Effect of Motivation and Interpersonal Intelligence on The Quality of Performance of Santri Organization Managers

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Abstract

This study aimed to examine the effect of motivation and interpersonal intelligence on the quality of performance of Santri organization managers. A total of 150 managers from various Santri organizations participated in the study. Data was collected using a questionnaire and analyzed using structural equation modeling. The results showed that motivation had a significant direct and indirect effect on the quality of performance of the managers through interpersonal intelligence. The direct effect of motivation on the quality of performance had an estimate of 0.41 and a p-value of 0.001, while the indirect effect had an estimate of 0.24 and a p-value of 0.001. The total effect of motivation on the quality of performance had an estimate of 0.66 and a p-value of 0.001. These results suggest that motivation and interpersonal intelligence play a significant role in improving the quality of performance of Santri organization managers. The findings of this study can provide useful information for organizations to improve the performance of their managers and increase their productivity.

Keywords: motivation, interpersonal intelligence, quality of performance, Santri organization managers.

INTRODUCTION

A person's abilities are determined not only by academics, but also by personal and cultural development. Intelligence helps to cope with problems, but it also requires motivation (Bellomo et al., 2022; Vaquero-Solís, Amado Alonso, Sánchez-Oliva, Sánchez-Miguel, & Iglesias-Gallego, 2020). Motivation sparks interest and passion in learning and doing activities, as well as helping to live a useful life (Dunn & Kennedy, 2019; Ferrer, Ringer, Saville, A Parris, & Kashi, 2022). In organizations, motivation and intelligence are important to motivate children.

Motivation is defined as a force, drive, need, passion, pressure, or psychological mechanism that drives a person or group of people to achieve certain achievements according to what he wants (Abdurrahman, Situmorang, & Zainuddin, 2020; Bechter, Whipp, Dimmock, & Jackson, 2021). Expressing the notion of motivation is a volition impulse that causes a person to do an act to achieve a certain goal (Dewi, Bundu, & Tahmir, 2016).

Interpersonal intelligence is the ability of a person to read the social signs and cues possessed, verbal and nonverbal communication, and be able to adjust the style of communication correctly and precisely (Abas, Solihatin, & Nadiroh, 2019; Astuti, Woro, & Wiyanto, 2020; Kusumaningruma, 2019). Interpersonal intelligence trains and requires a person to be able to read social signs and cues, as well as be able to communicate in oral or written form, even able to communicate using body language such as hand gestures, facial expressions, even in terms of actions (Dien & Wustqa, 2018; Yetti, 2018).

In general, interpersonal intelligence can be observed through the preferences manifested in their behavior. Students who are able to adapt well can be sure that they have strong interpersonal intelligence (Mahmud, R Amaliyah, Amin, Jufri, & Alimuddin, 2019). In addition, the individual can lead well when appointed as an administrator/leader. Also, being able to understand the views of others when they want to negotiate, persuade, and get information (Siregar, Budiyono, & Slamet, 2019; Sutarman, Sunendar, & Mulyati, 2019). It can be concluded that the way to find out the quality of the management's performance can be seen from how strong the motivation that drives him and the interpersonal intelligence that exists in him.

However, the problem that researchers find in the field is that the quality of work of these administrators is often not in accordance with the rules and goals that have been formed and set, some examples of problems according to the results of researchers' observations include some administrators still not working properly in accordance with the management work program. Like the Language section which does not exemplify to the students how to speak the official language (Arabic and English) which is good and correct, such as the part that is usually the first person to get to the mosque, but this is not the case. But they rely on their friends or partners in the administration. Motivation has often been given and emphasized by all levels of teachers and kiyai in islamic boarding schools, so that the management can work with good quality.

It all arises because the motivation given to them is considered unimportant, and is not taken seriously, other things also arise from the character or character that the child has that each child carries. This is the end of the gap. The purpose of this study is to find out whether

there is an influence of motivation, interpersonal intelligence on the quality of performance of student organization administrators, and want to know how much influence interpersonal intelligence motivation has on the quality of performance of student organization administrators.

RESEARCH METHODS

Research Design

This research uses a quantitative approach with a type of path analysis with a mediation model or *Intervening Variables* (Sarwono, 2011). The free variable (X) in this study is motivation, while the mediation variable (Y) is interpersonal intelligence and variable (Z) is the quality of management performance.

It can be understood that pathway analysis is a method used to see the direct and indirect effects of an exogenous variable that is hypothesized as the cause of endogenous variables that are treated as a result of effects or explanations regarding the direct and indirect relationships of a causal model that are compiled based on theoretical considerations and research knowledge (Edwards & Lambert, 2007; Shipley, 2009).

Participants and Instruments

The population of this study is all administrators of student organizations in Jember during the 2021/2022 solemn period as many as 140 administrators. The data collection technique used in this study, there are three methods, namely questionnaire (in the form of questions relevant to the research), observation (in the form of a phenomenon in the field and documentation (in the form of primary / direct and secondary evidence).

Data Analysis

Test the influence with mediation variables carried out using path analysis with the help of the JASP 0.14.1.0 for windows program.

RESEARCH RESULTS

Test the influence with mediation variables carried out using path analysis with the help of the JASP 0.14.1.0 for windows program. Table 1 shows descriptive statistics of the three variables, Motivation, Interpersonal Intelligence, and Quality of Performance.

Table 1. Descriptive Statistics

	Motivation (X)	Interpersonal Intelligence (Y)	Quality of Performance (Z)
Valid	150	150	150
Missing	218	218	218
Mode	20.00	19.43	16.00
Median	19.79	19.43	16.00

Table 1. Descriptive Statistics

	Motivation (X)	Interpersonal Intelligence (Y)	Quality of Performance (Z)
Mean	19.55	19.11	15.83
Std. Deviation	2.97	2.85	2.21
Variance	8.85	8.11	4.88
Minimum	12.75	12.56	10.60
Maximum	25.00	24.29	20.00
Sum	2933.00	2866.50	2374.79

Table 1 shows descriptive statistics of the three variables, Motivation, Interpersonal Intelligence, and Quality of Performance. The total amount of data for each variable is 150. The mean is the average value of the dataset, with values of 19.55 for the Motivation variable, 19.11 for the Interpersonal Intelligence variable, and 15.83 for the Quality of Performance variable. Standard deviation (Std. Deviation) shows how far the dataset is spread out from the average value, with values of 2.97 for the Motivation variable, 2.85 for the Interpersonal Intelligence variable, and 2.21 for the Quality of Performance variable. Variance is the standard deviation of the squared dataset, with values of 8.85 for the Motivation variable, 8.11 for the Interpersonal Intelligence variable, and 4.88 for the Quality of Performance variable. The Minimum Value is the lowest value in the dataset, with values of 12.75 for the Motivation variable, 12.56 for the Interpersonal Intelligence variable, and 10.60 for the Quality of Performance variable. The Maximum value is the highest value in the dataset, with values of 25.00 for the Motivation variable, 24.29 for the Interpersonal Intelligence variable, and 20.00 for the Quality of Performance variable. The Sum value is the sum of the datasets, with values of 2933.00 for the Motivation variable, 2866.50 for the Interpersonal Intelligence variable, and 2374.79 for the Quality of Performance variable.

Direct Effects

Direct effects in path analysis refers to the direct relationship between the independent variable and the dependent variable in the path analysis model. It represents the direct impact of the independent variable on the dependent variable without considering the influence of other variables. Direct effects can be measured by analyzing the correlation or regression between the two variables.

Table 2. Direct effects

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
X $\rightarrow$ Z	0.41	0.06	6.54	< .001	0.29	0.54

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

The results of the Direct Effect analysis show that there is a significant relationship between motivation and the quality of management performance. The largest estimate value obtained was 0.41 with a p-value of 0.001. This suggests that motivation has a significant direct influence on the quality of sysop performance. The p-value is less than 0.05 which means 0.001, indicating that this result is very significant and did not occur by chance. Therefore, it can be concluded that motivation has a significant and important influence on the quality of management performance.

Indirect Effects

Indirect effects in path analysis refers to the indirect influence between independent and dependent variables through another variable (mediator). In this case, the mediator variable plays an important role in explaining the relationship between the independent and dependent variables. Indirect effects can be measured by analyzing the influence of the independent variable on the mediator variable and the influence of the mediator variable on the dependent variable. This analysis helps in understanding the processes that occur in the relationship between the independent and dependent variables and allows for an understanding of the mechanisms and processes that affect the relationship.

Table 3. Indirect effects

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
X → Y → Z	0.24	0.06	4.18	< .001	0.13	0.36

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

The results of the Indirect Effect analysis show that there is an indirect relationship between the motivation and productivity of caretaker performance through interpersonal intelligence. The estimated value obtained is 0.24 with a p-value of 0.001. This suggests that motivation has an indirect influence on the productivity of sysop performance through interpersonal intelligence. Interpersonal intelligence acts as a mediator variable that mediates the relationship between motivation and productivity of management performance. The p-value is less than 0.05 which is 0.001, indicating that this result is very significant and did not occur by chance. Therefore, it can be concluded that motivation has an indirect influence on the productivity of management performance through interpersonal intelligence.

Total effects

Total effects in path analysis refers to the combined direct and indirect effects between an independent and a dependent variable in a model. It represents the overall impact that an

independent variable has on a dependent variable, taking into consideration any mediating variables. The total effect can be calculated by summing the direct and indirect effects. It provides a comprehensive understanding of the relationship between the variables and the processes involved in shaping that relationship.

Table 5. Total effects

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
X → Z	0.66	0.03	23.26	< .001	0.60	0.71

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

The results of the Total Effect analysis show the effect of total motivation on the productivity of management performance. The estimated value obtained is 0.66 with a p-value of 0.001. This suggests that motivation has a total (direct and indirect) influence on the productivity of sysop performance. The p-value is less than 0.05 which is 0.001, indicating that this result is very significant and did not occur by chance. Therefore, it can be concluded that motivation has a significant total influence on the productivity of the performance of the management.

DISSCUSSION

Based on the results of the analysis carried out, it can be said that motivation has a significant influence on the quality of performance of the management of the student organization. The results of the Direct Effect analysis show that motivation has a direct influence on the quality of management performance, while the results of the Indirect Effect analysis show that motivation has an indirect influence on the productivity of management performance through interpersonal intelligence. Finally, the results of the Total Effect analysis show that motivation has a significant total (direct and indirect) influence on the productivity of management performance.

In the organizational context, motivation is an important factor that affects the quality of management performance (Fernandes, 2018; Jordan, Ferris, Hochwarter, & Wright, 2019). Motivation can increase the enthusiasm and interest of administrators in performing their duties, thus helping them to focus more and provide better results (Jordan et al., 2019; Safa, Maple, Watson, & Von Solms, 2018). Interpersonal intelligence also plays an important role in mediating the influence of motivation on the quality of management performance. Interpersonal intelligence helps administrators to better understand and interact with others,

thus helping them to carry out tasks more effectively and efficiently (Astuti et al., 2020; Kusumaningruma, 2019).

Based on these results, it is recommended to increase the motivation of the management of the student organization. This can be done through various efforts, such as providing benefits or incentives, improving a positive work environment, and providing training and development to improve the skills and knowledge of administrators. In addition, it is also necessary to pay attention to how to improve the interpersonal intelligence of administrators, such as through training and development focused on the ability to interact and cooperate with others.

Thus, it can be ascertained that increasing the motivation and interpersonal intelligence of administrators will have a positive impact on the quality of management performance and the productivity of student organizations. This will help the organization to further develop and succeed in achieving its goals.

CONCLUSION

Based on the results of the analysis carried out, it can be said that motivation and interpersonal intelligence have a significant influence on the quality of performance of the management of the student organization. Motivation has a direct and indirect influence through interpersonal intelligence on the productivity of caretaker performance. The limitation of this study is that the samples used may not be representative of the student organization population as a whole, so the results obtained may not be applicable to other populations. In addition, this study also only looked at the influence of interpersonal motivation and intelligence, so other factors that affect the quality of management performance may not be covered in this study. There are many future research opportunities that can be done based on the results of this research. For example, more research can be conducted to evaluate the influence of other factors such as organizational culture, leadership, and stress on the quality of board performance. Research can also be conducted to evaluate the influence of motivation and interpersonal intelligence on the quality of management performance in the long term. Thus, more effective solutions can be found to improve the quality of management performance and the productivity of the student organization.

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