functioning. This domain consists of readiness (set), imitation, habitual, adaptation and origination.

According to Singer (1972), as quoted by Haryati (2009:25), teaching subjects that are included in the group of psychomotor subjects are subjects that are more movement-oriented and emphasize physical reactions. According to Ryan (1980), as quoted by Haryati, assessment of psychomotor learning outcomes can be done in three ways, namely, first through direct observation and assessment of student behaviour during the teaching and learning process. Second, after the learning process, namely by giving tests to students to measure knowledge, skills and attitudes. Third, sometime after the learning process is complete and later in the work environment.

Picture. 1. Psychomotor Domain

4) Competence

Competency is the ability to carry out or carry out a job or task based on skills and knowledge and supported by the work attitude required by the job (Wibowo, 2019:75). Competence is the ability of an individual which is demonstrated by good performance in a position or job. Competency is closer to the ability or capability that is applied and produces employees, leaders, or officials who show high performance, which is called having competence. Competency is a fundamental characteristic of each individual that is linked to criteria that are referenced for superior or effective performance in a job or situation (Rande, 2016: 105). Then Soetrisno and Alini (2018:63) stated that competency combines knowledge, skills and behaviour to improve performance.

Competency is the capacity of employees by company regulations and job demands, which refer to behaviour, thereby bringing the desired results. In other words, competencies are things that can help someone to do their job well (Retningjati et al., 2018:36). In general, competence can be defined as a set of knowledge, skills, attitudes and values as performance that influence a person's role, actions, achievements and work (Frank et al; Wentzel in Yusnita, et al., 2018:32). Meanwhile, Kusnandar and Agus stated that teacher competency is defined as a set of intelligent and responsible actions that a person has as a condition for being considered capable by society in carrying out tasks according to a particular job (Agus, Taha, Said, & Saleh; Kusnandar in Yusnita, et al., 2018:35). Jennings & Greenberg argue that pedagogical competence is a teacher's mastery of how to teach effectively and organize the learning process (Jennings & Greenberg in Yusnita, et al., 2018: 40).

5) Performance

Employee performance is a central issue in the life of an organization because an organization or agency will be able to achieve its goals or not, depending on how well its employees perform. Employees are the ones who determine whether other organizational resources can make an optimal contribution to efforts to achieve organizational goals. Performance is the work results employees achieve in carrying out tasks and work originating from the organization. (Suparyadi, 2015)

Performance is often assumed as a person's overall success rate in a certain period. In particular, this success is observed in implementing tasks that are assessed based on a specific set of standards, such as a standard result, targets, or criteria that have been agreed upon. Performance is considered one of the indicators for achieving organizational goals and is viewed as a "done thing" in various units within an organization. Moreover, performance is a result that can be achieved by a person or group of people within an organization by authority and responsibilities to achieve the organizational goals legally, does not violate the law, and corresponds to moral and ethical standards (Prawirosentono, 1999). Performance can be measured as follows. 1. Quality of work: Viewed in terms of accuracy and skills involved,

speed of completion, and workmanship 2. Quantity of work: Measured quantitatively and the ability to reach the target or the work in new jobs. Knowledge: Involves a review of workers' ability to understand matters relating to their tasks 4. Reliability: Measures the capability and reliability in performing duties in terms of running regulations and, initiatives and disciplines. 5. Presence: Viewing the activities of workers in terms of office routine, meetings, or serving clients 6. Co-operation: How workers can work with others to complete a task(Ma'rifah, 2004) (Helmiatin, 2020: 58-59)

Mathias and Jackson (2001) state that performance is what employees do or do not do in their work. Rivai and Sagala (2009) say that performance is the actual behaviour displayed by each person as a work achievement produced by employees by their role in the organization. Meanwhile, Benardin and Russell (2000) state that performance is the result produced by certain job functions or activities in specific jobs over a certain period of time. The results of this work are the result of the abilities, skills and desires achieved. Milkovich and Boudreau (1997) state that performance is the level at which employees carry out their work by predetermined requirements. (Priansa, 2014:269-270)

6) Conceptual framework

From the description of the literature review, which contains theories of variable dimensions that will be conducted in research, the title of this research certainly describes the causality between variables. Therefore, the conceptual model of research in writing this thesis is as follows: "Determination of Spiritual, Intellectual and Psychomotor Intelligence on Performance Through the Competence of Riau Islands DPRD Secretariat Employees."

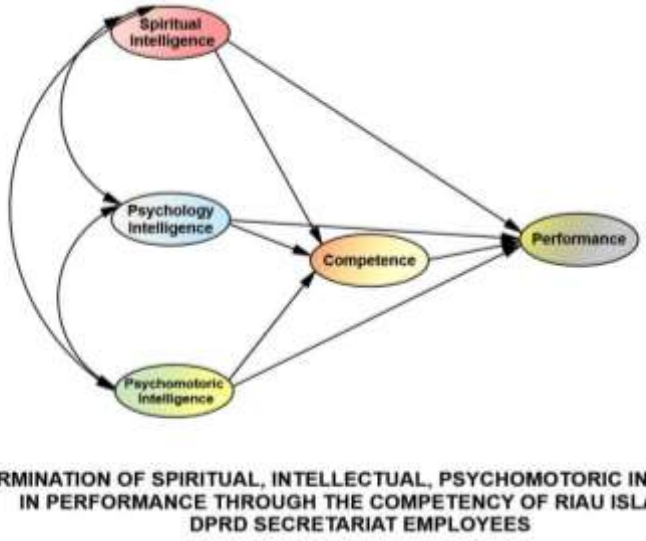

Figure 2. Research Conceptual Model
(Source: Developed from Previous Researchers (2023)

7) Hypothesis

Relationships between variables need to be tested for truth or tentative (temporary) statements, which are conjectures or conjectures about what the researcher observes to understand it. A hypothesis must show a clear structure so that it is easy to know the types of variables and the direction of the relationship between variables, whether positive or negative. From the formulation of the problem observed with the theory proposed so that a conceptual research model can be created, a hypothesis can be formulated as follows:

a) Spiritual Intelligence through HR Competency determines employee performance directly?
b) Intellectual Intelligence through HR Competency directly determines employee performance?

c) Psychomotor Intelligence through HR Competency directly determines employee performance?
d) Spiritual intelligence directly determines employee performance?
e) Intellectual intelligence directly determines the intellectual performance of employees?
f) Psychomotor Intelligence directly determines employee performance?
g) Spiritual intelligence indirectly determines employee performance?
h) Academic intelligence indirectly determines employee performance?
i) Psychomotor Intelligence indirectly determines employee performance?
j) HR competency has a direct effect on employee performance?

2. RESEARCH METHODS

1) Population and Sample

Population

The population is all values, the results of calculations and measurements, both quantitative and qualitative, of specific characteristics regarding a complete and precise group of objects. (Wibisono, 2017), A population is a group of people, events, or things with specific characteristics. If researchers use all population elements as data, it is called a census if only part of it is a sample. (Rumengan and Idham, 2015) The population must be stated explicitly regarding the budget size and area to maintain the objectivity and accountability of the data collected. Population is used to determine sample members and determine the extent of generalization. What is learned from the sample the conclusions will be applied to the population. For this reason, samples taken from the population must be truly representative. (Wibisono, 2017)

The population in this study were employees of the DPRD Secretariat of Riau Islands Province. The population size is 188 people. The data obtained was determined based on the theory that if the population is less than 100, it is better to take all of them, but if the number of subjects is large or more than 100, between 10-15% or 10-25% of the population can be taken (Suharsimi). The sampling technique is included in the non-probability sampling category (Sekaran; Black and Champion, 2001; Cooper and Schindler, 2003). By the characteristics, the sample required is all working residents; the non-probability sampling technique chosen is the judgmental (purposive) technique. This technique was selected to ensure that only samples with certain elements the researcher has determined will be taken as samples (Black and Champion, 2001: 264). Population details can be seen in Table 3.2.

Employee status	Man	Woman	Amount
(1)	(2)	(3)	(4)
State Civil Apparatus	45	29	74
Government Employees with Employment Agreements.	82	32	114
Total number			**188**

Sample

The sample is a population element chosen to represent the population in the study (Cooper and Schindler, 2003). In this research, the sample size is adjusted to the analysis model used, namely PLS SEM. In this regard, the sample size for SEM, which uses the maximum likelihood estimation (MLE) estimation model, is 100-200 samples (Ghozali, 2004), or 5-10 times the estimated parameters. In this study, the number of respondents was 188 respondents. The Slovin

formula was used, so the number was calculated using the Slovin formula n= 188/(1+(188x0.05²) = 127, 89 rounded up to 128 respondents.

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

2) Data analysis method

Data analysis was carried out using Partial Least Square (PLS). Partial Least Square is a powerful analysis method because it can be applied to all data scales, does not require many assumptions, and the sample size does not have to be significant.

Apart from being able to be used as a confirmatory theory, PLS can also be used to build relationships or to test propositions (Ghozali, 2008:12).

DISCUSSION

Fig.2. Riau Islands DPRD Building

a) Outer Model

Testing the measurement model (outer model) aims to evaluate the constructed variable being studied, namely the reliability (reliability) and validity (accuracy) of a latent variable/construct (Rumengan, et. al, 2019:167). Evaluation of the measurement model for reflective indicators includes assessing the validity and reliability of each indicator against its latent variable. The measurement model for testing the validity and reliability of the model, the model coefficient of determination and the path coefficient for the equation model in this research are as follows:

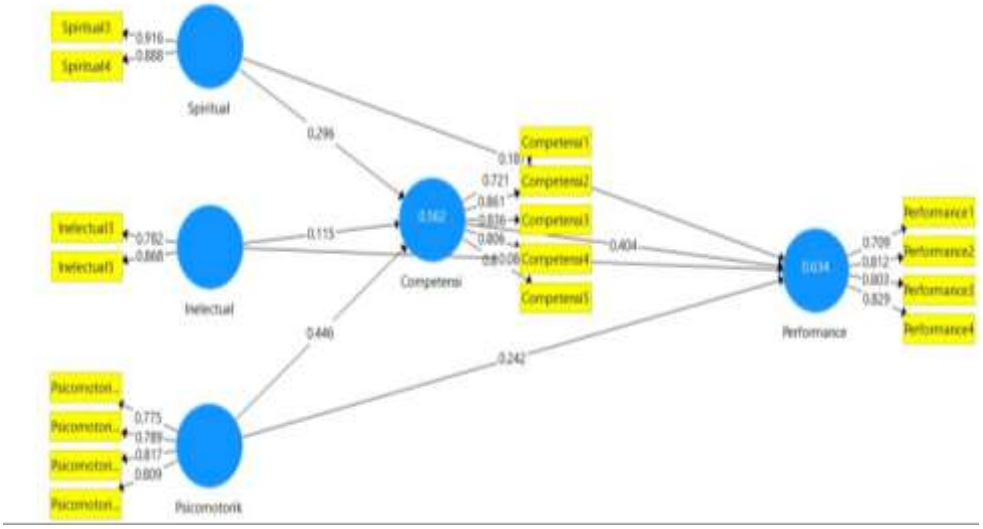

Figure.3.Outer Model

a) Direct Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Competency -> Performance	0.404	0.405	0.147	2,742	0.006
Intellectual -> Competence	0.115	0.108	0.132	0.869	0.385
Intellectual -> Performance	0.085	0.089	0.164	0.521	0.603
Psychomotor -> Competence	0.446	0.455	0.124	3,598	0,000
Psychomotor -> Performance	0.242	0.240	0.155	1,565	0.118
Spiritual -> Competence	0.296	0.296	0.097	3,039	0.002
Spiritual -> Performance	0.187	0.185	0.093	2,001	0.046

b) Determination of Competency in Performance

The direct determination of the Competence variable on the Performance variable has a path coefficient of 0.404 (positive), and the T-Statistics value is 2,742 > 1.96 (significant). This shows the prediction that if the value of the Competence variable increases, the value of the Performance variable will also increase. This determination has a probability value (p-values) of 0.006 < 0.05, meaning that the influence of the Competence variable is directly and significantly positive on the Performance variable. This research is by the theory, which states that competency is a fundamental characteristic of each individual, which is linked to criteria that are referenced for superior or effective performance in a job or situation. Then Soetrisno and Alini stated that competency combines knowledge, skills and behaviour to improve performance.

c) Intellectual Determination of Competence

The direct determination of the Intellectual variable on the Competency variable has a path coefficient of 0.115(positive), and the T-Statistics value is 0.869 < 1.96 (significant). This shows the prediction that if the value of the Intellectual variable increases, the value of the Competency variable will also increase, but not significantly. This determination has probability values (p-values) of 0.385> 0.05, meaning that the direct positive influence of the Intellectual variable is not significant on the Competency variable. This research is by the theory which states that intellectual intelligence is intelligence that requires the empowerment of the brain, heart, body, and activation of humans to interact functionally with others. Intellectual Quotient, or what is usually called IQ, is a term for classifying human intelligence, which was first introduced by Alfred Binet, a French psychologist, at the beginning of the 20th century.

d) Intellectual Determination of Performance

The direct determination of the Intellectual variable on the Competency variable has a path coefficient of 0.085 (positive), and the T-Statistics value is 0.521 <1.96 (not significant). This shows the prediction that if the value of the Intellectual variable increases, the value of the Competency variable will also increase, but not significantly. This determination has probability values (p-values) of0.603> 0.05, meaning that the direct positive influence of the Intellectual variable is not significant on the Performance variable. This research is by the theory which states that IQ (Intelligence Quotient) is the ability or intelligence obtained from working on questions or the ability to solve a question and is always related to a person's academic matters. For people whose intellectual intelligence is good, there will be no problematic information, and everything can be stored, processed and re-informed when needed. The process of receiving, storing and

reprocessing information is usually called "thinking". Thinking is a medium for increasing the repertoire of the human brain. Therefore, there are five dimensions of intellectual ability, which must always be in synergy.

e) Psychomotor Determination of Competence

The direct determination of the Psychomotor variable on the Competency variable has a path coefficient of0.446(positive), and the T-Statistics value is3,598> 1.96 (significant). This shows the prediction that if the value of the Psychomotor variable increases, the value of the Competency variable will also increase significantly. This determination has probability values (p-values) of 0.00 < 0.05, meaning that the influence of the Psychomotor variable is directly and very positive on the Competency variable. This research is by the theory, which states that psychomotor intelligence includes abilities related to physical skills in doing or completing something. This domain is divided into several aspects, including perception of the five senses, readiness to carry out a physical movement, guided responses or movements carried out based on trial and error or based on knowledge that one already has, mechanisms or skills in doing something, visible or visible motor responses. , adjustments or adaptations, as well as aspects of creating new movements as a result of skills

f) Psychomotor Determination of Performance

The direct determination of the Psychomotor variable on the Performance variable has a path coefficient of 0.242 (positive), and the T-Statistics value is 1.565 <1.96 (significant). This shows the prediction that if the value of the Psychomotor variable increases, the value of the Performance variable will also increase significantly. This determination has probability values (p-values) of 0.018>0.05, meaning that the direct positive influence of the Intellectual variable is not significant on the Performance variable. This research is by the theory, which states that, according to Singer, as quoted by Haryati (2009:25), teaching subjects which are included in the psychomotor teaching group are teaching subjects which are more movement-oriented and emphasize physical reactions.

g) Spiritual Determination of Competence

The direct determination of the Spiritual variable on the Competency variable has a path coefficient of 0.296 (positive), and the T-Statistics value is 3,039>1.96 (significant). This shows the prediction that if the value of the Spiritual variable increases, the Competency variable will also increase significantly. These determinations have probability values (p-values)as big as 0.002 < 0.05, meaning that the influence of the Spiritual variable is directly and very positive on the Competency variable. This research is by the theory, which states that commitment is an agreement (attachment) to do something (Big Indonesian Dictionary, Third Edition, 2005). To make changes and improvements, you need a commitment to yourself. Every person has good potential. In essence, humans have good potential, such as honesty, loyalty, responsibility, never giving up and so on. The dimensions of the essence of the self are absolute, natural, and fundamental truths. But why can't a person produce actual behaviour because 'wealth' is not sharpened, and there is no will and effort to make it happen?

h) Spiritual Determination of Performance

The direct determination of the Spiritual variable on the Performance variable has a path coefficient of 0.187 (positive), and the T-Statistics value is 2,001>1.96 (significant). This shows the prediction that if the value of the Spiritual variable increases, the value of the Performance variable will also increase significantly. This determination has probability values (p-values) of 0.046 < 0.05, meaning that the influence of the Spiritual variable is directly positive and significant on the performance variable. This research is by the theory that states that Human Resources are the most important asset for building a better and more advanced nation. However, to achieve that, the human resources we have must have character and be religious. Human Resources with a strong spiritual character are characterized by mental capacities different from other people, such as trustworthiness, sincerity, honesty, courage, firmness, firmness, strength in upholding principles, and other unique traits inherent in them from the spiritual side as their basis.

i) Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Intellectual -> Competence -> Performance	0.046	0.049	0.063	0.731	0.465
Psychomotor -> Competence -> Performance	0.180	0.179	0.075	2,413	0.016
Spiritual -> Competence -> Performance	0.120	0.121	0.063	1,901	0.058

Table 3. Indirect Effects

j) Intellectual Determination of Performance through Competency

The indirect influence coefficient value is 0.046 (positive), with a probability value of 0.465 > 0.05 (not significant). The Competence variable plays an intervening role but is not effective between the Intellectual variable and the Performance variable through competency. This research is by the stated theory Mathias, and Jackson noted that performance is basically what employees do or do not do in carrying out their work. Rivai and Sagala state that performance is actual behaviour displayed by each person as a work achievement produced by employees by their role in the organization.

k) Psychomotor Determination of Performance through Competence.

The indirect influence coefficient value is 0.046 (positive), with a probability value of 0.016<0.05 (significant). The Competence variable plays a crucial intervening role between the Psychomotor variable and the Performance variable through competence. This research is by the theory that Psychomotor Intelligence is Imitation, which is the ability to carry out simple activities precisely the same as those seen or paid attention to before. For example, a student can hit the ball exactly because he has seen or noticed the same thing before.

l) Spiritual Determination of Performance through Competency

The indirect influence coefficient value is 0.046 (positive) with a probability value of 0.058 > 0.05 (not significant). The Competence variable plays an intervening role but is not effective between the Spiritual variable and the Performance variable through competence. This research is by the theory, which states that indeed, in the creation of the heavens and the earth, and the alternation of night and day, there are signs for people of understanding, (namely) those who remember Allah while standing or sitting or lying down. They are thinking about the creation of the heavens and the earth (while saying): "Our Lord, You did not create this in vain. Glory be to You, so protect us from the torment of hell. Spiritual intelligence comes from human nature itself; this intelligence helps humans to give meaning to the activities carried out. (QS. Ali Imran: 190-191).

m) R-Square Value

The purpose of R-Square analysis is to evaluate the prediction accuracy of a model. In other words, it considers how variations in the value of the endogenous/dependent variable are influenced by variations in the value of the exogenous/independent variable in a path model. The higher the R-Square value, the better an exogenous variable will explain endogenous variables. An R-Square value of 0.75 indicates a robust PLS model, an R-Square of 0.50 indicates a moderate PLS model, and an R-Square of 0.55 indicates a weak PLS model (Ghozali, 2016 in Rumengan Jemmy, et .al, 2019:177). The R-Square value can be seen in the table below:

	R Square	R Square Adjusted
Competence	0.562	0.552
Performance	0.634	0.622

Table .4. R-Square Value

The Coefficient of Determination (R-squared) is a way to assess how much an exogenous construct can explain an endogenous construct. Based on the results of the coefficient of determination analysis above, it can be concluded as follows:

1. The R Square value of the joint or simultaneous influence of X1, X2, and X3 on Y is 0.562 with an adjusted R Square value of 0.552. So, it can be explained that all exogenous constructs (X1, X2, and X3) simultaneously influence Y by 0.552 or 55.2%. Because the adjusted R Square value is more than 50%, the influence of all exogenous constructs on Y is moderate.
2. The R Square value of the joint or simultaneous influence of X1, X2, and X3 on Z is 0.634 with an adjusted R Square value of 0.622. So, it can be explained that all exogenous constructs (X1, X2, and X3) simultaneously influence Z by 0.622 or 62.2%. Because the adjusted R Square value is more than 50%, the influence of all exogenous constructs on Z is moderate.

4. CONCLUSION

1) Conclusion

Based on the results of the research and hypothesis testing that has been carried out, the following conclusions are obtained:

a) The determination of the Competence variable is directly positive and significant to the Performance variable
b) The direct positive determination of the Intellectual variable is not essential for the Competency variable.
c) The immediate positive determination of the Intellectual variable is not necessary for the Performance variable.
d) The determination of the Psychomotor variable is directly positive and meaningful to the Competency variable
e) The direct positive determination of the Intellectual variable is not essential for the Performance variable
f) The determination of the Intellectual variable is directly positive and meaningful to the Competency variable
g) The determination of the Spiritual variable is now positive and significant to the performance variable
h) The Competence variable plays an intervening role but is not significant between the Intellectual variable and the Performance variable through competency.
i) The Competence variable plays a significant intervening role between the Psychomotor variable and the Performance variable through competence.
j) The Competence variable plays an intervening role but is not significant between the Spiritual variable and the Performance variable through competence.
k) The Competency variable can be explained/influenced by the variables spiritual intelligence, intellectual intelligence and psychomotor intelligence, with an interaction of 56.2%. In comparison, the remaining 43.8% is explained/influenced by other variables not included in this study.
l) The Performance variable can be explained/influenced by the variables spiritual intelligence, intellectual intelligence, psychomotor intelligence and competence, with an interaction of 63.4%, while the remaining 36.6% is explained/influenced by other variables not included in this study.

2) Suggestion

a) Measuring performance fairly and objectively against job requirements allows effective employees to be rewarded for their efforts.
b) Ineffective employees suffer the opposite consequences for poor performance.
c) To improve performance by identifying specific development goals.
d) To develop career goals so that employees can continuously adapt to the demands of organizational dynamics.
e) To improve employee performance, if there are members who have achieved achievements, they can be immediately given awards.
f) Make communication between employees and the DPRD Secretariat better.
g) Refrain from misunderstandings related to the quality and results of the work that has been done.
h) Can provide precise information regarding the results of work carried out by employees
i) Employee competencies are maintained and developed according to global challenges.
j) Employee Intellectual Intelligence needs to be improved.

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