The Relationship of Interpersonal Intelligent and Emotional Intelligent towards Organizational Citizenship Behaviour *(OCB)* for all of MTs Teachers in Banjarmasin downtown South of Borneo Indonesia

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ABSTRACT
This study conducted to determine (1) the Relationship of Interpersonal Intelligence and Emotional Intelligence with OCB for MTs Teachers in Banjarmasin downtown. The results showed that (1) there was a relationship between the level of Interpersonal Intelligence Banjarmasin City. (2) there was no relationship between the level of emotional intelligence with the OCB of Banjarmasin City. This study Recommended (1) Because there is a relationship between Interpersonal intelligence in Banjarmasin, in the teaching and learning process in the school the teacher is responsible for the work and work environment to overcome various problems experienced when carrying out tasks so that it has a creative and dynamic nature. (2) Research shows that emotional intelligence is closely related to personality, behavior, and teacher character does not affect the teacher's OCB because each teacher should have the internal abilities to do vertical or horizontal relationships.

Keywords: interpersonal intelligence, emotional intelligence

INTRODUCTION

Madrasah Tsanawiyah (MTs) is different from the first Middle School (SMP) as a basic education institution whose students not only receive the same subject matter as students who study in junior high school in terms of general subjects, but in Madrasah Tsanawiyah (MTs) as an Islamic education institution presents religious material that is greater than junior high school , such as: Qur'an-hadist, Aqidah-Akhlaq, Fiqh, Islamic Cultural History, and Arabic. Whereas in junior high school only allocates 2 lesson of hours for Islamic Education subjects in averages. This fact shows that Madrasah Tsanawiyah (MTs) has more curriculum content than SMP especially in terms of Islam. The difference in curriculum certainly requires a positive relationship between Interpersonal intelligence and Emotional Intelligence with (OCB) teachers of Madrasah Tsanawiyah (MTs) in Banjarmasin downtown. Interpersonal Intelligence and Emotional Intelligence is a capacity that identifies how high the level of personal and social competence of the person concerned so that it is closely related to the state of OCB. The study to describes and to analyse The Relationship of Interpersonal Intelligent and Emotional Intelligent to O*rganizational Citizenship Behaviour (OCB)* for all of MTs Teachers in Banjarmasin downtown South of Borneo Indonesia.

Research on OCB in Indonesia seems to be rarely done, even though this topic has been discussed a lot in the discussion of organizational behavior lately, it has even become one of the main dependent variables in organizational behavior research (Robbins, 2001). The reasons above underlie this OCB research in addition OCB research is very important to do in Indonesia because lately many organizations in Indonesia have implemented a work team system. In addition, there are now many changes in organizations in Indonesia, such as downsizing (downsizing organizations by reducing the number of workers). This policy has an impact on changes, for example, changes in the duties and obligations of employees, organizational expectations so that employees become more creative in finding new ways to improve work efficiency, as well as serious attention to and delays in the workplace.

When organizations reduce the number of employees, the organization will be more dependent on employees who remain to do things beyond what they are assigned. Therefore, the employee is expected to display OCBC. Then the characteristics of the Indonesian people who uphold the value of togetherness and help (Koentjaraningrat in Adriansyah, 2003) and the high rank of Indonesia in the dimension of collectivism (Hofstede, 1991), the Indonesian nation is expected to display a high OCBC. According to Moorman and Blakely (1995), individuals who have high collectivistic values tend to cause high OCB as well.

The above conditions clearly require employees who are considered good members so that they can handle work flow optimally and efficiently. Workers do not only carry out intra-rollover tasks but also play extra role behaviors because people behaving OCB are also employees who have prominent emotional skills. Emotional skills are learning outcomes that are based on emotional intelligence and therefore produce prominent teacher professional attitudes at work.

Organ & Ryan (1995) found that attitude variables (satisfaction, fairness, and climate) showed a very strong relationship with OCBC. Since OCB is an important organizational behavior, there are studies that show a relationship with organizational positive consequences (Podsakoff, Ahearne & MacKenzie, 1997; Walz & Brian Niehoff, without years: 2).

Based on the description above shows the relationship that interpersonal intelligence, emotional intelligence and organizational climate with OCB and attitudes to the teaching profession. On the basis of these ideas, the researchers felt interested in conducting research on the relationship of interpersonal intelligence, emotional intelligence, organizational climate with OCBC and attitudes to the teacher's profession of Madrasah Tsanawiyah Negeri Se Banjarmasin City.

The research questions addressed are:

1. Is there a direct relationship between Interpersonal Intelligence and OCB Teacher Madrasah Tsanawiyah Negeri Se Banjarmasin City?
2. Is there a direct relationship between Emotional Intelligence and OCB Teachers of Madrasah Tsanawiyah Negeri Se Banjarmasin City?

Inter-Variable Relationships

Based on the theoretical study of the five research variables namely Interpersonal Intelligence, emotional intelligence, organizational climate, OCBC and attitudes to the teaching profession, the framework used in this study can be described as follows:

Direct relationship between Interpersonal Intelligence and OCB

Interpersonal intelligence seems to have a direct relationship with OCB, this is found in the Fardina Novitasari Maturidi study which examines interpersonal intelligence, emotional intelligence, and personality to the nurse's OCB in Dr. dr. H. Moh Anwar, Sumenep Regency. the interpersonal intelligence coefficient value is 0.314 which indicates that there is a direct relationship with OCB.

The direct relationship between Emotional Intelligence and OCB

Emotional intelligence is a better predictor of intellectual intelligence for life success (economic success, life satisfaction, friendship, family life), including work performance (Boyatzis, Sternberg, Simon & Schuster, in Luthans, 2016). Other studies conducted by Kelley & Caplan (in Luthans, 2006) prove that scientists and engineers who are considered "stars" use aspects of emotional intelligence such as social skills to build networks of relationships and friendships, help colleagues in solving problems or crises in life or work.
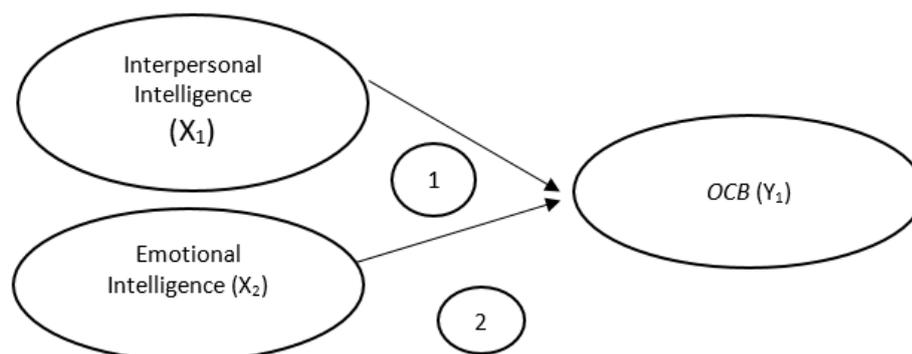
Figure 1. Theoretical Framework of Research

Table 1. Grid of questions

No	Variable	Indicator
1.	Interpersonal Intelligent (ξ_1) (Anderson ,2015)	1. *Social Sensitivity*
		2. *Social Insight*
		3. *Social Communication*
2.	Emotional intelligent (ξ_2) (Daniel Goleman 2013)	1. *Self-Awareness*
		2. *Self-Management*
		3. Motivation
		4. Social relationship empathy
4.	*Organizational Citizenship Behaviour* OCB (η_1) (Organ ,1988)	1. *Altruisme*
		2. *Courtesy*
		3. *Conscientiousnes*
		4. *Sportmanship*
		5. *Civic virtue*

Conceptual Model of Relations between Research Variables

In this section the research conceptual framework is explained as the basis for the formulation of the hypothesis. The conceptual framework of this research was built based on the structure based on the description of the background of the formulation of the problem, the purpose of the study and the results of the literature review as described earlier. The conceptual framework used in this study is a study of the direct relationship between Interpersonal Intelligence, Emotional Intelligence, Organizational Climate with OCBC and attitudes to the teacher's teaching profession at the State Madrasah Tsanawiyah in Banjarmasin City.

In this study there are three independent variables Interpersonal Intelligence (X1), emotional intelligence (X2) as the dependent variable (exogenous) with the dependent variable (endogenous) OCB (Y) namely :

(1) Direct relationship between Interpersonal Intelligence (X1) and ocb (Y)
(2) Direct relationship between emotional intelligence (X2) and ocb (Y)

The ten relationships of these variables constitute a constellation of problems in this study. Pattern of relationship to organizational climate, level of emotional intelligence, interpersonal intelligence is a capacity that identifies how high the level of competency / ability of a person and the social personalization of the person concerned. So, all variables are thought to be closely related to the emergence of OCB and attitudes to the teaching profession.

MATERIALS AND METHODS

The design of this study uses a quantitative approach, to analyze and describe the relationship of the influence of Interpersonal Intelligence (X1) and Emotional Intelligenceonal (X2) with *Organizational Citizenship Behavior* (OCB) of Madrasah teachers in Banjarmasin City using SEM (*Structural Equation Modeling*) analysis. The population of Teachers from 4 MTsN in Banjarmasin City was 142 people then based on the proportion distribution formula obtained 105 samples. **Table 1** shows a research instrument grid.

In this regard, Arikunto (2006: 195) states that the research instrument shows r count> r table at a significant level of 5% and the reliability level> 0.40 has sufficient stability, then the instrument meets the

Table 2. Structural Equation Analysis (SEM)

Step	Action
1	Development of a theoretical model
2	Arrange path diagram (path diagram)
3	Changing the path diagram becomes a structural equation
4	Select input matrix for data analysis
5	Assess model identification
6	Evaluate model estimation (goddness of fit evaluation)
7	Interpretation and modification of the model

Table 3. Inter-variable relationship regression coefficient test results

No	Variable	Koef.	CR	P_{Value}	Remark
1.	Interpersonal Intelligence (ξ_1) ➔ ocb (η_1)	1,033	4,994	0,492	Significant
2.	Emotional Intelligence (ξ_2) ➔ ocb (η_1)	0,041	0,259	0,796	Not Significant

requirements and can be used in research. Thus the items of the research instrument have validity and reliability, The data analysis technique in this study is to use:

Construct Test

Data analysis using structural equation modeling (SEM), required assumptions that must be met. These assumptions must be tested first so that the use of SEM can be continued. Test these assumptions including the number of samples, normality of data, and outliers. To test this assumption, SPSS 24.0 software can be used and AMOS can also be used.

Data Analysis with SEM

Testing the relationship model between variables, which are related to path analysis (path analysis) and structural models, is used to model structural equations or structural equation modeling (SEM). Through SEM, 3 activities can be carried out simultaneously, namely checking the validity and reliability of the instrument, testing the relationship model between variables, and the model for predictions (related to regression analysis). There are seven steps to be taken in structural equation analysis (SEM), as presented in **Table 2** (Ferdinand, 2002; Ghozali, 2004; Solimun 2002).

RESULTS

Correlation hypothesis is an estimate that there is a relationship between variables in the population that is tested by looking at the relationship between variables drawn from the sample population. Correlation between variables is a value that shows direction and there is a strong relationship between two or more variables. Directions are shown as positive and negative, as for the strength of the relationship shown by the magnitude of the value of the correlation coefficient. The causality test is carried out as a test of the weights of each indicator analyzed. Based on the results of the analysis of the structural equation model of Interpersonal Intelligence (ξ_1), Emotional Intelligence (ξ_2), Organizational Climate (ξ_3), ocb (η_1) and Attitudes in Teacher Training (η_2). Hypothesis testing can be seen in **Table 3**.

The significant level of the correlation coefficient of the two constructs was tested at $\alpha = 0.05$ (Hair, 2006). The statistical test results show a significant test decision if the ρ-value is ≤ 0.05. Significant test (t-test) of lambda coefficient, in this case is the value of the critical ratio (c.r) identical to the t-test carried out to reject (H0) which states the lambda coefficient is equal to zero.

Based on **Table 3**, we can explain the results of hypothesis testing (H0) as follows:

1. The first hypothesis states that there is a direct relationship between Interpersonal Intelligence and OCB expressed through the hypothesis:

H0: $\gamma 1 = 0$: There is no direct relationship between Interpersonal Intelligence and OCB in MTs N City Banjarmasin

The positive path coefficient is 1.033 with the value of C.R. amounting to 4.994 greater than 1.96 and a probability value of 0.492 <α of 5%, meaning that Interpersonal Intelligence has a direct relationship to OCB.

So the hypothesis (H0) is rejected, this means that Interpersonal Intelligence has a direct relationship with OCB.

2. The second hypothesis states that there is a direct relationship between Emotional Intelligence and OCB expressed through the hypothesis:

H0: $\gamma 1 = 0$: No There is a direct relationship between emotional intelligence and OCBC in MTs N in banjarmasin

The positive path coefficient is 0.041 with the value of C.R. equal to 0.259 smaller than 1.96 and a probability value of 0.796> α of 5%, meaning emotional intelligence does not have a direct relationship with OCB. So the hypothesis (H0) is accepted, meaning Emotional Intelligence does not have a direct relationship with OCB.

CONCLUSION

There is a direct relationship between Interpersonal Intelligence and OCB and there is a direct relationship with OCBC by the degree of interpersonal intelligence, There is no direct relationship between Emotional Intelligence and OCB based on behavior perceived by most respondents as high category, this shows that most teachers have a high perception of emotional intelligence so the majority of teachers have a perception that Emotional intelligence has an indirect relationship with OCBC, this is due to the teacher's perception that good emotional intelligence and teacher professionalism to produce and achieve work performance in schools that should be owned by teachers, There is a direct relationship between Organizational Climate and OCB based on the behavior of the spatial it's mean that the stronger the Organizational Climate is applied the higher the level of OCBC in the school and then it directly results in a significant relationship, There is a direct relationship between Interpersonal Intelligence and Attitudes In teacher professionalism based on behavior is perceived by the majority of respondents to be high category, There is a direct relationship between Emotional Intelligence and Attitudes in Teaching Professionals based on perceived by most respondents to be high category and directly influence the Attitudes in Teacher Profession, meaning that the higher the teacher's emotional intelligence the higher attitude to the teaching profession, There is no direct relationship of Organizational Climate with Attitudes in Teacher Profession based on behavior perceived by the majority of respondents in high category but indirectly influence the Attitudes in Teacher Profession, this is due to the teacher's professional attitude towards the leader and the work should be high without having to consider the factors of Support and Conflict in the organizational climate, There is a direct relationship between OCBC and attitude in teacher professions perceived by most respondents to be categorized as high and have a direct effect on attitudes in teaching professions, meaning that the higher the OCBC teacher the more professional too high, There is a direct relationship between Interpersonal Intelligence and OCB and Attitudes In teacher professional professions based on relationship behavior in MTsN City of Banjarmasin perceived by most respondents as high category and there is a direct relationship between Interpersonal Intelligence and OCBC and Attitudes in Teacher Profession, meaning higher intelligence interpersonal then the teacher's ocb and attitudes towards the teaching profession will also be higher, There is a direct relationship between Emotional Intelligence and OCB and Attitudes In teacher professionalism based on spatial relationship behavior in MTsN City of Banjarmasin perceived by most respondents as high category and there is a direct relationship between Emotional Intelligence and Ocb and Attitudes in Teacher Profession, meaning higher intelligence emotional, the teacher's OCB and the teacher's professional attitude will also be higher and There is a direct relationship between Organizational Climate and OCB and Attitudes In teacher professionalism based on relationship behavior in the scope of MTsN in Banjarmasin City is perceived by most respondents in the high category there is a direct relationship of Organizational Climate to OCB and Teacher Professional Attitude, meaning higher Climate The organization of the OCBC teacher and the attitude of the teaching profession will also be higher.

RECOMMENDATIONS

For the Office of the Ministry of Religion of the City of Banjarmasin in the Province of South Borneo. This study found the findings of the relationship between. Interpersonal Intelligence, Emotional Intelligence, Organizational Climate, Ocb and Attitudes In the teacher's profession by motivating and implementing teacher recruitment through the selection process and teacher training so that they have better management skills in education, For Supervisors need to be given special attention to items of individual, chaosatic and intellectual simulation. So that, with more attention on the above items can improve the competence of

educators in schools, For Principals that the acquisition of these findings could be the basis for making a program oriented to improving interpersonal intelligence, emotional intelligence and organizational climate with OCBC and attitudes to the teaching profession.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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